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# ADOLESCENT EMPOWERMENT PROGRAM

ROHTAK, GURUGRAM, PANIPAT, SONIPAT,  
JHAJJAR IN HARYANA

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CONCURRENT EVALUATION REPORT



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## EXECUTIVE SUMMARY

The Concurrent Evaluation of the Adolescent Empowerment Programme, the flagship initiative of the Breakthrough Trust Team, in the districts of Rohtak, Gurugram, Jhajjar, Panipat and Sonipat 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 aims 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 1015 adolescents and 96 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**, across all districts, there is a near-balanced representation of gender, with boys and girls constituting approximately 50% of the respondents in each district. The respondents were mostly Hindus (96%) and belonged to Scheduled caste (38%) and OBC (42%) backgrounds. Close to 65% of the homes used LPG fuel as opposed to primitive means of cooking, thus displaying an overwhelming preference for cleaner fuels. 98% of the adolescents reported having toilets at home.

With respect to **educational aspirations and career pathways of adolescents**, the findings provide a comprehensive overview, revealing significant district-wise and age-wise variations. For instance, in Rohtak, there is a notable inclination among girls aged 11-14 and 15-18 towards continuing education beyond the secondary level, with percentages as high as 18% for aspiring doctors among older adolescents. Conversely, Jhajjar district exhibits lower percentages of girls enrolled in senior secondary and higher education levels, indicating potential barriers to accessing higher education opportunities. Additionally, age-wise differences highlight evolving career interests, such as the preference for becoming doctors among older adolescents in Rohtak. These findings underscore the importance of tailored interventions and targeted approaches to address the diverse educational aspirations and career preferences of adolescents. By understanding the unique contexts and developmental stages of adolescents in different districts, stakeholders can design more effective programs and initiatives to promote educational empowerment and facilitate career development among Haryana's youth.

Reflecting on adolescents' **opinion on gender roles and discriminatory practices** across districts and age groups in Haryana, the analysis encompasses attitudes towards education, marriage, domestic violence, societal norms, and more, highlighting nuanced perspectives on responsibilities within households and communities. While there's a prevailing disagreement with discriminatory practices such as restricting girls' education and mobility or justifying domestic violence, variations exist, suggesting differing attitudes and perceptions. For instance, Gurugram demonstrates more progressive views, with higher disagreement percentages regarding discriminatory beliefs, such as early marriage or unequal nutrition, with disagreement percentages ranging from 73% to 96%. Conversely, Jhajjar exhibits relatively higher agreement percentages on certain discriminatory attitudes, indicating a need for targeted interventions in these areas, with agreement percentages ranging from 11% to 61%.

The analysis of adolescents' perceptions on gender roles reveals significant shifts in attitudes towards shared responsibilities within households and communities across districts in Haryana. Findings indicate a notable increase in the acceptance of shared duties among both boys and girls, with percentages showing a shift towards more egalitarian views. For instance, there's a substantial rise from 82% to 96%

in the belief that both genders should contribute to earning money, reflecting a stronger acknowledgment of gender equality in financial responsibilities. Similarly, there's a significant increase from 70% to 89% in the endorsement of shared cooking responsibilities, indicating a shift away from traditional gender norms in culinary tasks. Additionally, there's a remarkable increase from 36% to 94% in the belief in shared responsibilities for taking care of children and elders, highlighting a significant departure from stereotypical gender roles in caregiving duties. These findings underscore a positive trend towards greater gender equality and shared responsibilities within households, reflecting evolving societal norms and perceptions among adolescents.

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. The comparative analysis of open dialogues between adolescent girls and boys with their parents in Haryana reveals notable shifts in communication dynamics. Firstly, there has been a substantial increase in discussing autonomy-related topics, with 58% of adolescents reporting always discussing going out alone or with friends, compared to just 26% in the previous assessment. Additionally, there's a significant rise in discussing career aspirations, with 67% engaging in these conversations always, compared to 58% previously. Moreover, there's an enhanced level of communication regarding educational aspirations, with 75% of adolescents discussing their desired level of education always, compared to 63% previously. However, there's a decrease in discussing marriage-related topics, with only 12% discussing the age at which they want to get married always, compared to 18% previously, suggesting a potential shift towards less communication about sensitive topics.

The analysis of intergender communication reveals significant patterns and variations. Across all districts, 82% of adolescents engage with peers of the opposite sex, indicating a prevalent level of interaction. Notably, there's a higher interaction rate among 15-18-year-olds (83%) compared to 11-14-year-olds (81%). District-wise, Panipat stands out with the highest interaction rate at 95%, while Jhajjar has the lowest at 72%. Reasons for non-interaction vary, with hesitation being prevalent across districts, particularly in Jhajjar (100%) and Rohtak (73%). However, family restrictions play a significant role in Panipat (45%). Schools or coaching centers emerge as primary places of interaction across all districts, with percentages ranging from 91% in Rohtak to 99% in Panipat and Sonipat. Education-related purposes dominate the motivations for interaction, ranging from 88% in Gurugram to 97% in Panipat.

**In school environments**, there are varying levels of comfort among the adolescent population in discussing topics with teachers or school staff. Notably, discussions about career guidance and aspirations are prevalent, with percentages ranging from 38% to 79%, indicating a strong need for academic and career support. However, topics such as understanding lessons in school and health-related issues show variations influenced by school support systems and community dynamics, with percentages ranging from 19% to 60% and from 18% to 43%, respectively.

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 comparative analysis reveals concerning trends in the current evaluation compared to the previous assessment. There has been a substantial increase in the prevalence of emotional abuse, with the percentage of adolescents reporting insults or feeling bad about themselves rising from 7% to 22%. Moreover, threats of physical harm have significantly increased from 6% to 18%, indicating heightened insecurity among adolescents. Verbal harassment has also seen a notable rise, from 3% to 19%, suggesting an escalation in hostile environments. Physical violence has seen a drastic increase, with reports of coercion or abuse jumping from 1% to 17%, highlighting serious risks to adolescents'

physical safety. Additionally, emerging reports of threats with weapons and inappropriate physical touch underscore growing risks of severe harm and assault.

Regarding **support systems**, available to adolescents in dealing with gender-based violence (GBV), parents emerge as the primary confidants, with high percentages reporting sharing incidents with them, ranging from 28% to 84%. However, sharing with other family members or relatives shows significant diversity, with Sonipat standing out at 100% while Jhajjar reports the lowest at 0%. Friends play a crucial role in some districts, particularly Gurugram and Sonipat, where relatively higher percentages share with them, ranging from 0% to 91%. Yet, there are districts like Jhajjar where no adolescents report sharing with friends. Sharing with neighbors and schoolteachers is less common across all districts, indicating potential gaps in community and school-based support systems, with percentages ranging from 0% to 10% and 0% to 5%, respectively.

Delving into the complexities of **early marriage** among adolescents aged 15-18 years, it is encouraging to note that girls consistently demonstrate full awareness in all districts surveyed, while boys exhibit slightly lower awareness levels, ranging from 88% to 100%. The data on the correct knowledge regarding the legal age of marriage shows that girls tend to have a slightly better understanding than boys across districts, with variations in knowledge levels observed between districts. Furthermore, the age at which adolescents want to get married varies across districts, with boys in Panipat expressing a relatively older age preference for marriage compared to boys in Jhajjar.

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 findings regarding the sources of menstrual knowledge, challenges faced during menstruation, and family support. Mothers emerge as primary sources of information about menstruation for girls across all districts, with percentages ranging from 72% to 96%. Concerning challenges during menstruation, religious and dietary restrictions are prevalent, with notable percentages of girls reporting being prevented from performing religious rituals (ranging from 34% to 76%) and touching certain food items (ranging from 6% to 45%). However, families generally provide strong support during menstruation, with high percentages ensuring nutritious food (ranging from 54% to 98%) and allowing time for rest (ranging from 86% to 100%).

Focusing on **adolescent health information** sources and education outreach, significant district and age-wise differences in awareness about Iron Folic Acid (IFA) and Albendazole has been observed. For instance, awareness about IFA ranges from 51% to 94%, with older adolescents in Rohtak, Gurugram, and Sonipat showing notably higher awareness (73% to 94%) compared to younger counterparts (51% to 83%). Similarly, awareness about Albendazole varies across districts and age groups, with adoption rates ranging from 53% to 93%. Breakthrough staff and teachers emerge as significant sources of health information.

In terms of **school infrastructure**, the data reveals high availability across all districts, with adoption rates ranging from 90% to 100% for key indicators such as blackboards in every classroom, rooms for every class, playgrounds, sports equipment, libraries, drinking water facilities, and toilets with water facilities for girls. However, disparities exist in usability and accessibility across certain indicators and age groups. For instance, Gurugram shows slightly lower adoption rates for usable facilities among 15-18-year-old students across various categories, indicating potential challenges in maintenance or access for older students in this district. Similarly, Panipat exhibits lower adoption rates for classrooms and sports equipment among older students, suggesting potential overcrowding or space constraints.

The adolescents were further asked about the safety in commuting to schools and how do they perceive their schools in terms of safety. It is heartening to see that 100% of the adolescent boys and girls interviewed report 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. The trend has been found to be similar across all the districts and across the age cohorts.

The analysis of **life skills** among students in Haryana demonstrates notable improvements across various domains. Confidence in speaking in the classroom increased significantly from 84% to 94%, indicating enhanced communication skills. Similarly, there was a rise in comfort levels in teamwork from 88% to 95%, reflecting improved collaborative abilities. Additionally, the percentage of students able to express their feelings increased from 87% to 92%, suggesting growing emotional intelligence. Moreover, decision-making capabilities remained consistently high, with both years showing percentages of 94% and 95%, indicating a strong sense of agency among students.

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. The data reveals high internet access rates among adolescents in Haryana, averaging 97% across the surveyed districts, with subtle variations based on age groups and genders. Smartphones are the predominant digital device, with adoption rates averaging 89%, followed by laptops, computers, and tablets, albeit to a lesser extent. WhatsApp emerges as the most widely used social media platform, with adoption rates averaging 64%, followed by Facebook, Instagram, Snapchat, and YouTube. Adolescents primarily share personal updates and multimedia content on social media, with adoption rates averaging 27%, followed by news articles and information at 6%. Television remains the most widely used traditional media platform, with adoption rates averaging 59%, followed by newspapers at 14%.

The findings from **interviews with teachers** in Haryana reveal a nuanced picture of the evolving landscape of gender equality within the educational system. While some traditional attitudes persist, there's a notable shift towards more progressive perspectives, attributed in part to the adolescent empowerment program. Teachers have become proactive in challenging stereotypes and promoting inclusivity, although some traditional gender roles still persist. There's strong support for education regardless of gender, but emphasis on education for livelihood may be decreasing. Improvement in students' communication and emotional expression skills is noted, but areas like teamwork may need further attention. Shifting priorities in School Management Committee meetings and changes in disciplinary practices and child safeguarding policies indicate ongoing adaptation within school environments. Despite positive trends in student perceptions of safety and comfort, there's a potential decrease in proactive measures to create a safe and inclusive environment for girls, highlighting the need for continued efforts to promote gender equality and inclusivity within educational contexts in Haryana.

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.

#### ***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.

### ***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.

### ***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 the 5 districts of Haryana, namely Rohtak, Gurugram, Jhajjar, Panipat and Sonapat, 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

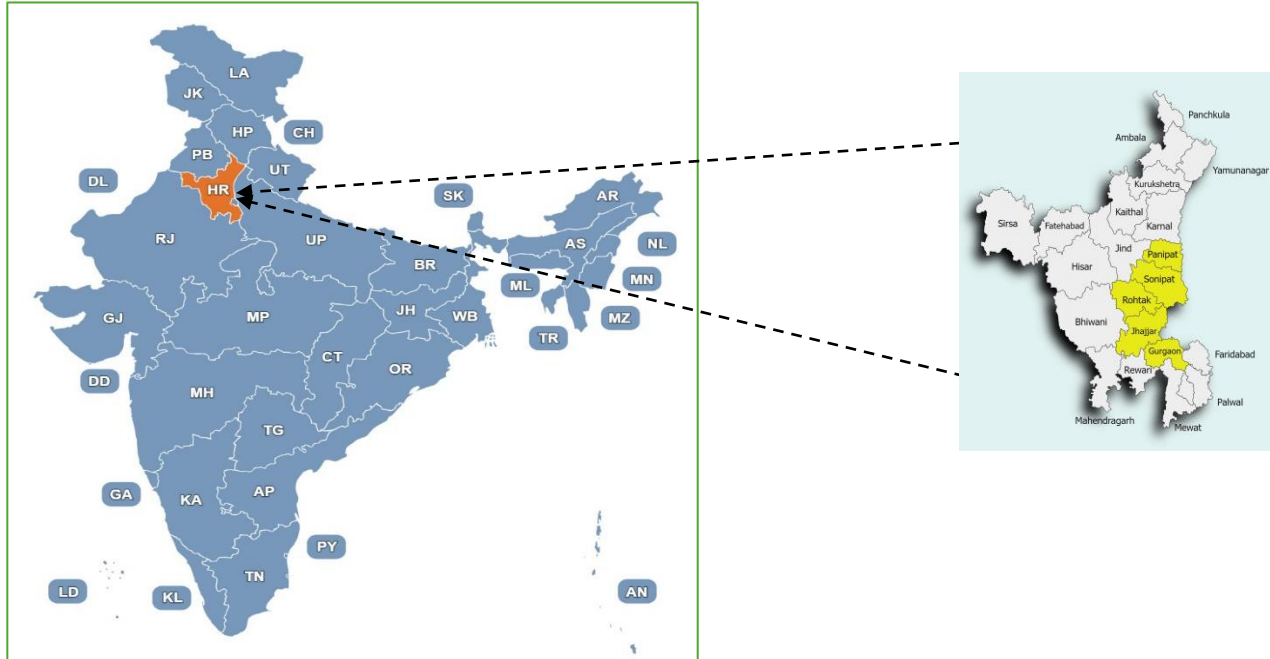
### ***Study objective***

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.

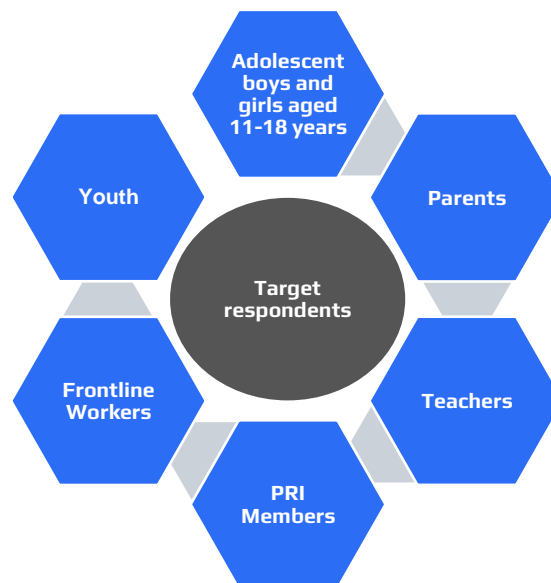
### ***Geographical coverage and target respondents***

The study has been conducted in the districts of Rohtak, Gurugram, Jhajjar, Panipat and Sonipat 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)
- P<sub>1</sub> = the estimated proportion at the time of the baseline survey (0.5)
- P<sub>2</sub> = the target proportion at some future date (0.5+0.2= 0.7)
- P<sub>2</sub> - P<sub>1</sub> = the magnitude of change we want to be able to detect (20 percentage points)
- P = (P<sub>1</sub> + P<sub>2</sub>)/2 (0.6)
- Z<sub>1-α</sub> = the Z – score corresponding to the probability with which it is desired to be able to conclude that an observed change of size (P<sub>2</sub> – P<sub>1</sub>) would not have occurred by chance; (1.645)
- Z<sub>1-β</sub> = the Z – score corresponding to the degree of confidence with which it is desired to be certain of detecting a change of size (P<sub>2</sub> – P<sub>1</sub>) 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.

PLANNED QUANTITATIVE SAMPLE				
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)	5	2	10	20
Adolescent girls (11-14 years)	5	2	10	20
Adolescent boys (15-18 years)	5	2	10	20
Adolescent girls (15-18 years)	5	2	10	20
<b>Total of 4 categories</b>	<b>5</b>	<b>10</b>	<b>50</b>	<b>1000</b>
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	<b>5</b>	<b>10</b>	<b>50</b>	<b>100</b>

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 the current study, we covered a sample of 1015 adolescents and 96 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				
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)	5	5	5	5
Parents (FGD)	5	5	5	5
PRI (KII/IDI)	5	5	5	5
FLW (KII/IDI)	5	5	5	5

### ***Sample Selection***

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 12<sup>th</sup> chapter captures the responses from teachers while the 13<sup>th</sup> is based on the inputs from youth and the 14<sup>th</sup> 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 current evaluation for the UT and RT programs in the 5 districts of Haryana namely Rohtak, Gurugram, Jhajjar, Panipat and Sonipat. These profiles help to contextualize the data and inform the targeted interventions of the Breakthrough Trust's Adolescent Empowerment Programme.

### 2.1 RESPONDENT PROFILE

The study offers valuable insights into the socio-demographic profile and living conditions of adolescents participating in the program. Across all districts, there is a near-balanced representation of gender, with boys and girls constituting approximately 50% of the respondents in each district.

Religious composition varies marginally across districts, with Rohtak and Gurugram districts reporting predominantly Hindu respondents (99% and 100% respectively), while Jhajjar, Panipat, and Sonipat exhibit a slight diversity with a small percentage of Muslim respondents (ranging from 1% to 4%). Such variations highlight the importance of considering religious diversity in program planning and implementation, ensuring cultural sensitivity and inclusivity.

Caste distribution shows notable differences among districts, with Scheduled Castes (SC) being the predominant category in Rohtak (51%) and Sonipat (44%), while Other Backward Classes (OBC) constitute a higher percentage in Gurugram (46%) and Panipat (53%). Jhajjar district exhibits a more balanced distribution between SC and OBC. These district-wise differences underscore the need for tailored interventions that address the specific socio-economic challenges and aspirations of marginalized communities within each district.

In terms of economic indicators, the majority of respondents across districts possess Below Poverty Line (BPL) ration cards, ranging from 80% in Gurugram to 96% in Rohtak. This suggests a higher prevalence of economic vulnerability among the participants, necessitating targeted support to alleviate poverty-related barriers to education and empowerment. Housing infrastructure also displays district-wise variations, with pucca dwellings being predominant, albeit to varying degrees. Notably, Panipat has a lower percentage of pucca dwellings (58%), indicating potential disparities in housing quality and infrastructure across districts.

Access to basic amenities such as sanitation and drinking water sources shows relatively uniform coverage across districts, with the vast majority of respondents having a toilet facility at home and access to piped water supply or borewells. However, differences exist in the usage of alternative fuel sources for cooking, with wood usage being relatively higher in Jhajjar and Panipat compared to other districts. These differences may reflect variations in environmental factors, infrastructure development, and socio-economic status, emphasizing the importance of context-specific interventions to address environmental sustainability and health-related concerns.

In conclusion, the district-wise analysis highlights both commonalities and distinct characteristics among respondents across these 5 districts of Haryana. Understanding these nuances is crucial for designing targeted interventions that address the specific needs and challenges faced by adolescents in each locality, ultimately contributing to more effective and inclusive empowerment initiatives.



Table 1 : Demographic and Socio-Economic Profile of Respondents

Profile of the Respondents							
Particulars		Districts					Total (N=1015)
		Rohtak (N=200)	Gurugram (N=210)	Jhajjar (N=201)	Panipat (N=203)	Sonipat (N=201)	
Gender	Boys	50%	51%	50%	50%	50%	50%
	Girls	50%	49%	50%	50%	50%	50%
Religion	Hindu	99%	100%	98%	85%	99%	96%
	Muslim	1%	0%	2%	15%	1%	4%
Caste Category	Scheduled Tribe	0%	7%	24%	4%	19%	11%
	Scheduled Caste	51%	30%	34%	32%	44%	38%
	Other Backward Class	43%	46%	33%	53%	29%	41%
	None of them	7%	17%	9%	9%	8%	10%
	Don't know	0%	0%	0%	2%	0%	0%
Type of Ration Card	Above Poverty Line (APL)	0%	7%	4%	3%	2%	3%
	Below Poverty Line (BPL)	96%	80%	87%	94%	95%	90%
	Antyodaya	0%	0%	2%	0%	0%	1%
	Do not have a ration card	4%	12%	5%	3%	3%	6%
Type of Dwellings	Pucca	76%	80%	67%	58%	63%	69%
	Semi-pucca	25%	16%	30%	40%	37%	29%
	Kutcha	0%	4%	2%	2%	0%	2%
Fuel Used Mainly	Kerosene	0%	0%	0%	0%	0%	0%
	Wood	32%	38%	49%	23%	32%	35%
	LPG	68%	61%	51%	77%	68%	65%
	Dunk Cakes	0%	0%	0%	0%	0%	0%
	Electricity	1%	0%	0%	0%	0%	0%
Toilet Facility	Toilet at home	99%	100%	99%	98%	100%	98%
	Use public toilet	0%	0%	1%	1%	0%	1%
	Use neighbour /relative's toilet facility	0%	0%	0%	0%	0%	0%
	No facility (Open Defecation)	1%	0%	0%	1%	0%	1%
Drinking Water Source Main	Piped water supply	22%	51%	63%	41%	43%	44%
	Hand Pump	29%	6%	20%	3%	19%	15%
	Well	1%	0%	0%	0%	0%	0%
	Borewell	18%	36%	16%	53%	24%	29%
	Community standpost	31%	7%	0%	2%	14%	11%

## 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. 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

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

#### **Class up to which a girl should study**

In Rohtak district, a notable proportion of girls aged 11-14 (19%) and 15-18 (7%) are enrolled in senior secondary classes (Class 11-12), showcasing a relatively higher inclination towards continuing education beyond the secondary level compared to other districts. This suggests a supportive educational environment and potentially higher aspirations among girls in Rohtak. However, the percentages are lower in Gurugram, Jhajjar, Panipat, and Sonipat districts, indicating potential disparities in educational opportunities and access to higher levels of education.

Gurugram district stands out with the highest percentages of girls, particularly in the 15-18 age group, pursuing education up to graduation and post-graduation levels. This suggests a more conducive environment for girls' education and a stronger emphasis on higher education attainment in Gurugram compared to other districts. The district also reports the highest percentages of girls having the freedom to study up to any class they desire, indicating a progressive outlook towards girls' education and empowerment.

Conversely, Jhajjar district exhibits lower percentages of girls enrolled in senior secondary and higher education levels compared to Rohtak and Gurugram. This suggests potential challenges or barriers limiting girls' access to higher education opportunities in Jhajjar.

Panipat and Sonipat districts show moderate percentages of girls enrolled in senior secondary and higher education levels, indicating a mixed educational landscape with both opportunities and challenges. While the majority of girls in these districts have the freedom to pursue education up to any class they desire, there may be underlying factors affecting educational outcomes, such as socio-economic status, cultural norms, and infrastructure limitations. Targeted interventions addressing these factors could help improve educational outcomes for girls in Panipat and Sonipat.

Overall, district-wise differences in girls' education highlight the need for tailored interventions and targeted support to address disparities and promote equitable access to education for all girls across Haryana. Efforts to enhance educational infrastructure, address socio-economic barriers, and challenge cultural norms limiting girls' education are essential for fostering a conducive environment for girls' empowerment and academic success in all districts.

**Class up to which a boy should study**

Similar responses were garnered regarding the perception of adolescents on the level of education boys should aspire for. In Rohtak district, the perception regarding the level of education boys should attain varies across different age groups. Notably, 13% of respondents aged 11-14 and 2% aged 15-18 believe that boys should study up to senior secondary (Class 11-12). Additionally, 5% of respondents in the 11-14 age group and 2% in the 15-18 age group think boys should pursue graduation, while 3% and 2% respectively advocate for post-graduation. Interestingly, 6% of respondents in the 11-14 age group and 10% in the 15-18 age group opine that a boy need not study beyond a certain level. This highlights a diversity of opinions within Rohtak regarding the educational aspirations for boys.

In Gurugram district, perceptions align more towards higher education levels for boys, particularly among the 15-18 age group. A significant percentage (11%) of respondents in the 15-18 age group believe that boys should pursue graduation, while a smaller proportion (4%) advocate for post-graduation. However, a notable portion (12%) of respondents in this age group think that boys need not study beyond a certain level. This indicates a nuanced perspective on boys' education, with some emphasizing higher education attainment while others question the necessity of further education.

Jhajjar district shows similar trends to Rohtak, with varying perceptions among different age groups. While a considerable proportion of respondents advocate for education up to senior secondary (10% in 11-14 age group, 5% in 15-18 age group) and graduation levels (12% in 11-14 age group, 1% in 15-18 age group), a notable percentage (5% in 11-14 age group, 11% in 15-18 age group) believe that boys need not study beyond a certain level. This indicates differing views on the importance of education among respondents in Jhajjar.

In Panipat district, perceptions regarding boys' education are more diverse. While a significant percentage (17%) of respondents in the 15-18 age group advocate for education up to senior secondary, a comparable proportion (11%) believes that boys should pursue graduation. However, a considerable portion (14%) of respondents in the 15-18 age group think that boys need not study beyond a certain level, indicating varying attitudes towards boys' education within the district.

Sonapat district exhibits a similar pattern to Gurugram, with a notable emphasis on higher education levels among respondents in the 15-18 age group. A significant proportion (10%) of respondents in this age group believe that boys should pursue graduation, while a smaller percentage (6%) advocates for post-graduation. However, a considerable portion (13%) of respondents in the 15-18 age group think that boys need not study beyond a certain level, suggesting differing perceptions on boys' educational aspirations.

Overall, the analysis highlights district-wise differences in perceptions of boys' education, with varying levels of emphasis on higher education attainment and differing views on the necessity of further education among respondents. Efforts to promote education and address barriers to higher education attainment for boys should consider these nuanced perspectives across districts.

Table 2 : Class up to which a girl should study

CLASS UP TO WHICH A GIRL SHOULD STUDY																		
	Rohtak			Gurugram			Jhajjar			Panipat			Sonipat			Total of 5 districts		
	UT boys and girls	RT boys and girls	Total	UT boys and girls	RT boys and girls	Total	UT boys and girls	RT boys and girls	Total	UT boys and girls	RT boys and girls	Total	UT boys and girls	RT boys and girls	Total	UT boys and girls	RT boys and girls	Total
Primary Class (class 1-5)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Middle Class (class 6-8)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Secondary Class (class 9-10)	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	1%	1%	0%	0%	0%	0%	0%	0%
Senior Secondary (11-12)	19%	7%	13%	15%	13%	14%	20%	5%	12%	20%	10%	15%	17%	5%	11%	18%	8%	13%
Graduation	8%	3%	6%	8%	5%	7%	9%	3%	6%	10%	1%	5%	6%	1%	3%	8%	3%	5%
Post-Graduation	0%	2%	1%	2%	3%	2%	0%	2%	1%	4%	3%	3%	2%	0%	1%	2%	2%	2%
Up to any class she wants to study	73%	88%	81%	73%	79%	76%	71%	90%	81%	65%	85%	75%	74%	94%	84%	71%	87%	79%
A girl need not study	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Table 3 : Class upto which a boy should study

CLASS UP TO WHICH A BOY SHOULD STUDY																		
	Rohtak			Gurugram			Jhajjar			Panipat			Sonipat			Total of 5 districts		
	UT boys and girls	RT boys and girls	Total	UT boys and girls	RT boys and girls	Total	UT boys and girls	RT boys and girls	Total	UT boys and girls	RT boys and girls	Total	UT boys and girls	RT boys and girls	Total	UT boys and girls	RT boys and girls	Total
Primary Class (class 1-5)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Middle Class (class 6-8)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Secondary Class (class 9-10)	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%
Senior Secondary (11-12)	13%	2%	8%	9%	10%	10%	10%	5%	7%	17%	10%	13%	11%	5%	8%	12%	6%	9%
Graduation	5%	2%	4%	11%	3%	7%	12%	1%	6%	9%	1%	5%	8%	1%	4%	9%	2%	5%
Post-Graduation	3%	2%	3%	4%	3%	3%	0%	4%	2%	8%	4%	6%	4%	0%	2%	4%	3%	3%
A boy need not study	6%	10%	8%	12%	14%	13%	5%	11%	8%	2%	1%	1%	1%	0%	0%	5%	7%	6%
Up to any class he wants to study	71%	83%	77%	62%	70%	66%	72%	79%	76%	65%	84%	74%	75%	93%	84%	69%	82%	75%

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

#### ***Perceived reasons why a girl should study***

The perceived reasons why girls should pursue education exhibit interesting dynamics across districts:

1. **For more knowledge:**
  - Gurugram and Sonipat districts show the highest percentages across both age groups (15-18), with 25% and 21% respectively, emphasizing the importance of education for acquiring knowledge. In contrast, Jhajjar district shows the lowest percentages in both age groups, indicating potentially lower value placed on education for knowledge acquisition.
2. **To enhance skills:**
  - Gurugram district reports the highest percentages in both age groups, with 62% of respondents aged 15-18 emphasizing the importance of education for skill enhancement. Sonipat also shows high percentages, indicating a strong belief in education's role in skill development. Jhajjar district reports relatively lower percentages, suggesting potential disparities in perceptions of education's role in skill enhancement.
3. **For livelihood/job/work:**
  - Panipat district exhibits the highest percentages across both age groups, with 92% and 88% respectively, highlighting the strong belief in education as a pathway to livelihood and employment opportunities. Gurugram and Rohtak districts also show high percentages, indicating a consistent perception across districts regarding education's instrumental value for securing livelihoods.
4. **One should be able to read/write:**
  - Gurugram district stands out with the highest percentages in both age groups, emphasizing the importance of education for basic literacy skills. Jhajjar district reports relatively lower percentages, indicating potential challenges or gaps in recognizing education's role in promoting literacy.
5. **To know what is right/wrong:**
  - Gurugram district shows the highest percentages in both age groups, suggesting a strong belief in education's role in moral development and ethical understanding. Jhajjar district reports relatively lower percentages, indicating potential differences in perceptions of education's moral value across districts.
6. **Educated girl is more respected in society:**
  - Sonipat district reports the highest percentages in both age groups, indicating a strong belief in the societal value placed on girls' education. Gurugram also shows relatively high percentages, while Jhajjar reports lower percentages, suggesting variations in perceptions of education's societal impact across districts.
7. **Able to teach their children later in life:**
  - Gurugram and Sonipat districts exhibit the highest percentages across both age groups, emphasizing the importance of education for future generations. Jhajjar district reports relatively lower percentages, indicating potential differences in perceptions of education's intergenerational impact.
8. **It will help them get an educated husband:**

- Responses in this category are generally low across all districts, with negligible differences observed. This suggests a relatively low emphasis on education for the purpose of marriage prospects among respondents in these districts.

Overall, the analysis highlights varying perceptions of the reasons why a girl should study across districts, reflecting differences in cultural norms, socio-economic factors, and educational values. Understanding these differences is essential for designing targeted interventions to promote girls' education effectively in each district.

### ***Perceived reasons why a boy should study***

The perceived reasons why boys should pursue education again reveal interesting trends across districts:

#### **1. For more knowledge:**

- Gurugram and Sonipat districts show relatively higher percentages across both age groups, with 24% and 21% respectively, indicating a strong belief in education for knowledge acquisition. In contrast, Jhajjar district reports lower percentages, with 17%, suggesting potentially differing priorities or attitudes towards education for knowledge enhancement.

#### **2. To enhance skills:**

- Gurugram district exhibits the highest percentages across both age groups, emphasizing the importance of education for skill development, with 40% and 39% respectively. Sonipat also reports high percentages, with 27%, suggesting a consistent perception of education as a means to enhance skills. Conversely, Jhajjar district shows lower percentages, with 6%, indicating potential variations in perceptions of education's role in skill enhancement.

#### **3. For livelihood/job/work:**

- Across all districts, overwhelmingly high percentages are reported, reflecting a widespread belief in education as essential for securing livelihoods and employment opportunities. The percentages are consistently high across all districts, with an average of 93%, indicating a unanimous perception regarding education's instrumental value for future job prospects.

#### **4. One should be able to read/write:**

- Gurugram district stands out with the highest percentages in both age groups, emphasizing the importance of education for basic literacy skills, with 28% and 27% respectively. Sonipat also shows relatively high percentages, with 19%, while Jhajjar reports lower percentages, with 9%, suggesting potential differences in recognizing education's role in promoting literacy.

#### **5. To know what is right/wrong:**

- Gurugram and Sonipat districts exhibit higher percentages across both age groups, suggesting a stronger belief in education's role in moral development and ethical understanding, with 16% and 10% respectively. Jhajjar district reports lower percentages, with 5%, indicating potential variations in perceptions of education's moral value across districts.

#### **6. Educated boy is more respected in society:**

- Sonipat district reports relatively higher percentages across both age groups, suggesting a strong belief in the societal value placed on boys' education, with 6% and 8% respectively. Gurugram also shows relatively high percentages, with 6%, while Jhajjar

reports lower percentages, with 1%, indicating potential differences in societal attitudes towards educated boys.

**7. Able to teach their children later in life:**

- Gurugram district exhibits relatively higher percentages across both age groups, emphasizing the importance of education for future generations, with 12% and 11% respectively. Sonipat also shows relatively high percentages, with 9%, while Jhajjar reports lower percentages, with 8%, indicating potential differences in recognizing education's intergenerational impact.

**8. It will help them get an educated wife:**

- Responses in this category are generally low across all districts, with negligible differences observed. This suggests a relatively low emphasis on education for the purpose of marriage prospects among respondents in these districts.

Understanding the diverse perspectives on why boys should pursue education is essential for crafting effective policies and interventions to promote educational attainment among boys. While certain districts exhibit stronger emphasis on education for skill development and moral growth, others prioritize education primarily for securing livelihoods. These variations highlight the complex interplay of cultural, social, and economic factors influencing educational perceptions.

To address these differences, tailored approaches that consider the unique contexts of each district are necessary. Targeted initiatives can include educational campaigns highlighting the multifaceted benefits of schooling, vocational training programs to enhance employability, and community engagement activities to challenge societal norms that may hinder educational aspirations.

Table 4 : Perceived reasons why a girl should study

PERCEIVED REASONS WHY A GIRL SHOULD STUDY																		
	Rohtak			Gurugram			Jhajjar			Panipat			Sonipat			Total of 5 districts		
	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total
For more knowledge	16%	20%	18%	9%	25%	17%	3%	47%	25%	17%	25%	21%	26%	40%	33%	14%	31%	23%
To enhance skills	18%	62%	40%	16%	62%	39%	9%	58%	34%	37%	36%	36%	42%	59%	50%	24%	55%	40%
For livelihood/job/work	82%	89%	86%	75%	73%	74%	92%	84%	88%	83%	79%	81%	91%	83%	87%	84%	82%	83%
Able to read/ write	34%	37%	36%	10%	20%	15%	5%	58%	32%	27%	45%	36%	32%	55%	43%	22%	43%	32%
To know what is right/wrong	10%	19%	15%	8%	8%	8%	5%	36%	20%	17%	26%	22%	24%	41%	32%	13%	26%	19%
Educated girl is more respected in the society	7%	5%	6%	6%	16%	11%	4%	10%	7%	11%	23%	17%	2%	6%	4%	6%	12%	9%
Able to teach children later in life	5%	5%	5%	6%	15%	10%	5%	14%	9%	5%	11%	8%	14%	12%	13%	7%	11%	9%
Help them get an educated husband	1%	0%	1%	1%	0%	0%	0%	2%	1%	2%	1%	1%	0%	2%	1%	1%	1%	1%

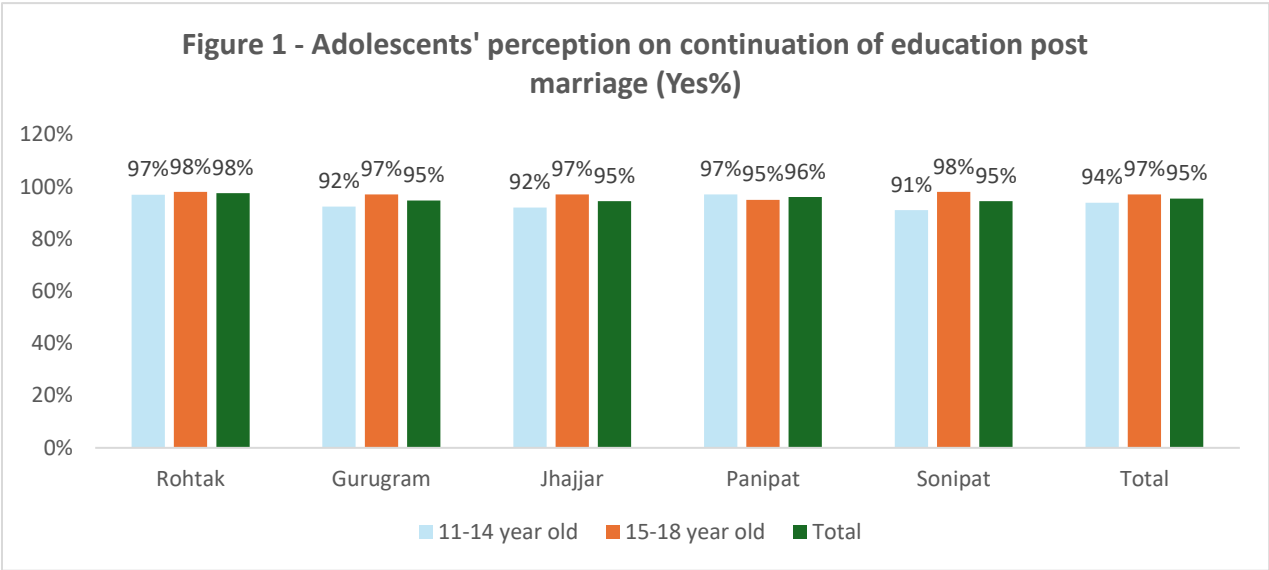
Table 5 : Perceived reasons why a boy should study

PERCEIVED REASONS WHY A BOY SHOULD STUDY																		
	Rohtak			Gurugram			Jhajjar			Panipat			Sonipat			Total of 5 districts		
	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total
For more knowledge	25%	23%	24%	8%	26%	17%	6%	38%	22%	12%	21%	16%	18%	47%	32%	14%	31%	22%
To enhance skills	31%	49%	40%	11%	42%	27%	6%	51%	29%	28%	36%	32%	44%	56%	50%	24%	47%	35%
For livelihood/job/work	98%	97%	98%	93%	92%	93%	95%	94%	95%	93%	91%	92%	92%	90%	91%	94%	93%	94%
Able to read/ write	24%	32%	28%	4%	13%	9%	6%	51%	29%	29%	37%	33%	35%	43%	39%	19%	35%	27%
To know what is right/wrong	10%	21%	16%	8%	12%	10%	3%	39%	21%	19%	29%	24%	26%	42%	34%	13%	28%	21%
Educated boy is more respected in the society	2%	10%	6%	4%	13%	9%	1%	6%	3%	9%	19%	14%	4%	8%	6%	4%	11%	8%
Able to teach their children later in life	13%	11%	12%	7%	12%	9%	8%	6%	7%	8%	14%	11%	12%	17%	14%	9%	12%	11%
Help them get an educated wife	1%	0%	1%	2%	4%	3%	2%	0%	1%	0%	1%	0%	1%	4%	2%	1%	2%	1%



3.3 ADOLESCENTS' PERCEPTION ON CONTINUATION OF EDUCATION POST MARRIAGE

Understanding adolescents' perceptions of continuing education post-marriage is crucial for identifying potential barriers to educational attainment, particularly for girls who may face societal pressures to prioritize family responsibilities over personal development. The following analysis explores the attitudes of adolescents in different districts towards continuing education post-marriage, considering both age groups (11-14 years old and 15-18 years old) to capture developmental differences and district-wise variations.



Adolescents in Rohtak demonstrate overwhelmingly positive attitudes towards continuing education post-marriage. Ninety-seven percent of 11-14-year-olds and 98% of 15-18-year-olds express agreement, suggesting a supportive environment for educational aspirations. This high level of endorsement may stem from community values or the availability of educational opportunities within the district.

Similarly, adolescents in Gurugram exhibit strong support for continuing education post-marriage. Although slightly fewer 11-14-year-olds (92%) express agreement compared to other districts, the overall sentiment remains positive, with 97% of 15-18-year-olds endorsing the idea. This indicates a commitment to educational advancement irrespective of marital status.

In Jhajjar, adolescents also express favorable attitudes towards continuing education post-marriage, with 92% of 11-14-year-olds and 97% of 15-18-year-olds in agreement. This consistency across age groups suggests a cultural or community norm emphasizing the importance of education for both personal and marital fulfillment.

In Panipat, adolescents maintain positive attitudes towards continuing education post-marriage, with 97% of 11-14-year-olds and 95% of 15-18-year-olds expressing agreement. Despite a slightly lower percentage among older adolescents, overall support remains high, indicating a prevailing belief in the value of education beyond marital obligations.

Sonipat district mirrors the overall trend observed across districts, with 91% of 11-14-year-olds and 98% of 15-18-year-olds expressing agreement towards continuing education post-marriage. The higher

percentage among older adolescents suggests a growing recognition of the importance of personal development and educational attainment even after marriage.

The analysis underscores a consistent positive attitude among adolescents towards continuing education post-marriage across all districts. Despite minor variations in percentages between age groups and districts, the overall trend highlights a prevailing belief in the importance of education for personal growth and empowerment, irrespective of marital status. These findings emphasize the need for continued support and investment in educational opportunities for adolescents, particularly girls, to ensure that they can pursue their academic and personal aspirations unhindered by societal expectations.

### 3.4 CAREER ASPIRATIONS OF ADOLESCENTS

Understanding adolescents' career aspirations post-education is pivotal for aligning educational programs and career guidance initiatives with their interests and ambitions. The provided data offers insights into the career preferences of adolescents across different districts and age groups. By examining the variations in career choices, we can discern patterns that shed light on societal influences, educational opportunities, and individual aspirations.

The data reveals intriguing district-wise and age-wise differences in career aspirations among adolescents. For instance, in Rohtak, a notable proportion of 15-18-year-olds aspire to become doctors (15%), whereas engineers are preferred by a smaller yet significant percentage (8%). This suggests a diverse range of career interests within the district, with a leaning towards traditional professions like medicine. Conversely, in Gurugram, engineering emerges as a more popular career choice among older adolescents (17%) compared to younger ones (7%), reflecting potential shifts in occupational preferences influenced by economic opportunities or educational institutions within the district.

In Jhajjar, there is a substantial preference for teaching careers among both age groups, with 17% of 11-14-year-olds and 21% of 15-18-year-olds aspiring to become teachers. This trend may be indicative of the district's emphasis on education and community values surrounding the teaching profession. However, it's worth noting the lower percentage of older adolescents aspiring to become doctors (13%) compared to their counterparts in other districts, signaling potential disparities in access to healthcare resources or career guidance.

In Panipat, a significant proportion of adolescents across both age groups aspire to join the police force (34% of 11-14-year-olds and 31% of 15-18-year-olds), indicating a strong interest in law enforcement careers. This preference may be influenced by factors such as familial backgrounds, perceptions of job security, or societal expectations within the district. Additionally, the higher percentage of older adolescents aspiring for careers in the "Others" category (18%) suggests a greater diversity of career interests or aspirations beyond traditional professions.

The analysis highlights the nuanced differences in career aspirations among adolescents across districts and age groups. While certain districts exhibit preferences for specific professions such as medicine or teaching, others show a broader spectrum of career interests. These variations underscore the need for tailored career guidance programs and educational initiatives that cater to the diverse aspirations of adolescents, ensuring they receive adequate support to pursue their chosen career paths. By understanding and addressing these differences, stakeholders can empower adolescents to make informed decisions about their future careers, ultimately contributing to their personal fulfillment and the socio-economic development of their communities.

Table 6 : Adolescents' career aspiration after completing education

ADOLESCENTS' CAREER ASPIRATION AFTER COMPLETING EDUCATION																		
	Rohtak			Gurugram			Jhajjar			Panipat			Sonipat			Total of 5 districts		
	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total
Engineer	4%	8%	6%	7%	3%	5%	0%	6%	3%	7%	3%	5%	3%	2%	2%	4%	4%	4%
Doctor	14%	15%	15%	17%	17%	17%	21%	13%	17%	22%	17%	20%	16%	30%	23%	18%	18%	18%
Scientist	2%	0%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Teacher	15%	9%	12%	10%	12%	11%	17%	21%	19%	12%	18%	15%	19%	14%	16%	15%	15%	15%
Nurse	0%	1%	1%	2%	2%	2%	7%	0%	3%	0%	1%	0%	0%	2%	1%	2%	1%	1%
Politician	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%
IAS/ IPS officer	6%	7%	7%	5%	6%	5%	1%	5%	3%	10%	9%	9%	13%	7%	10%	7%	7%	7%
Farmer	0%	1%	1%	0%	2%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	0%
Police	39%	33%	36%	32%	26%	29%	22%	22%	22%	27%	19%	23%	34%	28%	31%	31%	26%	28%
Advocate/Lawyer	1%	5%	3%	2%	5%	3%	1%	3%	2%	2%	2%	2%	0%	1%	0%	1%	3%	2%
Others	17%	6%	12%	19%	21%	20%	29%	22%	25%	12%	14%	13%	14%	11%	12%	18%	15%	16%

### ***Information sources shaping career paths***

Understanding the primary sources shaping adolescents' career paths is essential for designing effective career guidance programs and educational interventions. This analysis delves into the major information sources influencing career decisions among adolescents across different districts and age groups. By examining the percentages of various sources, we can discern the relative impact of familial, educational, peer, and media influences on adolescents' career aspirations.

In Rohtak, adolescents predominantly cite parents, particularly mothers, as significant influencers in their career decisions. Thirty-four percent of 11-14-year-olds and 25% of 15-18-year-olds rely on maternal guidance, emphasizing the pivotal role of mothers in shaping career aspirations within the district. While fathers also wield considerable influence, especially among older adolescents (38%), the lower percentages compared to mothers suggest potential gender-specific dynamics in parental influence on career choices.

Gurugram presents a slightly different pattern, with adolescents attributing career guidance more evenly between parents and teachers. While fathers (39%) remain a prominent source of influence, particularly among younger adolescents, teachers emerge as equally influential, especially among 15-18-year-olds (48%). This suggests a strong partnership between educational institutions and families in providing career guidance and support to adolescents within the district.

In Jhajjar, the influence of teachers on adolescents' career decisions is particularly pronounced, with 39% of 11-14-year-olds and 48% of 15-18-year-olds citing teachers as their major information source. This reliance on teachers may reflect the district's commitment to quality education and the role of educators in mentoring and guiding students towards suitable career paths. Despite the lower influence of parents compared to other districts, familial support remains significant, underscoring the importance of a collaborative approach in career guidance efforts.

Panipat exhibits a notable reliance on peer networks and media influences among adolescents. While parents and teachers remain primary sources of guidance, especially among younger adolescents, friends/siblings (31%) and media (26%) also play significant roles in shaping career aspirations, particularly among older adolescents. This suggests a broader range of information sources and potential influencers operating within the district, reflecting its diverse socio-cultural landscape.

In Sonipat, a balanced distribution of influence is observed across various sources, with parents, teachers, friends/siblings, and media all contributing to adolescents' career decisions. This multifaceted approach to career guidance underscores the district's commitment to holistic development and the recognition of diverse influences on adolescent decision-making processes.

The analysis highlights the intricate interplay of familial, educational, peer, and media influences in shaping adolescents' career aspirations across districts and age groups. While parents and teachers remain primary sources of guidance in most districts, variations in reliance on peer networks and media suggest the need for tailored career guidance strategies that account for local socio-cultural contexts and individual preferences. By understanding the dynamics of information sources shaping career paths, educators, policymakers, and stakeholders can develop more targeted and effective interventions to support adolescents in making informed career decisions aligned with their aspirations and potential.

Table 7 : Information sources shaping career paths

MAJOR INFORMATION SOURCES SHAPING CAREER PATHS																		
	Rohtak			Gurugram			Jhajjar			Panipat			Sonipat			Total of 5 districts		
	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total
Mother	34%	25%	30%	18%	25%	21%	15%	8%	11%	24%	27%	26%	28%	27%	28%	24%	22%	23%
Father	41%	38%	39%	21%	30%	26%	18%	46%	32%	55%	43%	49%	42%	45%	44%	35%	40%	38%
Teacher	34%	45%	39%	30%	40%	35%	23%	48%	35%	31%	43%	36%	42%	47%	45%	32%	45%	38%
Friends / siblings	36%	26%	31%	24%	31%	28%	12%	56%	33%	28%	37%	32%	27%	38%	32%	26%	38%	31%
Media (Print/electronic)	17%	28%	22%	19%	13%	16%	31%	24%	28%	14%	15%	15%	25%	26%	26%	21%	21%	21%

### 3.5 SUMMARY

This chapter delves deeply into the educational aspirations and career pathways of adolescents, shedding light on district-wise differences, gender perspectives, and societal influences. District-wise and age-wise variations in educational aspirations and career pathways among adolescents are evident from the survey data presented. For instance, in the analysis of the preferred level of education for girls, notable differences can be observed across districts. In Rohtak, there is a relatively higher inclination among girls aged 11-14 and 15-18 towards continuing education beyond the secondary level compared to other districts. Conversely, Jhajjar district exhibits lower percentages of girls enrolled in senior secondary and higher education levels, indicating potential challenges or barriers limiting girls' access to higher education opportunities in that district.

Similarly, when examining the perceived reasons why girls should study, variations emerge across districts. For example, in Gurugram and Sonipat districts, there is a strong emphasis on education for acquiring knowledge and enhancing skills, while Jhajjar district shows relatively lower percentages in these categories. This indicates potential differences in cultural norms and educational values influencing girls' educational aspirations across districts.

Age-wise variations are also notable in the data. For instance, in the analysis of career aspirations after completing education, older adolescents (15-18 years old) tend to exhibit different preferences compared to younger adolescents (11-14 years old). In Rohtak, a higher percentage of 15-18-year-olds aspire to become doctors (18%) compared to their younger counterparts (14%), indicating a potential shift in career interests with age. This age-wise difference suggests a need for tailored career guidance programs that consider the developmental stage and evolving aspirations of adolescents.

Furthermore, disparities in perceptions of continuing education post-marriage are evident across districts and age groups. While adolescents in Rohtak demonstrate overwhelmingly positive attitudes towards continuing education post-marriage across both age groups, there may be slight variations in the percentages between districts, indicating differing levels of community support or cultural norms regarding education and marriage.

These district-wise and age-wise variations underscore the importance of targeted interventions and tailored approaches to address the diverse educational aspirations and career preferences of adolescents. By understanding the unique contexts and developmental stages of adolescents in different districts, stakeholders can design more effective programs and initiatives to promote educational empowerment and facilitate career development among youth.

## 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

Understanding adolescents' awareness of gender-based discrimination is crucial for developing targeted interventions and policies to promote gender equality. This analysis delves into district-wise and age cohort-wise variations in adolescents' attitudes towards gender-based discrimination across five districts: Rohtak, Gurugram, Jhajjar, Panipat, and Sonipat. By examining key indicators such as attitudes towards education, marriage, domestic violence, and societal norms, insights can be gained into the prevailing attitudes and perceptions among adolescents.

1. **Educating girls is not necessary as they are supposed to do household chores** - Across all districts and age groups, there's a predominant disagreement with this statement, with Rohtak having the highest disagreement percentage among 15-18 boys and girls (95%). However, there are notable differences between districts and age groups, with Gurugram and Sonipat showing higher disagreement percentages compared to other districts, indicating a more progressive attitude towards girls' education. The current year shows a decrease in agreement from 13% to 10%, indicating a slight improvement in attitudes towards the importance of educating girls. Disagreement remains high in both evaluations, suggesting a consistent understanding of the necessity of educating girls.
2. **A girl cannot say when she wants to get married because only the elders know best** - There's a varied response to this statement across districts and age groups, with Jhajjar showing the highest disagreement percentage among 15-18 boys and girls (86%). Gurugram also demonstrates a significant disagreement percentage, especially among 15-18 age groups (64%). However, Rohtak has a relatively higher agreement percentage among 11-14 boys and girls (24%), suggesting a more traditional view in this district. There's a slight decrease in agreement from 27% to 24% in the current year, indicating a small positive shift in allowing girls to have a say in their marriage decisions. Disagreement has increased from 67% to 74%, suggesting a stronger rejection of traditional beliefs regarding marriage.
3. **A girl should get as much leisure time as boys get** - Overall, there's a strong agreement with this statement across districts and age groups, with Gurugram having the highest agreement percentage (96%) among 15-18 boys and girls. However, there are slight variations, with Sonipat showing a relatively lower agreement percentage among 11-14 boys and girls (91%), indicating some gender disparity in leisure time perceptions in this district. Agreement has increased from

90% to 93% in the current year, indicating a growing recognition of the importance of gender equality in leisure time. Disagreement has decreased from 9% to 6%, showing a reduced resistance to the idea of equal leisure opportunities for girls

4. **Women should tolerate domestic violence in order to maintain family peace** - There's a clear rejection of this statement across all districts and age groups, with Rohtak showing the highest disagreement percentage (96%) among 15-18 boys and girls. However, there's a slightly higher agreement percentage in Jhajjar among 11-14 boys and girls (16%), suggesting a need for targeted interventions in this district to address such attitudes. There's a notable decrease in agreement from 20% to 13% in the current year, suggesting a positive trend towards rejecting the acceptance of domestic violence. Disagreement has increased from 78% to 84%, indicating a stronger stance against justifying domestic violence for maintaining family peace.
5. **It is right if parents and teachers punish children** - While there's a general agreement with this statement across districts and age groups, there are significant differences, with Gurugram showing the highest disagreement percentage (32%) among 15-18 boys and girls. Conversely, Jhajjar has the highest agreement percentage (61%) among 11-14 boys and girls, indicating variations in disciplinary perceptions among districts and age groups. Agreement has decreased from 65% to 55% in the current year, indicating a shift away from endorsing punitive measures. Not sure responses have increased from 14% to 22%, suggesting a higher level of uncertainty regarding the appropriateness of punishment.
6. **A girl should not do higher studies as it will be difficult to get her married** - There's a predominant disagreement with this statement across all districts and age groups, with Rohtak showing the highest disagreement percentage (82%) among 11-14 boys and girls. However, there are slight variations, with Gurugram and Jhajjar demonstrating relatively higher agreement percentages among 15-18 boys and girls (19% and 17% respectively), suggesting a need for targeted interventions in these districts to promote girls' education. There's a significant decrease in agreement from 21% to 11%, indicating a positive shift towards encouraging girls' education. Disagreement has increased from 73% to 85%, suggesting a stronger rejection of the idea that education impedes marriage prospects for girls.
7. **A girl should be married off early so that she does not face molestation or harassment issues** - Across all districts and age groups, there's a strong disagreement with this statement, with Rohtak showing the highest disagreement percentage (90%) among both age groups. However, there are variations, with Jhajjar demonstrating relatively higher agreement percentages (11%) among 11-14 boys and girls, indicating a need for targeted interventions in this district to address early marriage perceptions. Agreement has decreased from 13% to 9% in the current year, reflecting a declining acceptance of early marriage to prevent harassment. Disagreement has increased from 83% to 89%, indicating a stronger stance against early marriage practices.
8. **Boys should be given more nutritious food as compared to girls** - There's a predominant disagreement with this statement across all districts and age groups, with Rohtak showing the highest disagreement percentage (91%) among 11-14 boys and girls. However, there are variations, with Gurugram demonstrating relatively higher agreement percentages among 15-18 boys and girls (40%), indicating a need for targeted interventions to address gender disparities in nutrition perceptions. Agreement has decreased from 22% to 19%, suggesting a slight reduction



in gender-biased attitudes towards nutrition. Disagreement remains relatively stable, indicating a consistent rejection of unequal nutrition practices based on gender.

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** - There's a varied response to this statement across districts and age groups, with Gurugram showing the highest disagreement percentage (73%) among 15-18 boys and girls. However, there are significant differences, with Sonipat demonstrating relatively higher agreement percentages among 11-14 boys and girls (35%), indicating variations in perceptions of gender-based mobility restrictions among districts and age groups. Agreement has increased from 27% to 31%, indicating a slight rise in restrictive attitudes towards girls' mobility. Disagreement has decreased from 68% to 61%, suggesting a slight weakening in the rejection of gender-based restrictions on girls' outdoor activities.

Table 8 : Adolescents' awareness of gender-based discrimination

ADOLESCENTS' AWARENESS OF GENDER-BASED DISCRIMINATION																			
Key indicators	Level of agreement	Rohtak			Gurugram			Jhajjar			Panipat			Sonipat			Total of 5 districts		
		UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total
Educating girls is not necessary as they are supposed to do household chores.	Agree	10%	4%	7%	18%	29%	23%	4%	17%	10%	4%	3%	3%	5%	5%	5%	8%	12%	10%
	Not sure	0%	1%	1%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
	Disagree	90%	95%	93%	82%	71%	77%	95%	83%	89%	96%	97%	97%	94%	95%	95%	91%	88%	90%
A girl cannot say when she wants to get married because only the elders know best	Agree	24%	52%	38%	32%	33%	32%	12%	15%	13%	17%	16%	16%	19%	17%	18%	21%	27%	24%
	Not sure	3%	2%	3%	4%	2%	3%	2%	3%	2%	0%	1%	0%	3%	4%	3%	2%	2%	2%
	Disagree	73%	46%	60%	64%	65%	65%	86%	82%	84%	83%	83%	83%	78%	79%	79%	77%	71%	74%
A girl should get as much leisure time as boys get	Agree	93%	96%	95%	90%	86%	88%	95%	93%	94%	94%	96%	95%	97%	91%	94%	94%	92%	93%
	Not sure	2%	1%	2%	4%	1%	2%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%
	Disagree	5%	3%	4%	7%	13%	10%	4%	7%	5%	6%	4%	5%	3%	9%	6%	5%	7%	6%
Women should tolerate domestic violence in order to maintain the family peace	Agree	17%	4%	11%	18%	24%	21%	6%	26%	16%	10%	6%	8%	14%	10%	12%	13%	14%	13%
	Not sure	11%	0%	6%	2%	3%	2%	3%	0%	1%	1%	3%	2%	2%	2%	2%	4%	2%	3%
	Disagree	72%	96%	84%	80%	73%	77%	91%	74%	83%	89%	91%	90%	84%	88%	86%	83%	84%	84%
It is right if parents and teachers punish children	Agree	79%	65%	72%	56%	51%	53%	61%	45%	53%	56%	39%	48%	53%	43%	48%	61%	49%	55%
	Not sure	18%	21%	20%	24%	27%	25%	16%	24%	20%	17%	29%	23%	23%	26%	24%	19%	25%	22%
	Disagree	3%	14%	9%	21%	22%	21%	23%	32%	27%	27%	32%	30%	24%	31%	27%	20%	26%	23%
A girl should not do higher studies as it will be difficult to get her married	Agree	7%	7%	7%	15%	19%	17%	9%	15%	12%	8%	9%	8%	7%	10%	8%	9%	12%	11%
	Not sure	11%	11%	11%	9%	3%	6%	2%	0%	1%	1%	0%	0%	6%	3%	4%	6%	3%	5%
	Disagree	82%	82%	82%	75%	78%	77%	89%	85%	87%	91%	91%	91%	87%	87%	87%	85%	85%	85%
A girl should be married off early so that she does not face molestation or harassment issues	Agree	8%	4%	6%	13%	13%	13%	8%	7%	7%	11%	10%	10%	5%	11%	8%	9%	9%	9%
	Not sure	2%	6%	4%	1%	2%	1%	1%	0%	0%	0%	1%	0%	2%	4%	3%	1%	3%	2%
	Disagree	90%	90%	90%	86%	86%	86%	91%	93%	92%	89%	89%	89%	93%	85%	89%	90%	89%	89%
Boys should be given more nutritious food as compared to girls	Agree	8%	18%	13%	20%	40%	30%	12%	30%	21%	19%	13%	16%	17%	15%	16%	15%	23%	19%
	Not sure	1%	3%	2%	4%	4%	4%	10%	3%	6%	1%	3%	2%	2%	3%	2%	4%	3%	3%
	Disagree	91%	79%	85%	76%	56%	66%	78%	67%	73%	80%	84%	82%	81%	82%	82%	81%	73%	77%
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	29%	23%	26%	36%	38%	37%	43%	24%	33%	33%	29%	31%	35%	15%	25%	35%	26%	31%
	Not sure	11%	22%	17%	8%	13%	10%	3%	3%	3%	5%	7%	6%	2%	7%	4%	6%	10%	8%
	Disagree	60%	55%	58%	56%	49%	52%	54%	73%	64%	62%	64%	63%	63%	78%	71%	59%	64%	61%

## 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 the districts, 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.

**1. Earning Money:** Across all districts, there's a predominant belief that both genders should contribute to earning money, with percentages ranging from 92% to 98%. Notably, in Rohtak, Gurugram, and Sonipat, the majority opinion favors shared responsibility, with over 90% agreement in both age groups. However, Jhajjar shows slightly lower agreement percentages, indicating a comparatively stronger endorsement of traditional gender roles, especially among boys. Panipat exhibits a similar trend, albeit with a slightly higher percentage of boys preferring sole responsibility for earning money.

There's a significant increase from 82% to 96% for shared responsibility as compared with the previous round of evaluation, suggesting a stronger acknowledgment that both genders can contribute to earning money.

**2. Cooking:** The data reflects a more diverse range of opinions regarding cooking responsibilities. While the majority in all districts still favors shared responsibility, Gurugram stands out with the highest percentage (86%) of respondents endorsing shared cooking duties, particularly among girls. Conversely, Rohtak and Panipat demonstrate a higher preference for traditional gender roles in cooking, especially among boys. Jhajjar and Sonipat show moderate levels of agreement for shared responsibilities, with a significant proportion of girls endorsing their involvement in cooking tasks.

There's an increase from 70% to 89% for shared responsibility for cooking, as compared with the previous round of evaluation, suggesting that both genders can participate in cooking.

**3. Go to the Market to Shop:** Across all districts, there's a strong consensus on shared responsibility for shopping tasks, with percentages ranging from 83% to 96%. Gurugram and Sonipat exhibit the highest agreement percentages, indicating a widespread acceptance of both genders participating in shopping activities. However, Jhajjar demonstrates relatively lower agreement percentages, suggesting a slightly stronger adherence to traditional gender roles, particularly among boys. Rohtak and Panipat also show high levels of agreement for shared responsibilities, albeit with slightly lower percentages compared to Gurugram and Sonipat.

There's a decrease from 16% to 8% for boys responsibility in this aspect from the previous evaluation, indicating a shift away from the perception that shopping is primarily a boy's responsibility.

**4. Washing Dishes and Laundry:** The data suggests a significant endorsement of shared responsibilities for washing dishes and laundry across all districts, with percentages ranging from 74% to 94%. Notably, Gurugram and Rohtak exhibit the highest agreement percentages for shared duties, indicating a widespread acceptance of both genders participating in these tasks. However, Jhajjar and Panipat show

slightly lower agreement percentages, suggesting a comparatively stronger adherence to traditional gender roles, especially among boys. Sonipat demonstrates moderate levels of agreement for shared responsibilities, with a significant proportion of girls endorsing their involvement in these household chores.

There's a decrease from 36% to 13% in this aspect from the previous evaluation, indicating a significant shift away from the perception that washing dishes and laundry is primarily a girl's responsibility

**5. Taking Care of Children and Elders:** Across all districts, there's a prevailing belief in shared responsibilities for taking care of children and elders, with percentages ranging from 88% to 98%. Notably, Gurugram and Jhajjar exhibit the highest agreement percentages for shared duties, indicating a widespread acceptance of both genders participating in caregiving roles. Rohtak and Panipat also show high levels of agreement for shared responsibilities, albeit with slightly lower percentages compared to Gurugram and Jhajjar. Sonipat demonstrates moderate levels of agreement for shared responsibilities, with a significant proportion of girls endorsing their involvement in caregiving tasks.

There's an increase from 46% to 94% in the current evaluation for shared responsibility, indicating a much stronger acknowledgment that both genders can participate in taking care of children and elders.

**6. Cleaning the House:** The data reflects a significant endorsement of shared responsibilities for cleaning the house across all districts, with percentages ranging from 78% to 95%. Gurugram exhibits the highest agreement percentages for shared duties, indicating a widespread acceptance of both genders participating in cleaning tasks. However, Jhajjar and Panipat show slightly lower agreement percentages, suggesting a comparatively stronger adherence to traditional gender roles, especially among boys. Rohtak and Sonipat demonstrate moderate levels of agreement for shared responsibilities, with a significant proportion of respondents endorsing both genders' involvement in household cleaning.

There's a decrease from 33% to 10% in the current round, indicating a significant shift away from the perception that cleaning the house is primarily a girl's responsibility.

**7. Taking Major Household Decisions:** Across all districts, there's a notable belief in shared responsibilities for taking major household decisions, with percentages ranging from 66% to 89%. Notably, Jhajjar and Sonipat exhibit the highest agreement percentages for shared duties, indicating a widespread acceptance of both genders participating in decision-making processes. However, Rohtak and Panipat show slightly lower agreement percentages, suggesting a comparatively stronger adherence to traditional gender roles, especially among boys. Gurugram demonstrates moderate levels of agreement for shared responsibilities, with a significant proportion of respondents endorsing both genders' involvement in major household decisions.

There's an increase from 62% to 79% in the current evaluation that both boys and girls should be part of major household decision making process.

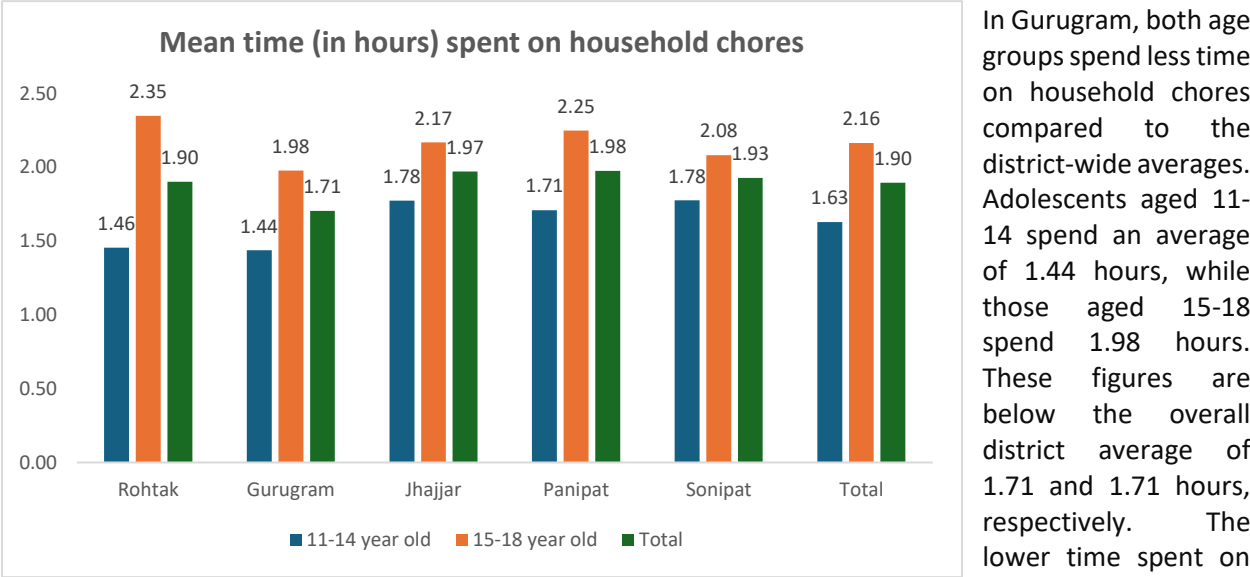
The analysis of adolescents' opinions on gender roles reveals a complex interplay between traditional norms and evolving attitudes across different districts and age groups. While there's a prevailing trend towards shared responsibilities in various household tasks and decision-making processes, variations exist, reflecting the influence of cultural norms and social dynamics. Understanding these nuances is essential for promoting gender equity and challenging stereotypes in society.

Table 9 : Adolescents' opinion on gender roles

ADOLESCENTS' OPINION ON GENDER ROLES																			
Key indicators	Responsibility	Rohtak			Gurugram			Jhajjar			Panipat			Sonipat			Total of 5 districts		
		UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total
Earning Money	Boys	5%	0%	3%	8%	0%	4%	9%	2%	5%	8%	4%	6%	6%	2%	4%	7%	2%	4%
	Girls	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Both	95%	100%	98%	92%	100%	96%	91%	98%	95%	92%	96%	94%	94%	98%	96%	93%	98%	96%
Cooking	Boys	3%	0%	2%	0%	0%	0%	2%	0%	1%	1%	3%	2%	1%	1%	1%	1%	1%	1%
	Girls	8%	2%	5%	22%	6%	14%	18%	2%	10%	17%	4%	11%	11%	5%	8%	15%	4%	10%
	Both	89%	98%	94%	78%	94%	86%	80%	98%	89%	82%	93%	87%	88%	94%	91%	83%	95%	89%
Go to the market to shop	Boys	6%	2%	4%	9%	5%	7%	16%	3%	9%	13%	7%	10%	11%	7%	9%	11%	5%	8%
	Girls	0%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%	2%	0%	1%	1%	0%	0%
	Both	94%	98%	96%	91%	95%	93%	83%	97%	90%	86%	93%	90%	87%	93%	90%	88%	95%	92%
Washing dishes and laundry	Boys	7%	0%	4%	0%	2%	1%	1%	0%	0%	2%	4%	3%	1%	1%	1%	2%	1%	2%
	Girls	4%	2%	3%	32%	9%	20%	25%	7%	16%	24%	6%	15%	11%	5%	8%	19%	6%	13%
	Both	89%	98%	94%	68%	89%	79%	74%	93%	84%	74%	90%	82%	88%	94%	91%	78%	93%	86%
Taking care of children and elders	Boys	3%	1%	2%	3%	0%	1%	4%	2%	3%	5%	4%	4%	4%	4%	4%	4%	2%	3%
	Girls	0%	0%	0%	7%	3%	5%	8%	0%	4%	4%	3%	3%	2%	0%	1%	4%	1%	3%
	Both	97%	99%	98%	91%	97%	94%	88%	98%	93%	91%	93%	92%	94%	96%	95%	92%	97%	94%
Cleaning the house	Boys	3%	0%	2%	2%	1%	1%	1%	0%	0%	1%	3%	2%	2%	1%	1%	2%	1%	1%
	Girls	4%	4%	4%	25%	5%	15%	21%	5%	13%	17%	6%	11%	7%	2%	4%	15%	4%	10%
	Both	93%	96%	95%	73%	94%	83%	78%	95%	87%	83%	91%	87%	91%	97%	94%	83%	95%	89%
Taking major household decisions (such as buying land, marriage of children)	Boys	6%	36%	21%	31%	24%	28%	33%	21%	27%	18%	11%	15%	13%	13%	13%	20%	21%	21%
	Girls	0%	0%	0%	1%	1%	1%	1%	0%	0%	0%	0%	0%	1%	0%	0%	1%	0%	0%
	Both	94%	64%	79%	68%	75%	71%	66%	79%	73%	82%	89%	85%	86%	87%	87%	79%	79%	79%

4.3 AVERAGE TIME SPENT ON HOUSEHOLD DUTIES

The data on mean time spent on household chores among adolescents aged 11-14 and 15-18 provides insights into the distribution of domestic responsibilities across different districts. In Rohtak, adolescents aged 11-14 spend an average of 1.46 hours on household chores, slightly lower than the district-wide average of 1.90 hours. However, older adolescents in Rohtak dedicate significantly more time to household chores, spending an average of 2.35 hours, which is notably higher than the overall average. This suggests a potential increase in responsibilities as adolescents transition to older age groups in Rohtak, possibly influenced by cultural or familial expectations.



household chores among adolescents in Gurugram might reflect differences in family dynamics, socioeconomic status, or access to domestic help compared to other districts.

In Jhajjar, adolescents aged 11-14 spend the highest average time on household chores compared to other districts, at 1.78 hours, which is slightly above the district-wide average of 1.97 hours. Similarly, older adolescents in Jhajjar also spend a relatively high amount of time on household chores, with an average of 2.17 hours. These figures indicate a consistent distribution of domestic responsibilities across age groups in Jhajjar, possibly influenced by cultural norms or familial expectations that prioritize participation in household tasks.

Panipat shows a similar pattern to Jhajjar, with both age groups spending above-average time on household chores. Adolescents aged 11-14 spend 1.71 hours, while those aged 15-18 spend 2.25 hours, indicating an increase in responsibilities with age. These figures align closely with the district-wide averages of 1.98 hours for both age groups. The data suggests that adolescents in Panipat are actively involved in household duties, reflecting cultural or familial values that emphasize participation in domestic tasks.

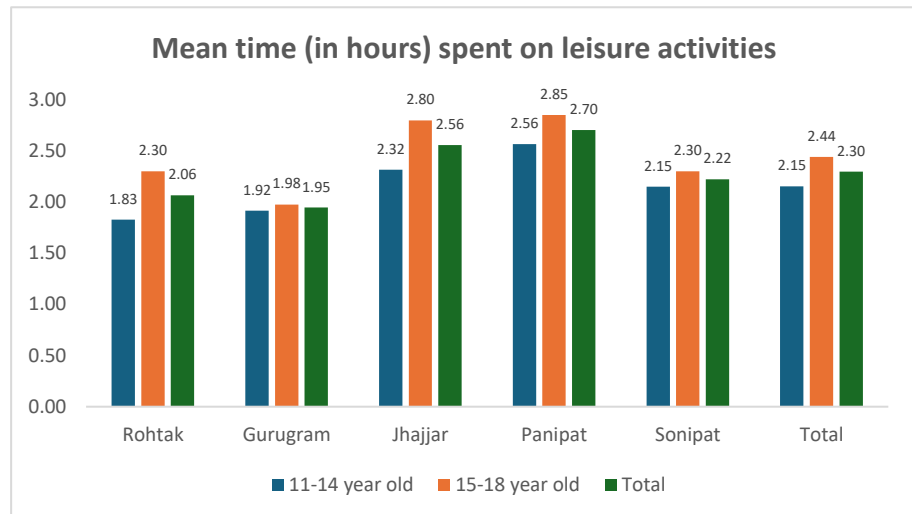
In Sonipat, adolescents aged 11-14 spend an average of 1.78 hours on household chores, slightly higher than the district-wide average. However, older adolescents in Sonipat spend less time on household chores compared to other districts, with an average of 2.08 hours. Despite this, the overall district average remains consistent with the regional trend at 1.93 hours. These variations in time spent on household

chores across districts highlight the influence of cultural, socioeconomic, and familial factors on adolescents' domestic responsibilities.

#### 4.4 AVERAGE TIME SPENT ON ENTERTAINMENT

The data on mean time spent on leisure activities among adolescents aged 11-14 and 15-18 sheds light on how young individuals allocate their free time across different districts. In Rohtak, adolescents aged 11-14 spend an average of 1.83 hours on leisure activities, while those aged 15-18 dedicate 2.30 hours. These figures align closely with the district-wide averages of 2.06 and 2.30 hours, respectively. The data suggests a consistent distribution of leisure time among adolescents in Rohtak, possibly influenced by factors such as access to recreational facilities or cultural norms regarding leisure pursuits.

Gurugram exhibits variations in the mean time spent on leisure activities, with adolescents aged 11-14 spending an average of 1.92 hours, slightly below the district-wide average of 1.95 hours. However, older adolescents in Gurugram spend less time on leisure activities compared to other districts, with an average of 1.98 hours, which is notably lower



than the overall average of 2.30 hours. These differences might reflect varying lifestyle preferences, academic pressures, or access to leisure amenities in Gurugram.

In Jhajjar, adolescents across both age groups spend relatively more time on leisure activities compared to other districts. Adolescents aged 11-14 spend an average of 2.32 hours, while those aged 15-18 dedicate 2.80 hours. These figures are higher than the district-wide averages of 2.56 and 2.56 hours, respectively. The data suggests that leisure pursuits play a significant role in the lives of adolescents in Jhajjar, possibly influenced by factors such as community resources, social norms, or family dynamics.

Panipat stands out with adolescents spending the highest mean time on leisure activities among all districts. Adolescents aged 11-14 spend an average of 2.56 hours, while those aged 15-18 dedicate 2.85 hours. These figures exceed the district-wide averages of 2.70 and 2.22 hours, respectively. The data indicates that leisure plays a substantial role in the lives of adolescents in Panipat, potentially influenced by factors such as urbanization, recreational opportunities, or socioeconomic status.

In Sonipat, adolescents across both age groups spend a moderate amount of time on leisure activities compared to other districts. Adolescents aged 11-14 spend an average of 2.15 hours, while those aged 15-18 dedicate 2.30 hours. These figures align closely with the district-wide averages of 2.22 and 2.30 hours, respectively. The data suggests a balanced distribution of leisure time among adolescents in Sonipat, possibly reflecting a blend of urban and rural lifestyles and access to leisure amenities.

#### 4.5 SUMMARY

Chapter 4, "Opinion on Gender Roles and Discriminatory Practices," delves into adolescents' perceptions of gender roles, offering insight into the evolving landscape of gender equality. Across five districts—Rohtak, Gurugram, Jhajjar, Panipat, and Sonipat—the chapter explores attitudes towards education, marriage, domestic violence, societal norms, and more.

The analysis reveals variations in attitudes towards gender-based discrimination across districts and age groups. Views on educating girls, marriage decision-making, leisure time equality, tolerance of domestic violence, disciplinary measures, higher education for girls, early marriage, nutritional preferences, and restrictions on girls' mobility differ significantly among the districts.

Regarding opinions on gender roles, adolescents demonstrate nuanced perspectives on responsibilities within households and communities. Key indicators such as earning money, cooking, shopping, caregiving, and decision-making vary across districts and age groups. While there's a trend towards shared responsibilities, differences exist, influenced by cultural norms and social dynamics.

Data on the mean time spent on household chores among adolescents aged 11-14 and 15-18 offers insights into domestic responsibilities. In Rohtak, older adolescents dedicate significantly more time to household chores compared to younger ones, suggesting a potential increase in responsibilities with age. Similarly, in Gurugram, adolescents spend less time on household chores compared to district-wide averages.

Overall, these findings provide valuable insights into the nuanced shifts in adolescents' perceptions of gender roles and discriminatory practices. Such insights are essential for shaping strategies to combat gender discrimination and promote empowerment, paving the way for a more equitable society.



## 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

Open dialogue with parents plays a crucial role in shaping adolescents' perceptions and aspirations. Understanding how comfortable adolescent boys and girls are in discussing various topics with their parents provides insights into family dynamics and cultural norms. In this analysis, we'll examine the frequency of discussions on different topics across districts and age groups to identify patterns and variations in adolescents' comfort levels in communicating with their parents.

**1. Going out of the house alone or with friends:** Across all districts and age groups, adolescents express varying levels of comfort in discussing going out alone or with friends with their parents. In Gurugram and Sonipat, older adolescents demonstrate a higher frequency of discussion compared to younger ones, indicating a growing sense of independence with age. Specifically, in Gurugram, 15-18-year-olds discuss this topic 51% of the time compared to 46% among 11-14-year-olds. Similarly, in Sonipat, 15-18-year-olds discuss it 79% of the time, while 11-14-year-olds do so 74% of the time. Conversely, in Rohtak and Jhajjar, younger adolescents appear more comfortable discussing this topic, suggesting potential differences in parental attitudes towards freedom of mobility across districts.

**2. Leisure Time:** Regarding leisure time, there is notable variation across districts and age groups. In Jhajjar, older adolescents express a significantly higher frequency of discussion compared to younger ones, indicating a greater desire for autonomy in managing their free time. Specifically, in Jhajjar, 15-18-year-olds discuss leisure time 67% of the time, compared to 40% among 11-14-year-olds. Conversely, in Gurugram and Sonipat, younger adolescents exhibit a higher frequency of discussion, suggesting potential differences in parental involvement in leisure-related decisions across districts.

**3. Education and Career Aspirations:** Discussions about education and career aspirations are prevalent across all districts and age groups, with some variations. In Rohtak, older adolescents demonstrate a higher frequency of discussion compared to younger ones, indicating a greater emphasis on long-term planning and goal-setting. Specifically, in Rohtak, 15-18-year-olds discuss education and career aspirations 75% of the time, compared to 62% among 11-14-year-olds. Conversely, in Gurugram and Sonipat, younger adolescents exhibit a higher frequency of discussion, suggesting potential differences in parental support and involvement in career-related decisions across districts.

**4. Marriage and Life Partner:** There are notable differences in discussions about marriage and choosing a life partner across districts and age groups. In Panipat, older adolescents express a higher frequency of discussion about marriage compared to younger ones, reflecting cultural norms and expectations regarding marriage age. Specifically, in Panipat, 15-18-year-olds discuss marriage 62% of the time, compared to 56% among 11-14-year-olds. Conversely, in Gurugram and Sonipat, younger adolescents demonstrate a higher frequency of discussion about choosing a life partner, suggesting potential differences in parental attitudes towards autonomy in marital decisions across districts.

The comparison between the current evaluation and the previous assessment reveals notable shifts in the comfort levels of adolescent girls and boys in discussing various topics with their parents in Haryana. Firstly, there has been a significant increase in the frequency of discussing going out of the house alone or with friends. In the current evaluation, 58% of adolescents reported discussing this topic always, compared to just 26% in the previous assessment. This indicates a substantial improvement in communication openness regarding autonomy and independence, suggesting a positive trend towards greater trust and understanding between parents and adolescents.

Secondly, there has been a considerable increase in the frequency of discussing career aspirations among adolescents. In the current evaluation, 67% reported always discussing their career aspirations with their parents, compared to 58% in the previous assessment. This suggests a growing willingness among adolescents to engage in meaningful conversations about their future goals and ambitions, indicating a positive shift towards more supportive and encouraging parental relationships.

Moreover, there has been a notable increase in the frequency of discussing the desired level of education. In the current evaluation, 75% of adolescents reported always discussing the class till which they want to study, compared to 63% in the previous assessment. This suggests an enhanced level of communication regarding educational aspirations, reflecting a positive trend towards greater parental involvement and support in academic decisions.

Additionally, there has been a significant increase in the frequency of discussing the age at which adolescents want to get married. Interestingly, while there has been a decrease in the percentage of adolescents reporting always discussing this topic, from 18% to 12%, there has been a substantial increase in the percentage of those reporting never discussing it, from 44% to 62%. This indicates a shift towards less communication about marriage preferences, possibly reflecting evolving societal norms or a reluctance to broach sensitive topics.

Furthermore, there has been a noticeable decrease in the frequency of discussing the choice of life partner. In the current evaluation, only 5% of adolescents reported always discussing this topic, compared to 33% in the previous assessment. This suggests a decrease in communication openness regarding marriage decisions, indicating a potential shift towards more traditional or parental-driven approaches to partner selection.

Overall, the comparative analysis highlights several shifts in intergenerational communication dynamics among adolescent girls and boys in Haryana. While there are positive trends towards greater openness in discussing autonomy, education, and career aspirations, there are also indications of decreased communication regarding marriage-related topics, suggesting the need for continued efforts to foster open and supportive parent-adolescent relationships in the region.

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	Rohtak			Gurugram			Jhajjar			Panipat			Sonipat			Total of 5 districts		
		UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total
Going out of the house alone or with friends	Always	49%	44%	47%	41%	51%	46%	38%	57%	48%	70%	74%	72%	79%	74%	77%	55%	60%	58%
	Sometimes	45%	56%	51%	54%	44%	49%	61%	41%	51%	29%	23%	26%	21%	26%	23%	42%	38%	40%
	Never	6%	0%	3%	6%	5%	5%	1%	2%	1%	1%	3%	2%	0%	0%	0%	3%	2%	2%
To have more leisure time than what you usually get	Always	25%	36%	31%	37%	39%	38%	71%	62%	67%	34%	47%	40%	67%	63%	65%	47%	50%	48%
	Sometimes	68%	63%	66%	54%	55%	54%	28%	36%	32%	61%	49%	55%	32%	37%	34%	49%	48%	48%
	Never	7%	1%	4%	9%	6%	8%	1%	2%	1%	5%	4%	4%	1%	0%	0%	5%	3%	4%
The class till which you want to study	Always	90%	48%	69%	78%	62%	70%	76%	69%	73%	84%	84%	84%	82%	73%	78%	82%	67%	75%
	Sometimes	10%	52%	31%	21%	36%	28%	24%	31%	27%	16%	15%	15%	18%	27%	22%	18%	32%	25%
	Never	0%	0%	0%	1%	3%	2%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%
Your career aspirations that you want to become when you are older	Always	80%	43%	62%	69%	58%	63%	74%	71%	73%	78%	73%	75%	68%	61%	65%	74%	61%	67%
	Sometimes	20%	56%	38%	30%	40%	35%	26%	22%	24%	21%	24%	23%	31%	39%	35%	26%	36%	31%
	Never	0%	1%	1%	1%	2%	1%	0%	7%	3%	1%	3%	2%	1%	0%	0%	1%	3%	2%
Age at which you want to get married	Always	-	-	14%	-	-	19%	-	-	6%	-	-	11%	-	-	9%	-	-	12%
	Sometimes	-	-	30%	-	-	27%	-	-	11%	-	-	35%	-	-	29%	-	-	26%
	Never	-	-	56%	-	-	54%	-	-	83%	-	-	54%	-	-	62%	-	-	62%
Choosing your life partner	Always	-	-	6%	-	-	12%	-	-	1%	-	-	2%	-	-	3%	-	-	5%
	Sometimes	-	-	12%	-	-	17%	-	-	5%	-	-	22%	-	-	23%	-	-	16%
	Never	-	-	82%	-	-	71%	-	-	94%	-	-	76%	-	-	74%	-	-	79%

## 5.2 OPEN DIALOGUES IN SCHOOL ENVIRONMENTS

Effective communication between adolescents and teachers/school staff is essential for addressing academic, social, and personal concerns. Understanding the comfort levels of adolescent boys and girls in discussing various topics with their teachers/school staff provides insights into the effectiveness of school support systems. In this analysis, we'll examine the frequency of discussions on different topics across districts and age groups to identify patterns and variations in adolescents' comfort levels in communicating with their teachers/school staff.

**1. Career Guidance and Aspirations:** Across all districts and age groups, adolescents express varying levels of comfort in seeking career guidance and discussing aspirations with teachers/school staff. Notably, in Gurugram and Sonipat, older adolescents demonstrate a higher frequency of discussion compared to younger ones, indicating a growing need for academic and career support as students progress through school. Specifically, in Gurugram, 15-18-year-olds seek career guidance 67% of the time, compared to 38% among 11-14-year-olds. Similarly, in Sonipat, 15-18-year-olds do so 79% of the time, while 11-14-year-olds do so 60% of the time. Conversely, in Rohtak, younger adolescents exhibit a higher frequency of discussion, suggesting potential differences in school support systems and student needs across districts.

**2. Understanding Lessons in School:** Discussions about the inability to understand lessons in school vary across districts and age groups. In Rohtak and Gurugram, older adolescents demonstrate a higher frequency of discussion compared to younger ones, indicating a greater need for academic assistance and support as students advance in their studies. Specifically, in Rohtak, 15-18-year-olds discuss this topic 58% of the time, compared to 54% among 11-14-year-olds. In Gurugram, 15-18-year-olds do so 60% of the time, while 11-14-year-olds do so 44% of the time. Conversely, in Panipat, younger adolescents exhibit a higher frequency of discussion, suggesting potential differences in teaching methodologies and student engagement across districts.

**3. School Infrastructure and Services:** Adolescents' discussions about gaps in school infrastructure or services vary significantly across districts and age groups. In Gurugram, older adolescents express a higher frequency of discussion compared to younger ones, indicating a greater awareness of and advocacy for improved school facilities and resources. Specifically, in Gurugram, 15-18-year-olds discuss this topic 39% of the time, compared to 19% among 11-14-year-olds. Conversely, in Rohtak, younger adolescents exhibit a higher frequency of discussion, suggesting potential differences in school administration and resource allocation across districts.

**4. Problems at Home:** Discussions about problems at home also vary across districts and age groups. In Gurugram and Sonipat, older adolescents demonstrate a higher frequency of discussion compared to younger ones, indicating a greater need for emotional support and intervention from school staff. Specifically, in Gurugram, 15-18-year-olds discuss this topic 36% of the time, compared to 21% among 11-14-year-olds. In Sonipat, 15-18-year-olds do so 43% of the time, while 11-14-year-olds do so 18% of the time. Conversely, in Rohtak, younger adolescents exhibit a higher frequency of discussion, suggesting potential differences in familial dynamics and community support systems across districts.

**5. Health-related Issues:** Discussions about health-related issues also show variations across districts and age groups. In Sonipat, older adolescents express a higher frequency of discussion compared to younger ones, indicating a greater need for health education and support services within the school environment. Specifically, in Sonipat, 15-18-year-olds discuss health-related issues 27% of the time, compared to 23%

among 11-14-year-olds. Conversely, in Rohtak, younger adolescents exhibit a higher frequency of discussion, suggesting potential differences in health literacy and access to healthcare across districts.

The analysis reveals significant variations in the comfort levels of adolescent boys and girls in discussing various topics with their teachers/school staff across districts and age groups. While certain topics such as career guidance and understanding lessons in school are widely discussed, others like problems at home and health-related issues exhibit variations influenced by school support systems and community dynamics.

The data further 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.

Table 11 : Inter-generational communication with teachers

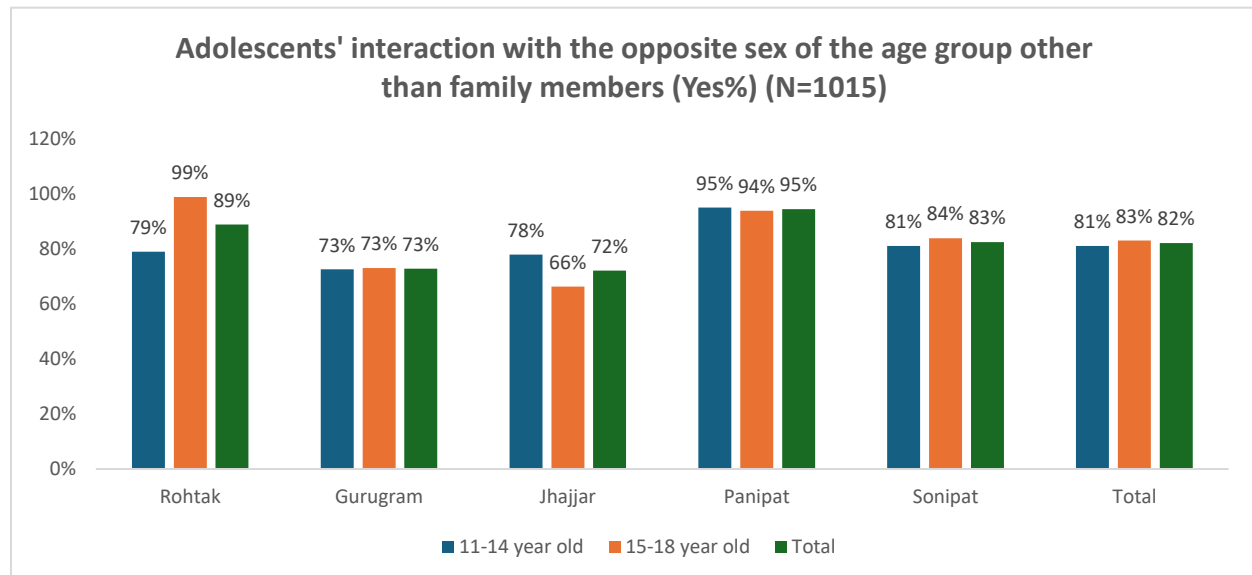
INTERGENERATIONAL COMMUNICATION - HOW COMFORTABLE ADOLESCENT GIRLS AND BOYS ARE IN DISCUSSING THE FOLLOWING TOPICS WITH TEACHERS / SCHOOL STAFF																			
Key indicators	Discussion frequency	Rohtak			Gurugram			Jhajjar			Panipat			Sonipat			Total of 5 districts		
		UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total
To seek career guidance and discuss aspirations	Always	64%	38%	51%	53%	38%	45%	23%	55%	39%	63%	70%	67%	60%	62%	61%	53%	52%	53%
	Sometimes	35%	61%	48%	41%	57%	49%	71%	41%	56%	31%	23%	27%	37%	37%	37%	43%	44%	43%
	Never	0%	1%	1%	7%	5%	6%	5%	4%	4%	5%	1%	3%	2%	1%	1%	4%	2%	3%
	Not faced such a situation	1%	0%	1%	0%	1%	0%	1%	0%	0%	1%	6%	3%	1%	0%	0%	1%	1%	1%
Inability to understand lessons in school	Always	64%	44%	54%	60%	56%	58%	67%	65%	66%	56%	57%	57%	62%	52%	57%	62%	55%	58%
	Sometimes	33%	55%	44%	36%	43%	40%	31%	34%	32%	39%	35%	37%	32%	42%	37%	34%	42%	38%
	Never	0%	1%	1%	4%	1%	2%	2%	1%	1%	4%	4%	4%	1%	2%	1%	2%	2%	2%
	Not faced such a situation	3%	0%	2%	0%	0%	0%	0%	0%	0%	1%	4%	2%	5%	4%	4%	2%	2%	2%
Any gaps in school infrastructure or services/demanding additional services	Always	13%	24%	19%	21%	36%	28%	19%	41%	30%	16%	22%	19%	22%	39%	30%	18%	32%	25%
	Sometimes	50%	38%	44%	43%	39%	41%	34%	46%	40%	43%	38%	40%	38%	40%	39%	42%	40%	41%
	Never	34%	30%	32%	30%	14%	22%	30%	7%	18%	31%	27%	29%	11%	7%	9%	27%	17%	22%
	Not faced such a situation	3%	8%	6%	6%	11%	8%	17%	7%	12%	11%	13%	12%	30%	14%	22%	13%	10%	12%
Problems at home (any conflict between family members, financial issue)	Always	9%	21%	15%	16%	25%	20%	21%	26%	23%	12%	12%	12%	17%	20%	18%	15%	21%	18%
	Sometimes	17%	54%	36%	27%	38%	33%	32%	36%	34%	33%	33%	33%	30%	56%	43%	28%	43%	36%
	Never	71%	23%	47%	49%	29%	39%	22%	26%	24%	41%	27%	34%	21%	8%	14%	41%	23%	32%
	Not faced such a situation	3%	2%	3%	8%	8%	8%	25%	13%	19%	15%	28%	21%	33%	16%	24%	16%	13%	15%
Health related issues	Always	27%	23%	25%	18%	37%	27%	21%	47%	34%	12%	10%	11%	20%	20%	20%	19%	27%	23%
	Sometimes	23%	26%	25%	32%	30%	31%	31%	33%	32%	41%	35%	38%	33%	44%	38%	32%	33%	33%
	Never	46%	31%	39%	42%	14%	29%	23%	8%	15%	25%	16%	21%	18%	20%	19%	31%	18%	24%
	Not faced such a situation	4%	20%	12%	8%	19%	13%	25%	13%	19%	22%	39%	31%	30%	16%	23%	18%	21%	20%

### 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 shows that 82% of adolescents engage with the opposite sex of their age group. This suggests that the majority of adolescents have some level of interaction with peers of the opposite gender outside their family circle. However, when we break down the data by age group and district, more nuanced patterns emerge.

Firstly, there is a noticeable difference between age groups. Among 11-14-year-olds, 81% report interacting with the opposite sex, indicating a high level of socialization even at a relatively young age. On the other hand, among 15-18-year-olds, the interaction rate is 83%. This increase might be attributed to various factors such as changes in social dynamics, increased focus on academics or extracurricular activities, or the emergence of romantic relationships, which might influence social interactions.



District-wise variations further highlight the complexity of adolescent social dynamics. For instance, Panipat stands out with the highest interaction rate of 95%, suggesting a more open and socially integrated environment. In contrast, Jhajjar has the lowest interaction rate at 72%, indicating potential cultural or structural barriers to intergender interactions in that district. Gurugram and Sonipat fall within the middle range, with interaction rates of 73% and 83%, respectively.

These differences could be influenced by a variety of factors, including cultural norms, economic disparities, and access to social spaces. Urbanization, for example, might foster more opportunities for interaction, whereas rural areas may have more conservative norms that limit socialization between genders. Additionally, educational institutions and community organizations play a crucial role in shaping adolescents' social experiences, as they provide spaces for social interaction and relationship-building.

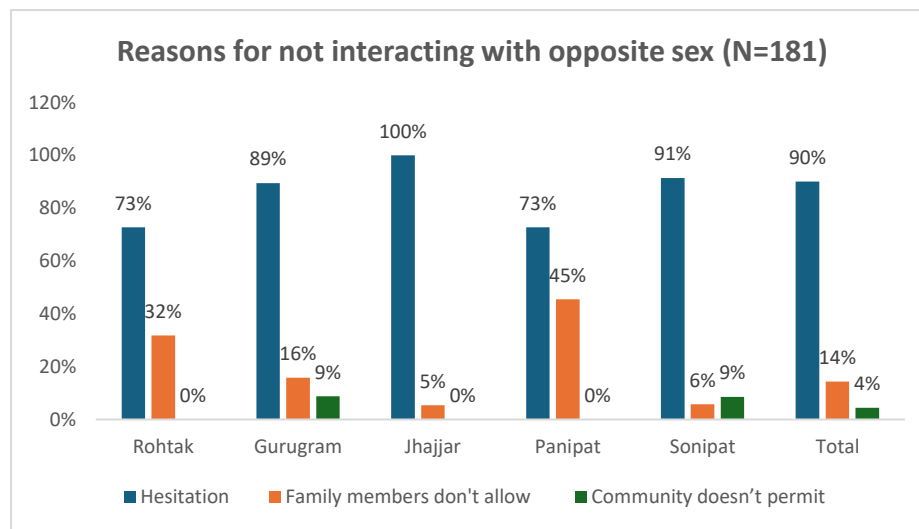
In conclusion, while the majority of adolescents engage with the opposite sex outside their family, there are notable variations based on age group and district. Understanding these nuances is essential for

designing interventions and programs that promote healthy social development and gender equity among adolescents across diverse communities.

### ***Reasons for non-interaction***

The data presents intriguing insights into the reasons why adolescents refrain from interacting with the opposite sex, with variations evident across different districts.

In Rohtak, hesitation emerges as the most common barrier, with 73% of adolescents citing it as a reason. This suggests that personal apprehensions or shyness might hinder social interactions in this district. Meanwhile, a significant proportion (32%) also attribute their lack of interaction to family restrictions, indicating the influence of parental or familial norms on social behavior.



Gurugram presents a different picture, with a higher percentage (89%) of adolescents expressing hesitation as the primary reason for not interacting with the opposite sex. This suggests a potential lack of confidence or social skills among adolescents in Gurugram. Interestingly, family restrictions seem to have less of an impact here, with only 16% citing this

as a barrier.

In Jhajjar, a striking pattern emerges where 100% of adolescents attribute their lack of interaction to hesitation. This suggests a pervasive culture of shyness or reluctance to engage with the opposite sex in this district. It's noteworthy that neither family restrictions nor community norms are cited as reasons here, indicating that personal factors play a predominant role in shaping social behavior.

Panipat and Sonipat show mixed patterns. In Panipat, while hesitation remains a significant barrier, family restrictions also play a substantial role, with 45% of adolescents citing this as a reason. This suggests a combination of personal and external factors influencing social interactions. In Sonipat, hesitation is again prevalent, but family restrictions have a minimal impact, indicating a relatively more liberal social environment compared to Panipat.

Overall, the reasons for not interacting with the opposite sex vary considerably across districts, highlighting the complex interplay of personal, familial, and community factors that shape adolescent social behavior. Understanding these dynamics is crucial for designing interventions that promote inclusivity and healthy social development among adolescents.



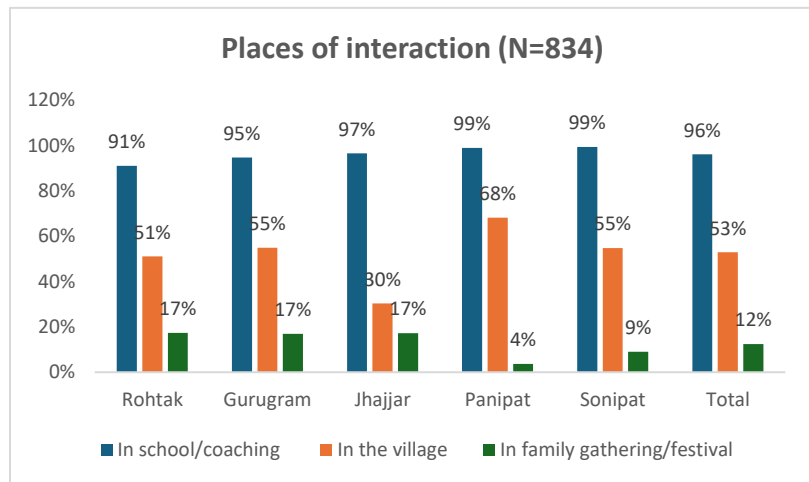
### Places of Interaction

The data on places of interaction among adolescents sheds light on where these interactions predominantly occur, with variations observed across different districts.

In Rohtak, the majority of adolescents (91%) report schools or coaching centers as primary places of interaction. This suggests that educational institutions play a central role in facilitating social connections among adolescents in this district. Additionally, a substantial percentage (51%) also cite the village as a place of interaction, indicating the significance of local communities in fostering social bonds.

Gurugram presents a similar trend, with schools or coaching centers being the most common venue for interaction, as reported by 95% of adolescents. This highlights the importance of educational environments in facilitating social interactions among adolescents in Gurugram. Additionally, a significant percentage (55%) mention the village as a place of interaction, underscoring the role of local communities in shaping social dynamics.

Jhajjar stands out with an even higher percentage (97%) of adolescents reporting schools or coaching centers as places of interaction. This indicates a strong reliance on educational settings for social interactions in this district. In contrast, the village emerges as a less common venue for interaction, with only 30% of adolescents citing it, suggesting a relatively lower emphasis on community-based interactions.



Panipat and Sonipat exhibit similar patterns, with schools or coaching centers being the predominant venues for interaction, reported by 99% and 99% of adolescents, respectively. This underscores the central role of educational institutions in facilitating social connections among adolescents in these districts. Additionally, a notable percentage of adolescents in Panipat (68%) mention the village as a place of interaction, highlighting the continued importance of local communities in social interactions.

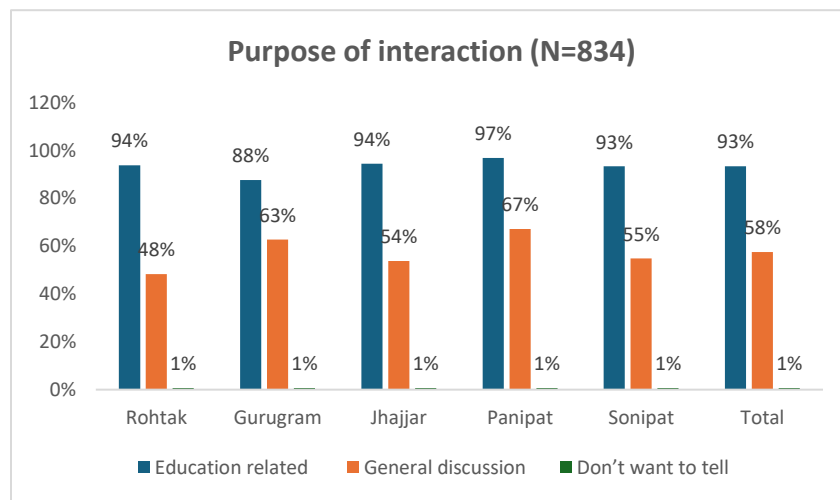
Overall, the data highlights the pivotal role of schools or coaching centers as primary places of interaction for adolescents across all districts, while also underscoring the varying significance of community settings in shaping social dynamics. Understanding these patterns is crucial for designing interventions that promote positive social interactions and community engagement among adolescents.

### Purpose of Interaction

The data on the purpose of interaction among adolescents provides insights into the primary motivations driving their social interactions, with notable variations observed across different districts.

In Rohtak, the majority of adolescents (94%) cite education-related purposes as the primary reason for their interactions. This underscores the significance of educational pursuits in shaping social dynamics among adolescents in the district. Additionally, almost half of the respondents (48%) mention general discussions as another purpose for interaction, indicating a diverse range of topics that adolescents engage in within social settings.

Gurugram presents a similar trend, with a high percentage (88%) of adolescents citing education-related purposes for their interactions. This highlights the strong link between educational endeavors and social interactions among adolescents in Gurugram. Furthermore, a relatively higher percentage (63%) mention general discussions, indicating a broader scope of social engagement beyond educational contexts.



In Jhajjar, education-related purposes also dominate, with 94% of adolescents mentioning them as the primary reason for interaction. This suggests a consistent emphasis on educational pursuits as drivers of social interactions in the district. Similarly, general discussions are cited by over half of the respondents (54%), reflecting the diverse nature of social interactions among adolescents in Jhajjar.

Panipat stands out with an even higher percentage (97%) of adolescents citing education-related purposes for their interactions, highlighting the strong emphasis on academic pursuits in shaping social dynamics in the district. Moreover, a significant proportion (67%) mention general discussions, indicating a broad spectrum of topics that adolescents engage in during social interactions.

Sonipat follows a similar pattern, with a high percentage (93%) of adolescents citing education-related purposes for their interactions. This underscores the close relationship between educational endeavors and social interactions among adolescents in Sonipat. Additionally, over half of the respondents (55%) mention general discussions, suggesting a diverse range of topics that contribute to social engagement in the district.

Overall, the data underscores the importance of education-related pursuits as primary drivers of social interactions among adolescents across all districts, while also highlighting the diversity of topics and purposes that contribute to social engagement. Understanding these patterns is crucial for designing interventions that promote positive social interactions and support adolescents' educational and social development.

## 5.4 SUMMARY

The chapter on intergenerational and intergender communications delves into the critical role of effective communication in adolescent empowerment, focusing on dialogues between adolescents and both their parents and school authorities. It examines how open dialogues with parents shape adolescents' perceptions and aspirations and explores the dynamics of communication within school environments. Additionally, it emphasizes the importance of fostering understanding and respect between genders to challenge stereotypes and promote inclusivity.

The analysis reveals nuanced patterns in intergenerational communication, with variations observed across different districts and age groups. For example, while discussions about education and career aspirations are prevalent across all districts, the frequency of discussions about topics like leisure time and marriage varies, influenced by cultural norms and parental attitudes. In Rohtak, for instance, older adolescents demonstrate a higher frequency of discussion about education and career aspirations, indicating a greater emphasis on long-term planning (75% among 15-18-year-olds compared to 62% among 11-14-year-olds). Conversely, in Gurugram, younger adolescents exhibit a higher frequency of discussion about leisure time (71% among 11-14-year-olds compared to 62% among 15-18-year-olds), suggesting potential differences in parental involvement in leisure-related decisions across districts.

Similarly, the analysis of intergender communication highlights variations in interaction rates and reasons for non-interaction across districts. While the majority of adolescents engage with the opposite sex outside their family, the level of interaction varies based on age group and district, influenced by factors such as cultural norms, economic disparities, and access to social spaces. For instance, hesitation emerges as a common barrier to interaction in Gurugram (89%) and Rohtak (73%), while in Jhajjar, personal factors like shyness play a predominant role (100% citing hesitation as the reason for non-interaction). These insights underscore the importance of understanding local contexts and dynamics in designing interventions to promote healthy social development and gender equity among adolescents.

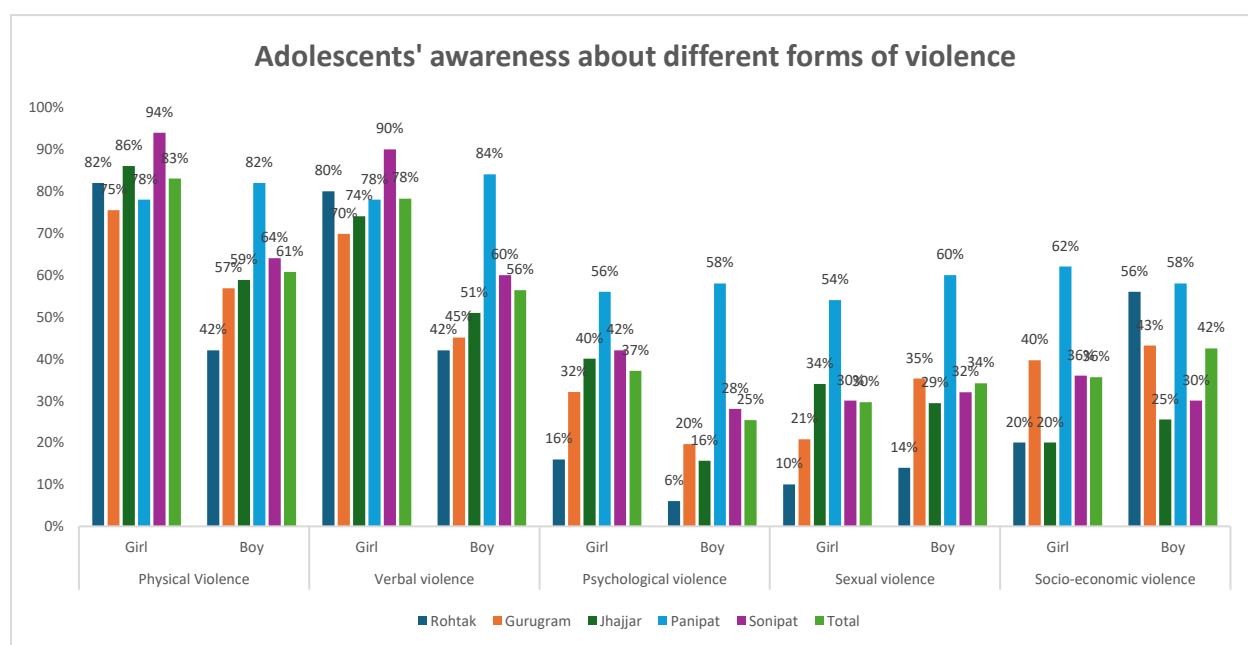
Moreover, the chapter emphasizes the pivotal role of schools in facilitating intergenerational and intergender communication. Educational institutions serve as central hubs for social interactions among adolescents, with schools or coaching centers being the predominant venues for interaction across all districts. This underscores the significance of creating supportive school environments where adolescents feel comfortable discussing academic, social, and personal concerns with teachers and school staff. Overall, the chapter highlights the complexity of intergenerational and intergender communication dynamics and underscores the importance of fostering open, inclusive, and supportive communication channels to empower adolescents and promote their holistic development.

## 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 across the districts 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 provides a nuanced insight into adolescents' awareness of various forms of violence across different districts and genders. Across the board, it's evident that awareness levels vary significantly depending on the type of violence and the specific district.



When examining physical violence awareness, girls generally exhibit higher awareness levels compared to boys across all districts. Notably, girls in Sonipat stand out with the highest awareness at 94%, while boys in Panipat have the highest awareness at 82%. This suggests a trend where girls tend to be more cognizant of physical violence compared to boys, potentially reflecting differences in societal expectations and experiences.

Verbal violence awareness shows a similar pattern, with girls consistently demonstrating higher awareness levels compared to boys. However, there are notable differences between districts. For instance, girls in Sonipat and boys in Panipat exhibit the highest awareness, indicating potential regional variations in awareness campaigns or cultural factors influencing perception.

Psychological violence awareness follows a slightly different trend. While girls generally maintain higher awareness levels across districts, there are instances where boys, particularly in Panipat, demonstrate

comparable awareness levels. This suggests that psychological violence may be perceived differently across genders or influenced by other factors such as educational initiatives or community engagement.

Sexual violence awareness showcases significant disparities between genders and districts. Girls in Jhajjar have the highest awareness at 34%, indicating a need for targeted interventions in districts with lower awareness levels. Interestingly, boys in Panipat exhibit the highest awareness at 60%, highlighting the importance of engaging boys in conversations about sexual violence prevention and awareness.

Socio-economic violence awareness reflects a complex interplay of gender and regional factors. Girls in Panipat exhibit the highest awareness at 62%, suggesting potential socioeconomic disparities driving awareness levels. Conversely, boys in Rohtak demonstrate the highest awareness at 56%, indicating a need for tailored interventions to address socio-economic violence across districts.

Overall, the data underscores the importance of addressing gender-specific and regional disparities in awareness of various forms of violence among adolescents. Tailored interventions that consider local context, cultural nuances, and gender dynamics are crucial for promoting awareness and fostering safer communities for adolescents.

### ***Witnessing Violence***

The data on adolescents witnessing violent behavior towards others sheds light on the prevalence and gender dynamics of such incidents across different districts.

Starting with instances where adolescents witness others being insulted or made to feel bad about themselves, boys in all districts exhibit significantly higher rates of witnessing compared to girls. Particularly striking is the data from Rohtak and Gurugram, where 100% of boys report witnessing such behavior, indicating a pervasive issue that demands attention. Conversely, girls in Jhajjar demonstrate the lowest rates at 4%, suggesting potential variations in social dynamics and cultural norms across districts.

When it comes to witnessing threats of harm towards others, similar trends emerge, with boys consistently reporting higher rates compared to girls. Again, Rohtak and Gurugram stand out with 100% of boys reporting witnessing such threats, underscoring the urgent need for interventions to address this concerning trend. Notably, girls in Jhajjar report the lowest rates at 2%, indicating a potential lack of awareness or underreporting of such incidents in certain districts.

Verbal inappropriate comments and physical coercion/abuse follow similar patterns, with boys generally reporting higher rates of witnessing compared to girls across all districts. However, there are variations between districts, suggesting potential regional differences in cultural norms or prevalence of such behaviors. Notably, girls in Sonipat report relatively lower rates of witnessing physical coercion compared to other districts, highlighting potential variations in community dynamics or accessibility to support services.

Instances of being threatened or attacked with weapons and inappropriate physical touch show relatively lower prevalence rates across genders and districts. However, boys consistently report higher rates compared to girls in witnessing such incidents, indicating potential vulnerabilities or exposure to risky environments. Notably, girls in Jhajjar and Sonipat report the lowest rates across most categories, suggesting potential variations in safety perceptions or community norms.

Overall, the data underscores the need for targeted interventions to address the prevalence of witnessing violent behavior among adolescents, with a focus on understanding gender dynamics, regional variations, and underlying socio-cultural factors. Creating safe environments and fostering positive social norms are essential for promoting the well-being and safety of adolescents across districts.

Adolescents' witnessing violent behaviour happening with any other person (not themselves)							
		Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Being insulted or made to feel bad about themselves	Girl	52%	17%	4%	24%	32%	26%
	Boy	100%	63%	33%	66%	46%	62%
Being threatened to be hurt or harmed by anyone	Girl	52%	23%	2%	16%	32%	25%
	Boy	100%	55%	41%	68%	46%	62%
Verbal inappropriate comments passed, whistling	Girl	34%	21%	0%	16%	20%	18%
	Boy	100%	51%	29%	44%	32%	51%
Physical coercion/physical abuse (slapping/hair pulled/punched with fist/ kicked/dragged/beaten)	Girl	64%	23%	0%	20%	30%	27%
	Boy	88%	43%	16%	36%	26%	42%
Being threatened or attached with a knife, gun or another weapon	Girl	2%	2%	0%	4%	2%	2%
	Boy	10%	8%	2%	4%	0%	5%
Inappropriate touch by anyone/forceful hugging/forceful kissing	Girl	2%	0%	0%	2%	2%	1%
	Boy	0%	4%	0%	2%	0%	1%

### Experiencing Violence

The data on adolescents facing violent behavior from family members or outside sources offers insight into the prevalence and gender-specific experiences across different districts.

Starting with experiences of being insulted or made to feel bad about themselves, boys in almost all districts report significantly higher rates compared to girls. Particularly concerning is the data from Rohtak, where 100% of boys report facing such behavior, highlighting a pervasive issue that demands urgent attention. Conversely, girls generally report lower rates across districts, with Gurugram and Jhajjar showing minimal instances, suggesting potential variations in social dynamics and family environments. Across districts, the percentage of girls facing insults ranges from 0% to 4%, while for boys, it varies widely from 22% to 100%.

When it comes to facing threats of harm, again, boys consistently report higher rates compared to girls across districts. Notably, Rohtak stands out with 98% of boys reporting such threats, indicating a concerning prevalence of violence in familial or social contexts. Conversely, girls generally report lower rates, with Jhajjar and Sonipat demonstrating minimal instances, underscoring potential variations in safety perceptions or support systems. The percentage of girls facing threats varies between 0% and 6%, while for boys, it ranges from 16% to 98%.

Verbal inappropriate comments and physical coercion/abuse follow similar patterns, with boys generally reporting higher rates of facing such behavior compared to girls across districts. However, there are variations between districts, suggesting potential regional differences in family dynamics or accessibility to support services. Notably, girls in Jhajjar and Sonipat report relatively lower rates across most categories, indicating potential variations in community norms or levels of awareness. The percentage of

girls facing verbal comments ranges from 0% to 6%, and physical coercion/abuse varies from 0% to 12%, while for boys, it ranges from 2% to 100% and 2% to 74%, respectively.

Instances of being threatened or attacked with weapons and inappropriate physical touch show relatively lower prevalence rates across genders and districts. However, boys consistently report higher rates compared to girls in facing such incidents, indicating potential vulnerabilities or exposure to risky environments. Notably, girls generally report minimal instances, particularly in facing threats with weapons or inappropriate physical touch, suggesting potential variations in safety perceptions or community norms. The percentage of girls facing threats with weapons or inappropriate touch ranges from 0% to 2%, while for boys, it varies from 0% to 10% and 0% to 6%, respectively.

Overall, the data highlights the need for targeted interventions to address the prevalence of violence faced by adolescents, with a focus on understanding gender dynamics, regional variations, and underlying socio-cultural factors. Creating safe environments, providing support services, and fostering positive family and community relationships are crucial for promoting the well-being and safety of adolescents across districts.

Adolescents' facing violent behaviour from any family member or outside							
		Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Insulted or made to feel bad about themselves	Girl	4%	0%	0%	6%	2%	2%
	Boy	100%	43%	6%	40%	22%	42%
Threatened to be hurt or harmed by anyone	Girl	4%	4%	0%	4%	0%	2%
	Boy	98%	33%	6%	16%	20%	35%
Verbal inappropriate comments passed, whistling	Girl	6%	0%	0%	2%	0%	2%
	Boy	98%	45%	2%	14%	20%	36%
Physical coercion/physical abuse (slapping/hair pulled/punched with fist/ kicked/dragged/beaten)	Girl	12%	6%	0%	6%	2%	5%
	Boy	74%	31%	2%	22%	14%	29%
Threatened or attached with a knife, gun or another weapon	Girl	0%	0%	0%	2%	0%	0%
	Boy	6%	0%	0%	2%	0%	2%
Inappropriate touch by anyone/forceful hugging/forceful kissing	Girl	0%	0%	0%	2%	0%	0%
	Boy	6%	0%	0%	0%	0%	1%

The comparison between the current year and the previous evaluation in this regard reveals a concerning increase in the prevalence of adolescents facing violent behavior from any family member or outside sources in Haryana. Firstly, there has been a substantial rise in the percentage of adolescents who reported being insulted or made to feel bad about themselves, jumping from 7% in the previous evaluation to 22% in the current year. This significant increase suggests a growing incidence of emotional abuse or psychological maltreatment among adolescents, which can have detrimental effects on their mental health and well-being.

Secondly, the data indicates a notable increase in the percentage of adolescents who reported being threatened to be hurt or harmed by anyone, rising from 6% in the previous evaluation to 18% in the current year. This suggests a heightened sense of physical insecurity among adolescents, indicating a concerning trend of increased threats and intimidation within their environments.



Moreover, there has been a substantial increase in the percentage of adolescents who reported experiencing verbal inappropriate comments or whistling, with the current year showing 19% compared to only 3% in the previous evaluation. This suggests a rise in verbal harassment or sexual harassment behaviors, indicating a concerning shift towards a more hostile and unsafe environment for adolescents, both within their families and in public spaces.

Additionally, there has been a significant increase in the percentage of adolescents reporting physical coercion or physical abuse, such as slapping, hair pulling, punching, kicking, dragging, or beating. The current year shows 17% compared to only 1% in the previous evaluation, indicating a disturbing escalation in physical violence experienced by adolescents, which poses serious risks to their physical health and safety.

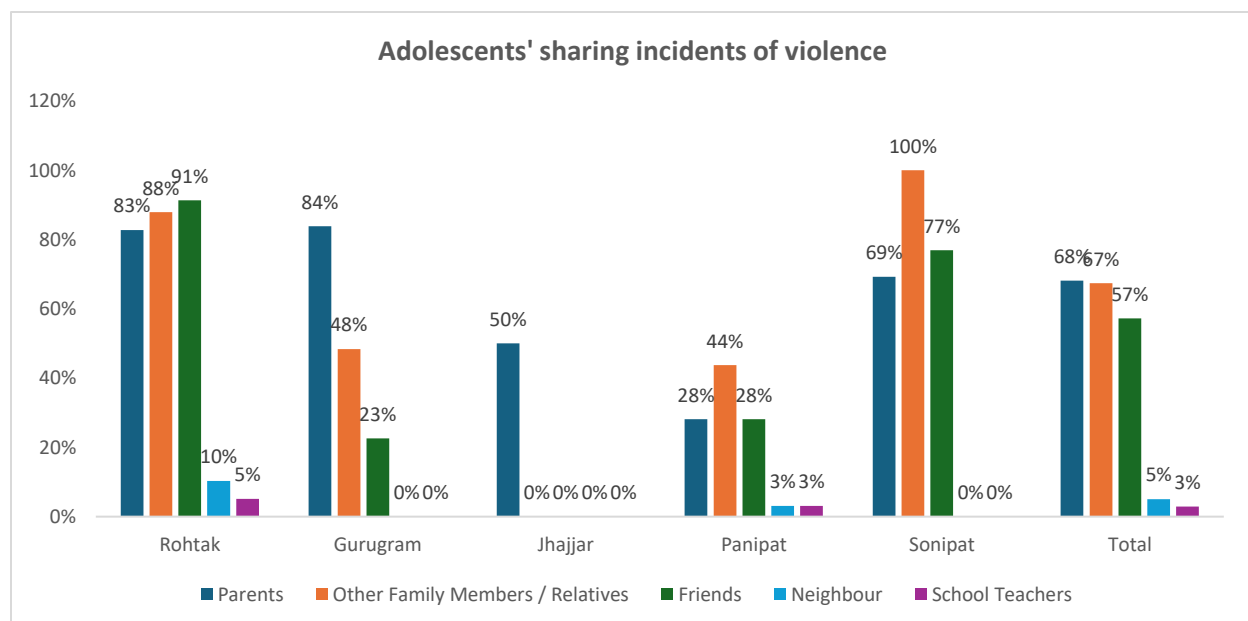
Furthermore, while the percentages are comparatively lower, there has been an emergence of reports regarding threats or attacks with weapons and inappropriate physical touch, both of which were previously nonexistent in the data. This suggests an alarming trend of increased risks of severe physical harm and sexual assault faced by adolescents in Haryana.

## 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.

Analyzing the data on whom adolescents share incidents of violence with provides valuable insights into their support networks and trusted confidants across different districts.

Starting with parents, adolescents across all districts generally report high rates of sharing incidents with them, with Gurugram and Rohtak showing particularly high percentages, indicating a strong level of trust and communication within families. However, there are notable differences, with Panipat exhibiting the





lowest percentage, suggesting potential challenges in parent-child communication or awareness of support resources. The percentage of adolescents sharing incidents with parents ranges from 28% to 84% across districts.

When it comes to sharing incidents with other family members or relatives, there are significant variations across districts. Notably, Sonipat stands out with 100% of adolescents reporting sharing with other family members, indicating a strong reliance on extended family networks for support or intervention. Conversely, Jhajjar reports the lowest percentage, suggesting potential barriers to seeking help within family circles. The percentage of adolescents sharing incidents with other family members or relatives ranges from 0% to 100%.

Sharing with friends also demonstrates considerable variability across districts, with Gurugram and Sonipat showing relatively higher percentages compared to other districts. This suggests the importance of peer support networks in facilitating disclosure and seeking assistance. However, there are districts like Jhajjar where no adolescents reported sharing with friends, indicating potential challenges in establishing trusting relationships or fear of stigma. The percentage of adolescents sharing incidents with friends ranges from 0% to 91%.

Sharing with neighbors and school teachers appears to be less common across all districts, with generally low percentages reported. This suggests potential limitations in community or school-based support systems, highlighting the need for greater awareness and accessibility to resources for adolescents facing violence. Notably, Sonipat stands out with no adolescents reporting sharing with neighbors, indicating potential gaps in community support structures. The percentage of adolescents sharing incidents with neighbors and school teachers ranges from 0% to 10% and 0% to 5%, respectively.

Overall, the data underscores the importance of fostering supportive environments within families, peer groups, schools, and communities to encourage open communication and facilitate timely intervention for adolescents facing violence. Efforts to enhance awareness of support services and reduce stigma associated with seeking help are essential for ensuring the well-being and safety of adolescents across districts.

### 6.3 SUMMARY

Chapter 6 delves into the critical issue of gender-based violence (GBV) and examines adolescents' awareness, experiences, and support systems across different districts. The data highlights both persistent challenges and shifts in awareness or reporting, providing valuable insights into the evolving landscape of adolescent experiences with violence.

The analysis on awareness of different forms of violence reveals nuanced differences in adolescents' awareness of various forms of violence across districts and genders. For instance, girls generally exhibit higher awareness levels of physical violence compared to boys, with variations across districts. In Sonipat, girls show the highest awareness at 94%, while in Panipat, boys exhibit the highest awareness at 82%. Similar trends are observed in verbal and psychological violence awareness, with girls consistently demonstrating higher levels, albeit with district-wise variations. Interestingly, boys in Panipat exhibit comparable awareness levels of psychological violence, indicating potential shifts in perception. Significant disparities are observed in sexual violence awareness, with girls in Jhajjar showing the highest awareness at 34%, while boys in Panipat exhibit the highest awareness at 60%. Socio-economic violence

awareness reflects a complex interplay of gender and regional factors, with girls in Panipat and boys in Rohtak exhibiting the highest awareness levels at 62% and 56%, respectively.

The data on adolescents witnessing violent behavior towards others underscores gender dynamics and district-wise variations. Boys consistently report higher rates of witnessing violent incidents compared to girls across districts, with variations in prevalence. For instance, in Rohtak and Gurugram, 100% of boys report witnessing others being insulted, indicating a pervasive issue demanding immediate attention. Conversely, girls in Jhajjar report the lowest rates at 4%, suggesting potential variations in social dynamics. Similar trends are observed in witnessing threats of harm, verbal comments, physical coercion, and inappropriate touch, with boys generally reporting higher rates across districts.

Analysis of adolescents facing violent behavior from family members or outside sources reveals gender-specific experiences and district-wise variations. Boys consistently report higher rates of facing violence compared to girls across districts, particularly concerning instances of insults and threats of harm. Notably, Rohtak stands out with high percentages of boys facing such behavior. Girls generally report lower rates, indicating potential variations in social dynamics or support systems across districts.

The data on whom adolescents share incidents of violence with highlights the importance of support networks and trusted confidants across districts. Parents emerge as primary sources of support, with high percentages of adolescents sharing incidents with them across districts. However, there are variations, with some districts showing lower rates, suggesting potential communication challenges. Sharing incidents with other family members or relatives also varies significantly across districts, indicating the influence of extended family networks. Peer support networks play a crucial role, with districts like Gurugram and Sonipat showing higher percentages of sharing with friends. However, sharing with neighbors and school teachers appears less common, suggesting limitations in community or school-based support systems.

In summary, the data underscores the need for targeted interventions to address gender-based violence, considering gender dynamics, regional variations, and socio-cultural factors. Creating supportive environments and enhancing awareness of support services are essential for promoting the well-being and safety of adolescents across districts.

## 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 presents a comprehensive overview of adolescents' awareness about the legal age of marriage in India across different districts and genders. Overall, the findings indicate a high level of awareness among adolescents, with variations observed between districts and genders.

When examining the awareness levels by gender, the data shows that both girls and boys generally have high awareness levels. In all districts, 100% of girls are aware of the legal age of marriage, indicating a universal understanding among adolescent girls across the surveyed areas. Among boys, while the awareness levels are slightly lower compared to girls, they still remain substantial, with percentages ranging from 88% to 100%. Notably, in Gurugram, boys have the lowest awareness level at 88%, indicating a potential area for targeted awareness campaigns or educational initiatives to ensure all adolescents, regardless of gender, are informed about legal regulations concerning marriage.

District-wise analysis reveals some interesting patterns. In Rohtak, Panipat, and Sonipat, both girls and boys exhibit full awareness, with 100% awareness rates. This suggests effective dissemination of information or possibly greater emphasis on legal education in these districts. In Jhajjar, while girls maintain full awareness, boys have a slightly lower awareness level at 94%, indicating a potential need for additional educational efforts targeted specifically at boys. Similarly, in Gurugram, while girls exhibit full awareness, boys have the lowest awareness level among all districts at 88%, suggesting a need for enhanced educational interventions to ensure comprehensive understanding of legal regulations related to marriage.

Adolescents' awareness about legal age of marriage in India						
	Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Girl	100%	98%	100%	100%	100%	100%
Boy	100%	88%	94%	100%	92%	95%
Total	100%	93%	97%	100%	96%	97%

#### ***Correct knowledge regarding legal of marriage for girls***

The data on correct knowledge regarding the legal age of marriage for girls reveals interesting insights across different districts. On average, girls demonstrate a slightly better understanding of the legal age of marriage compared to boys, with a total average age of 19.69 for girls and 19.16 for boys.

Looking at district-wise variations, Gurugram has the highest average age for both girls and boys, indicating a relatively higher level of awareness about legal age restrictions on marriage. Conversely, Panipat and Rohtak have the lowest average ages for girls, suggesting potential gaps in knowledge

regarding legal marriage age requirements in these districts. However, it's noteworthy that even in districts with lower averages, the ages are still close to the legal threshold, indicating a general awareness among adolescents about legal age restrictions on marriage.

Correct knowledge on legal age of marriage for girls (Mean)						
	Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Girl	20.00	20.17	19.38	19.04	19.86	19.69
Boy	18.68	18.69	19.69	19.20	19.57	19.16

### ***Correct knowledge regarding legal of marriage for boys***

The data on correct knowledge regarding the legal age of marriage for boys reveals some interesting patterns across different districts. On average, girls tend to demonstrate a slightly better understanding of the legal age of marriage for boys compared to boys themselves, with a total average age of 22.23 for girls and 21.41 for boys.

When examining district-wise variations, Gurugram consistently demonstrates the highest average age for both girls and boys, indicating a relatively higher level of awareness about legal marriage age requirements in this district. Conversely, Panipat and Rohtak have slightly lower average ages for boys, suggesting potential gaps in knowledge regarding legal marriage age requirements for boys in these areas. However, it's worth noting that even in districts with lower averages, the ages are still close to the legal threshold, indicating a general awareness among adolescents about legal age restrictions on marriage for boys.

Correct knowledge on legal age of marriage for boys (Mean)						
	Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Girl	21.68	21.92	22.56	22.22	22.78	22.23
Boy	21.20	20.96	21.65	21.48	21.74	21.41

Overall, while there are slight differences in knowledge levels between girls and boys and some variations across districts, the data suggests a reasonably good understanding of the legal age of marriage among adolescents. However, targeted educational efforts may be beneficial, particularly in districts where awareness levels are comparatively lower, to ensure that all adolescents are well-informed about their rights and legal protections regarding marriage.

### ***Age at which the adolescents want to get married***

The data on the age at which adolescents want to get married, represented by the mean age, provides insights into the marriage aspirations of adolescents across different districts. On average, girls express a slightly higher desire to get married at a younger age compared to boys, with a total average age of 24.49 for girls and 25.09 for boys.

District-wise analysis reveals some interesting variations in marriage aspirations. Boys in Panipat have the highest mean age for wanting to get married at 25.88, indicating a relatively older age preference for marriage in this district. On the other hand, boys in Jhajjar express the lowest mean age for marriage at 24.20, suggesting a preference for earlier marriage among boys in this area.

For girls, there is less variation across districts, with mean ages ranging from 23.80 in Panipat to 25.02 in Sonipat. This indicates a relatively consistent desire for marriage among girls across districts, albeit with some minor differences.

Age at which adolescents want to get married (Mean)						
	Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Girl	24.56	24.49	24.60	23.80	25.02	24.49
Boy	25.38	25.10	24.20	25.88	24.92	25.09

## 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*

The data provides valuable insights into the consequences of early marriage for girls across different districts, comparing awareness levels between girls and boys. It highlights significant disparities in the perceived consequences, shedding light on the potential challenges faced by adolescent girls in communities where early marriage is prevalent.

In terms of education, the data indicates that early marriage significantly impacts girls' educational opportunities across all districts. A substantial percentage of girls, ranging from 64% to 98% across districts, report that their education stops due to early marriage. This suggests a widespread issue affecting girls' access to education, with implications for their long-term prospects and empowerment. Interestingly, boys also acknowledge the adverse impact of early marriage on education, albeit to a lesser extent, with percentages ranging from 30% to 94%. However, the disparity between girls and boys is evident, indicating the disproportionate burden borne by girls when it comes to educational disruptions due to early marriage.

Regarding health, the data reveals that early marriage has adverse effects on the health of girls, with significant percentages reporting negative impacts across districts. Girls cite health issues resulting from early marriage, such as compromised physical and mental well-being, with percentages ranging from 38% to 66%. Boys also acknowledge the adverse health consequences, albeit at lower rates compared to girls, with percentages ranging from 22% to 62%. This highlights the importance of addressing the health implications of early marriage for girls, including reproductive health risks and psychological distress.

Family responsibilities pose another significant challenge for girls in the context of early marriage. The data indicates that a majority of girls, ranging from 60% to 90% across districts, report being unable to bear family responsibilities due to early marriage. This underscores the premature burden placed on girls in assuming household duties and caregiving responsibilities, often at the expense of their own personal

development and well-being. Boys also recognize this issue, albeit with lower percentages compared to girls, ranging from 22% to 86%. This suggests a need for greater awareness among boys about the implications of early marriage for girls' agency and autonomy within the family structure.

***Consequences of Early Marriage for Boys***

The data regarding the consequences of early marriage for boys across different districts, comparing awareness levels between boys and girls, reveals noteworthy differences in perceived consequences, indicating varying challenges faced by boys in communities where early marriage prevails.

Regarding education, the data suggests that early marriage significantly affects boys' educational pursuits across all districts. A considerable percentage of boys, ranging from 37% to 78% across districts, report that their education stops due to early marriage. This indicates a widespread issue impacting boys' access to education, with implications for their future prospects and socio-economic empowerment. Interestingly, girls also recognize the adverse impact of early marriage on boys' education, albeit to a lesser extent, with percentages ranging from 54% to 98%. However, the disparity between boys and girls is evident, highlighting the disproportionate burden faced by boys concerning educational disruptions due to early marriage.

In terms of health, the data suggests that early marriage has adverse effects on boys' health, with notable percentages reporting negative impacts across districts. Boys cite health-related issues resulting from early marriage, such as compromised physical well-being and mental health concerns, with percentages ranging from 16% to 66%. Girls also acknowledge these health consequences, albeit at lower rates compared to boys, with percentages ranging from 26% to 48%. This underscores the importance of addressing the health implications of early marriage for boys, including the risks of early fatherhood and mental health challenges.

Family responsibilities also pose a significant challenge for boys in the context of early marriage. The data indicates that a substantial percentage of boys, ranging from 27% to 90% across districts, report being unable to bear family responsibilities due to early marriage. This highlights the premature burden placed on boys in assuming household duties and caregiving responsibilities, often at the expense of their own personal development and well-being. Girls also recognize this issue, albeit with lower percentages compared to boys, ranging from 60% to 96%. This suggests a need for greater awareness among girls about the implications of early marriage for boys' roles and responsibilities within the family structure.

Overall, the data underscores the multifaceted consequences of early marriage for boys and girls, including disruptions to education, adverse health outcomes, and restricted agency in assuming family responsibilities. Addressing these challenges requires comprehensive interventions that empower boys with education, health resources, and opportunities for personal and socio-economic development. Moreover, engaging both boys and girls in conversations about gender equality and the harmful effects of early marriage is crucial for promoting the rights and well-being of adolescents across districts.

Consequences of early marriage for girls							
		Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Education stops	Girl	76%	81%	98%	64%	96%	83%

	Boy	30%	35%	51%	94%	48%	52%
Adverse impact on health	Girl	46%	34%	38%	44%	66%	45%
	Boy	22%	29%	25%	62%	40%	36%
Cannot bear family responsibility	Girl	66%	42%	90%	60%	90%	69%
	Boy	86%	25%	22%	40%	44%	43%
Consequences of early marriage for boys							
		Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Education stops	Girl	88%	79%	94%	54%	98%	83%
	Boy	12%	37%	45%	78%	48%	44%
Adverse impact on health	Girl	48%	38%	26%	34%	48%	39%
	Boy	6%	16%	29%	66%	28%	29%
Cannot bear family responsibility	Girl	80%	60%	96%	64%	78%	75%
	Boy	90%	57%	27%	58%	54%	57%

### 7.3 SUMMARY

Chapter 7 delves into the complex dynamics surrounding early marriage among adolescents aged 15-18, shedding light on their awareness, perceptions, and evolving attitudes toward this critical issue. The data reveals a high level of awareness among adolescents regarding the legal age of marriage in India, with variations observed between districts and genders. While girls generally exhibit full awareness across all districts, boys' awareness levels are slightly lower, indicating potential areas for targeted educational interventions, particularly in districts where awareness levels are comparatively lower. This underscores the importance of ensuring comprehensive understanding of legal regulations concerning marriage among all adolescents, irrespective of gender, through effective dissemination of information and educational initiatives.

The chapter further explores adolescents' perceptions of the consequences of early marriage, revealing significant disparities in perceived outcomes between girls and boys across different districts. Education emerges as a primary concern, with early marriage significantly impacting both girls' and boys' educational opportunities. Girls report a higher likelihood of their education stopping due to early marriage, highlighting the disproportionate burden faced by girls concerning educational disruptions. Additionally, early marriage is associated with adverse health outcomes for both girls and boys, including compromised physical and mental well-being. Furthermore, family responsibilities pose a significant challenge for adolescents in the context of early marriage, limiting their agency and autonomy within the family structure.

The data underscores the multifaceted consequences of early marriage for adolescents, emphasizing the need for comprehensive interventions to address the challenges they face. These interventions should prioritize empowering adolescents with education, health resources, and opportunities for personal and socio-economic development. Moreover, engaging both girls and boys in conversations about gender equality and the harmful effects of early marriage is crucial for promoting the rights and well-being of adolescents across districts. By addressing the root causes and consequences of early marriage, stakeholders can work towards creating supportive environments that enable adolescents to make informed decisions and realize their full potential.



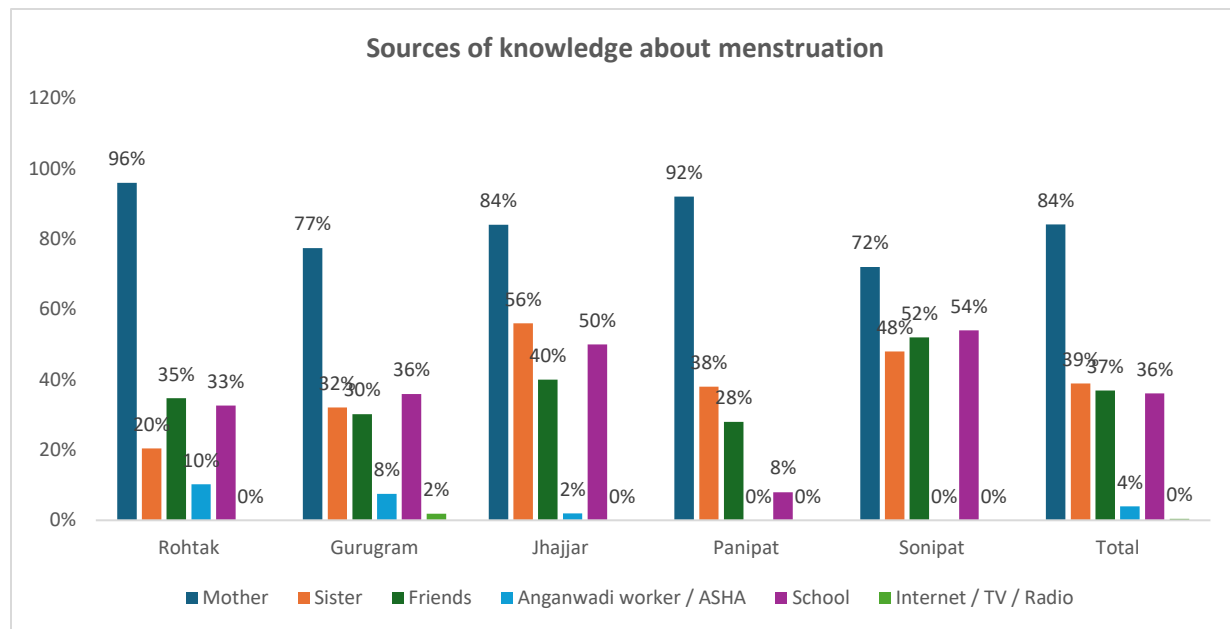
## CHAPTER 8: MENSTRUAL HEALTH MANAGEMENT

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 whom had experienced menstruation.

### 8.1 SOURCE OF MENSTRUAL KNOWLEDGE

The data provides valuable insights into the sources from which adolescent girls acquire knowledge about menstruation across different districts. Understanding these sources is crucial for assessing the effectiveness of existing educational initiatives and identifying areas for improvement in menstrual health education.

Firstly, the data highlights the significant role of mothers as primary sources of knowledge about menstruation for adolescent girls. Across all districts, a substantial percentage of girls, ranging from 72% to 96%, cite their mothers as the primary source of information. This underscores the importance of maternal guidance and communication in preparing girls for menstruation, emphasizing the need for continued support and open dialogue between mothers and daughters.



Sisters also emerge as important sources of knowledge, albeit to a lesser extent compared to mothers. The data indicates that a notable percentage of girls, ranging from 20% to 56%, receive information about menstruation from their sisters. This suggests the potential for peer-to-peer education within the family, where older sisters play a supportive role in educating younger siblings about reproductive health and menstrual hygiene practices.



Friends also play a significant role in imparting knowledge about menstruation, particularly in certain districts where peer influence is more pronounced. The data shows that a considerable percentage of girls, ranging from 28% to 52%, rely on friends for information about menstruation. This highlights the importance of peer support networks and the role of friends in facilitating discussions and sharing experiences related to menstrual health.

In contrast, formal sources of education, such as schools and healthcare workers, appear to have varying levels of influence across districts. While schools serve as a source of knowledge for a significant percentage of girls in some districts, with percentages ranging from 8% to 54%, their role seems to be less prominent in others. Similarly, the involvement of Anganwadi workers or ASHA workers is minimal across most districts, suggesting potential gaps in community-based menstrual health education programs.

Interestingly, the data indicates negligible reliance on digital sources, such as the internet, TV, or radio, for information about menstruation. This highlights a potential opportunity for leveraging digital platforms to enhance access to accurate and comprehensive menstrual health information, particularly among adolescents who may have limited access to traditional sources of education.

Overall, the data underscores the importance of leveraging diverse channels, including familial, peer, and formal educational avenues, to ensure comprehensive menstrual health education for adolescent girls. Strengthening existing programs and expanding outreach efforts to reach underserved communities are essential for promoting menstrual health awareness and empowering girls with the knowledge and skills to manage their menstruation with confidence and dignity.

## 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.

### ***Tackling Restrictions and Taboos***

The data provides insights into the activities that adolescent girls perceive as restricted or prevented during menstruation across different districts, shedding light on cultural beliefs and practices surrounding menstruation.

One notable finding is the prevalence of restrictions related to religious or spiritual practices during menstruation. Across all districts, a substantial percentage of girls report being prevented from doing puja (religious rituals) while menstruating. This restriction is particularly pronounced in Rohtak and Gurugram, where 76% and 68% of girls, respectively, report being prohibited from performing puja. In Jhajjar, Panipat, and Sonipat, the percentages range from 34% to 54%. These findings highlight the influence of cultural norms and religious beliefs on menstrual practices and underscore the need for culturally sensitive menstrual health education programs that respect and address girls' religious and cultural backgrounds.

Another common restriction observed is the avoidance of touching certain food items like pickle or ghee during menstruation. This practice is reported by a significant percentage of girls across districts, with the highest percentages seen in Rohtak (45%) and Gurugram (36%). While the prevalence of this restriction

varies, it indicates the existence of cultural taboos surrounding food handling during menstruation, possibly rooted in notions of purity and hygiene. Addressing these beliefs through education and awareness campaigns can help dispel myths and promote healthier attitudes towards menstruation.

Interestingly, a substantial percentage of girls across districts report not facing any specific restrictions during menstruation. This suggests a degree of variability in cultural practices and beliefs regarding menstruation, with some girls experiencing fewer restrictions compared to others. However, it's essential to recognize that even in districts where fewer restrictions are reported, there may still be underlying stigmas or taboos associated with menstruation that impact girls' experiences and perceptions.

Additionally, the data indicates relatively low percentages of girls being prevented from entering the kitchen, dressing up, or going out during menstruation. While these restrictions are less prevalent compared to religious and dietary restrictions, they still reflect societal norms and expectations regarding menstruation, particularly regarding hygiene and social behavior. Addressing these restrictions requires challenging underlying beliefs and promoting menstrual health as a normal and natural aspect of female physiology.

Overall, the data underscores the importance of understanding and addressing cultural beliefs and practices surrounding menstruation to promote menstrual health and hygiene among adolescent girls. Culturally sensitive approaches that engage with communities and challenge harmful myths and taboos are essential for fostering a supportive and inclusive environment for menstruating individuals.

*Table 13 : Activities prevented during menstruation*

Activities prevented during menstruation						
	Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Entering kitchen	6%	2%	0%	0%	4%	2%
Dressing up	6%	2%	0%	2%	0%	2%
Touching pickle / ghee	45%	36%	2%	12%	6%	20%
Doing puja	76%	68%	38%	52%	34%	54%
Going out	4%	2%	0%	2%	14%	4%
Nothing	22%	25%	62%	48%	64%	44%

### 8.3 FAMILY SUPPORT AND ADVOCACY FOR INCLUSIVE MENSTRUAL HEALTH EDUCATION

It is heartening to see that a significant 91% of the respondents indicate that they receive extra care during menstruation.

The data on the extent to which families support adolescent girls during menstruation provides intriguing insights across different districts. In terms of providing nutritious food, there's considerable variability across districts. Jhajjar stands out with the highest percentage of families (98%) ensuring adolescent girls receive nutritious food during menstruation. This suggests a strong emphasis on maintaining proper nutrition to support girls' health and well-being during this time. Similarly, Rohtak and Sonipat also show high percentages, at 86% and 90%, respectively. However, Panipat has a notably lower percentage at 54%, indicating potential disparities in nutritional support for menstruating girls in that district. Ensuring access to adequate nutrition is crucial for supporting girls' overall health and mitigating any potential negative effects of menstruation.

Allowing time to rest during menstruation is a common practice across all districts, with nearly all families reporting this form of support. Gurugram, Jhajjar, and Sonipat show 100% of families allowing time for rest, indicating a strong cultural norm or understanding of the importance of rest during menstruation. Rohtak follows closely with 98%, while Panipat also demonstrates a high percentage at 100%. This high level of support reflects a recognition of the physical and emotional needs of adolescent girls during menstruation and underscores the importance of providing them with adequate rest and comfort.

Overall, the data underscores the role of families in supporting adolescent girls during menstruation, both through providing nutritious food and allowing time to rest. However, disparities exist across districts, suggesting the need for targeted interventions to ensure all menstruating girls receive adequate support, regardless of their geographic location. By promoting awareness and education around menstrual health and hygiene within families and communities, stakeholders can work towards creating a supportive environment that prioritizes the well-being of adolescent girls during menstruation.

#### 8.4 SUMMARY

Chapter 8 of the Adolescent Empowerment Program (AEP) delves into menstrual health management, recognizing its pivotal role in gender equity and the overall well-being of adolescent girls. The chapter draws on survey data from adolescent girls aged 15-18 years to shed light on various aspects of menstrual health, including sources of knowledge, challenges faced, and family support.

The findings underscore the critical role of familial and peer networks in providing menstrual health education. Mothers emerge as primary sources of knowledge, highlighting the importance of maternal guidance and open communication. Sisters and friends also play significant roles in educating girls about menstruation, emphasizing the potential for peer-to-peer support within families and social circles. However, formal sources of education, such as schools and healthcare workers, exhibit varying levels of influence across districts, suggesting a need for strengthened educational initiatives and community-based programs.

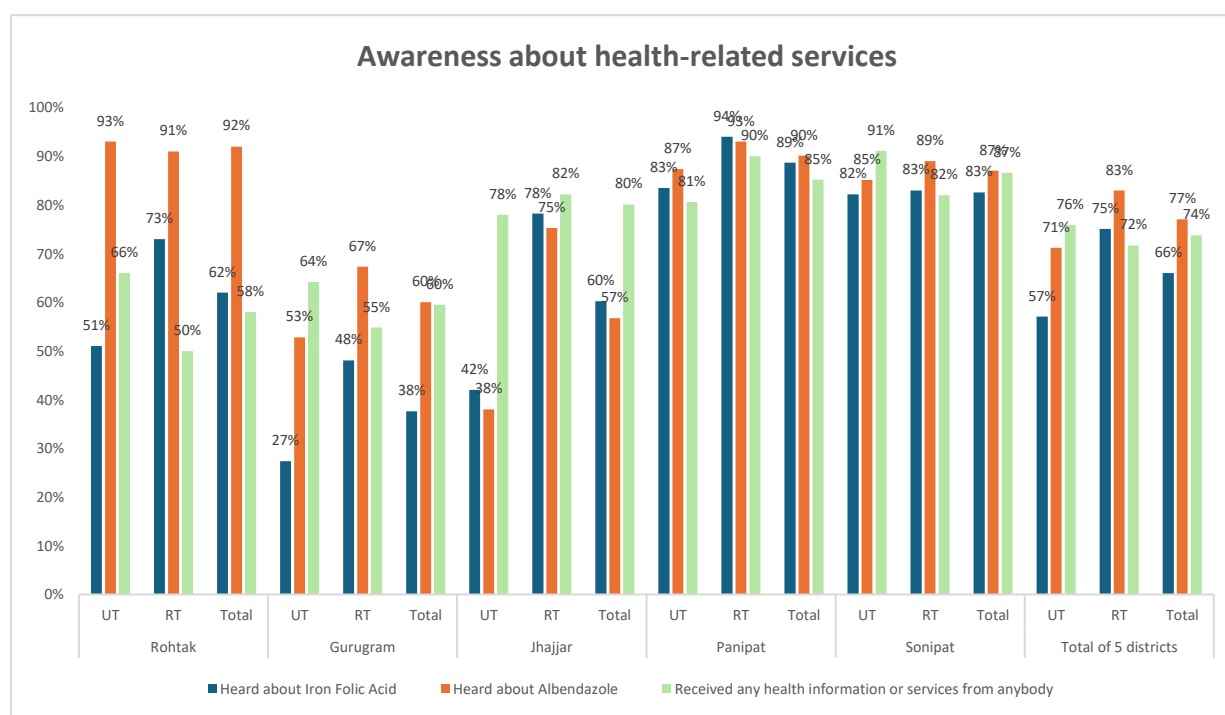
Moreover, the data reveals cultural beliefs and practices surrounding menstruation, including restrictions on religious activities and dietary habits. These findings underscore the importance of culturally sensitive menstrual health education to challenge taboos and promote healthier attitudes towards menstruation. Additionally, the chapter highlights the role of families in providing support during menstruation, such as ensuring access to nutritious food and allowing time for rest. However, disparities in family support across districts signal the need for targeted interventions to ensure all menstruating girls receive adequate support, regardless of their geographic location. Overall, the chapter underscores the importance of comprehensive menstrual health education and supportive environments to empower adolescent girls and promote their well-being.

## 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 provided offers insights into adolescents' awareness about health-related services across different districts and age groups. Among the key indicators, awareness about Iron Folic Acid (IFA) and Albendazole, as well as the receipt of any health information or services, is analyzed.



Starting with awareness about Iron Folic Acid (IFA), significant differences are observed across districts and age groups. In Rohtak, Gurugram, and Sonipat, older adolescents aged 15-18 demonstrate notably higher awareness compared to their younger counterparts aged 11-14, with percentages ranging from 73% to 94% compared to 51% to 83%, respectively. However, in Jhajjar and Panipat, the trend is less consistent, with Gurugram exhibiting higher awareness rates across both age groups. Gurugram stands out with the highest overall awareness rates, particularly among older adolescents, highlighting potentially effective health education initiatives in this district. Conversely, Panipat shows lower

awareness rates, especially among younger adolescents, suggesting a need for targeted health education campaigns to enhance awareness about IFA.

Similarly, awareness about Albendazole varies across districts and age groups. In Rohtak, older adolescents demonstrate slightly higher awareness compared to younger adolescents, with percentages ranging from 93% to 91% and 53% to 67%, respectively. However, Gurugram exhibits consistent awareness rates across both age groups, with relatively lower percentages compared to Rohtak. Jhajjar and Panipat also show disparities, with Jhajjar displaying higher awareness rates among older adolescents and Panipat showing higher awareness rates among younger adolescents. Sonipat, on the other hand, demonstrates consistently high awareness rates across both age groups. These variations highlight the importance of tailored health education strategies to address specific knowledge gaps and promote awareness about Albendazole usage.

Regarding the receipt of any health information or services, district-wise and age-wise differences are evident. In Rohtak, Jhajjar, and Panipat, older adolescents exhibit higher rates of receiving health information or services compared to younger adolescents, with percentages ranging from 78% to 90% and 50% to 82%, respectively. Gurugram and Sonipat show more consistent patterns across age groups, with relatively higher percentages compared to other districts. Notably, Gurugram demonstrates the highest overall rates of receiving health information or services, indicating potentially robust health promotion efforts in this district. Conversely, Panipat displays lower rates, particularly among younger adolescents, suggesting the need for enhanced outreach programs to ensure equitable access to health services and information.

In summary, the analysis reveals significant district and age-wise differences in adolescents' awareness about health-related services. While some districts demonstrate consistent awareness across age groups, others exhibit variations, highlighting the importance of tailored health education initiatives to address specific knowledge gaps and promote equitable access to health services and information among adolescents. Efforts to enhance awareness about Iron Folic Acid, Albendazole, and other health-related services should be prioritized, particularly in districts with lower awareness rates among younger adolescents.

### ***Sources of health information***

Breakthrough staff emerges as a significant source of health information, with varying adoption rates across districts. Notably, Rohtak and Jhajjar demonstrate relatively higher reliance on Breakthrough staff, with percentages of 69% and 62%, respectively. In contrast, Gurugram and Sonipat exhibit lower adoption rates, suggesting potential variations in the availability or accessibility of Breakthrough staff in these districts. Panipat shows the lowest reliance on Breakthrough staff, indicating a need for expanded outreach efforts to ensure adolescents in this district have access to reliable health information from trained personnel.

PHC/Doctor/Nurse also serves as a key source of health information, with adoption rates ranging from 26% to 57% across districts. Jhajjar stands out with the highest reliance on PHC/Doctor/Nurse, indicating a strong connection between adolescents and healthcare professionals in this district. Rohtak and Sonipat also demonstrate moderate adoption rates, suggesting adolescents' willingness to seek guidance from healthcare providers. However, Gurugram and Panipat exhibit comparatively lower reliance on PHC/Doctor/Nurse, suggesting potential gaps in healthcare access or communication between adolescents and healthcare professionals in these areas.

Teachers emerge as one of the most trusted sources of health information across all districts, with adoption rates consistently high above 88%. This indicates the pivotal role of teachers in disseminating health-related knowledge and promoting healthy behaviors among adolescents. The high adoption rates suggest that adolescents perceive teachers as reliable sources of information, highlighting the importance of incorporating health education into school curricula to empower adolescents with essential health literacy skills.

AWW/ANM/ASHA, parents, and friends also contribute to adolescents' health information landscape, albeit with varying adoption rates across districts. While AWW/ANM/ASHA and parents demonstrate moderate adoption rates, particularly in Rohtak and Jhajjar, friends exhibit lower adoption rates overall. Media emerges as the least utilized source of health information among adolescents, with minimal adoption rates reported across all districts. This suggests that traditional media channels may have limited influence on adolescents' health-related knowledge compared to interpersonal sources and healthcare professionals.

In summary, the analysis highlights the diverse sources of health information accessed by adolescents across different districts. While healthcare professionals, teachers, and family members play crucial roles in providing guidance and support, efforts to expand access to trained personnel and promote health education in schools should be prioritized. Addressing gaps in healthcare access and communication channels can enhance adolescents' health literacy and empower them to make informed decisions about their health and well-being.

Table 14 : Sources of information about health services

Sources of health information						
	Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Breakthrough staff	69%	39%	62%	23%	60%	50%
PHC/Doctor/Nurse	26%	30%	57%	28%	55%	40%
Teachers	93%	88%	97%	93%	98%	94%
AWW/ANM/ASHA	17%	11%	1%	17%	6%	10%
Parents	44%	32%	33%	33%	14%	30%
Friends	9%	6%	2%	18%	2%	8%
Media	1%	0%	1%	5%	0%	1%

### Types of health information received

Hygiene-related information emerges as one of the most prevalent types of health information received by adolescents, with adoption rates consistently high across all districts, averaging at 83%. Jhajjar stands out with the highest adoption rate for hygiene-related information at 88%, indicating a strong emphasis on promoting hygiene practices in this district. Other districts, including Rohtak, Panipat, and Sonipat, also demonstrate commendable adoption rates above 80%, suggesting a widespread awareness of hygiene-related issues among adolescents.

Nutritious food-related information is also widely received by adolescents, with adoption rates ranging from 70% to 94% across districts, averaging at 85%. Jhajjar exhibits the highest adoption rate for nutritious food-related information at 94%, reflecting a concerted effort to promote healthy eating habits and nutrition awareness among adolescents in this district. Similarly, Rohtak, Panipat, and Sonipat

demonstrate robust adoption rates above 80%, highlighting a shared commitment to addressing nutritional challenges and promoting healthy dietary practices.

Information related to VHND (Village Health Nutrition Day) is less commonly received by adolescents, with adoption rates ranging from 2% to 12% across districts, averaging at 6%. While Jhajjar and Gurugram exhibit relatively higher adoption rates for VHND-related information, the overall adoption remains modest across all districts. This suggests a potential need for enhanced outreach efforts to raise awareness about VHND events and their significance in promoting community health and nutrition.

Menstrual hygiene information is received by a significant percentage of adolescents, particularly in districts like Jhajjar and Rohtak, where adoption rates exceed 40%. However, Panipat demonstrates notably lower adoption rates for menstrual hygiene information at 4%, indicating potential gaps in awareness and education regarding menstrual health in this district. Efforts to promote menstrual hygiene education and address taboos surrounding menstruation are essential for ensuring the well-being and empowerment of adolescent girls across all districts.

Information related to IFA (Iron Folic Acid) and de-worming tablets is received by a moderate percentage of adolescents, with adoption rates ranging from 14% to 44%, averaging at 25%. While Rohtak exhibits the highest adoption rate for IFA/de-worming tablets information, Gurugram demonstrates the lowest adoption rate, suggesting variations in the availability or accessibility of health education programs focusing on nutritional supplements and deworming initiatives.

Covid-19 related information is relatively less prevalent among adolescents, with adoption rates ranging from 1% to 14% across districts, averaging at 6%. Panipat exhibits the highest adoption rate for Covid-19 related information, reflecting a proactive approach to disseminating public health guidance and awareness about the pandemic in this district. However, the overall adoption remains modest, indicating a potential need for intensified efforts to educate adolescents about Covid-19 prevention measures and vaccination campaigns.

In summary, the analysis highlights the diverse array of health information received by adolescents across different districts, encompassing hygiene practices, nutrition awareness, menstrual health, and preventive healthcare initiatives. Collaborative efforts between healthcare professionals, educators, and community stakeholders are essential for ensuring that adolescents receive comprehensive and accurate health information to support their well-being and development.

Table 15 : Types of health information received

Types of health information received						
	Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Hygiene related information	82%	69%	88%	86%	88%	83%
Nutritious food related information	82%	70%	94%	87%	90%	85%
Information related to VHND (Village Health Nutrition Day)	10%	12%	2%	6%	3%	6%
Menstrual hygiene	41%	36%	45%	4%	23%	28%
IFA/De-worming tablets	44%	14%	20%	21%	28%	25%
Covid-19 related information	1%	8%	4%	14%	1%	6%



## 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.

### ***School infrastructure as claimed by students***

The availability of school infrastructure is crucial for ensuring a conducive learning environment for students. The data provides comprehensive insights into the availability of the same as reported by students across different districts, indicating variations in usability and accessibility across key indicators.

#### **1. Blackboards in Every Classroom:**

- Across all districts, the presence of blackboards in every classroom is nearly universal, with adoption rates ranging from 99% to 100%. This indicates a consistent effort to maintain essential teaching aids in educational facilities.
- Gurugram demonstrates a slightly lower adoption rate of 98% among 15-18-year-old students compared to other districts, suggesting potential maintenance or usability issues specific to this age group in Gurugram.

#### **2. Rooms for Every Class:**

- The availability of rooms for every class is high across all districts, with adoption rates ranging from 97% to 100%. This indicates adequate infrastructure to accommodate students in classroom settings.
- Panipat stands out with a lower adoption rate of 95% among 15-18-year-old students, suggesting potential overcrowding or space constraints in classrooms within this district for older students.

#### **3. Playground:**

- Playground availability is widespread across all districts, with adoption rates ranging from 97% to 99%. This highlights a commitment to providing recreational spaces for students to engage in physical activities.
- Gurugram and Sonipat exhibit slightly lower adoption rates for usable playgrounds among 15-18-year-old students, indicating potential disparities in recreational facilities for older students in these districts.

#### **4. Sports Equipment:**



- The availability of sports equipment varies across districts, with adoption rates ranging from 92% to 100%. While most districts maintain high adoption rates, there are variations in the usability of sports equipment.
  - Gurugram demonstrates lower adoption rates for usable sports equipment among both age groups, particularly among 15-18-year-old students, suggesting potential challenges in maintaining sports facilities in this district.
5. **Library:**
- Library availability varies across districts, with adoption rates ranging from 90% to 99%. While most districts maintain high adoption rates, there are differences in the usability of library facilities.
  - Gurugram exhibits lower adoption rates for usable libraries, particularly among 15-18-year-old students, suggesting potential limitations in access to library resources for older students in this district.
6. **Drinking Water Facility:**
- Drinking water facility availability is widespread across all districts, with adoption rates ranging from 97% to 100%. This indicates consistent access to clean drinking water within school premises.
  - Sonipat demonstrates slightly lower adoption rates for usable drinking water facilities, particularly among 15-18-year-old students, suggesting potential maintenance issues or challenges in ensuring access to clean water in this district.
7. **Toilet with Water Facility for Girls:**
- The availability of toilets with water facilities for girls is high across all districts, with adoption rates ranging from 95% to 100%. This indicates efforts to ensure gender-sensitive sanitation infrastructure within schools.
  - Gurugram exhibits slightly lower adoption rates for usable toilet facilities among both age groups, suggesting potential disparities in sanitation infrastructure for girls in this district.

Overall, while the data indicates a generally high level of school infrastructure availability across all districts, there are variations in usability and accessibility, particularly among certain indicators and age groups. Addressing these variations is crucial to ensure equitable access to quality educational facilities for all students.

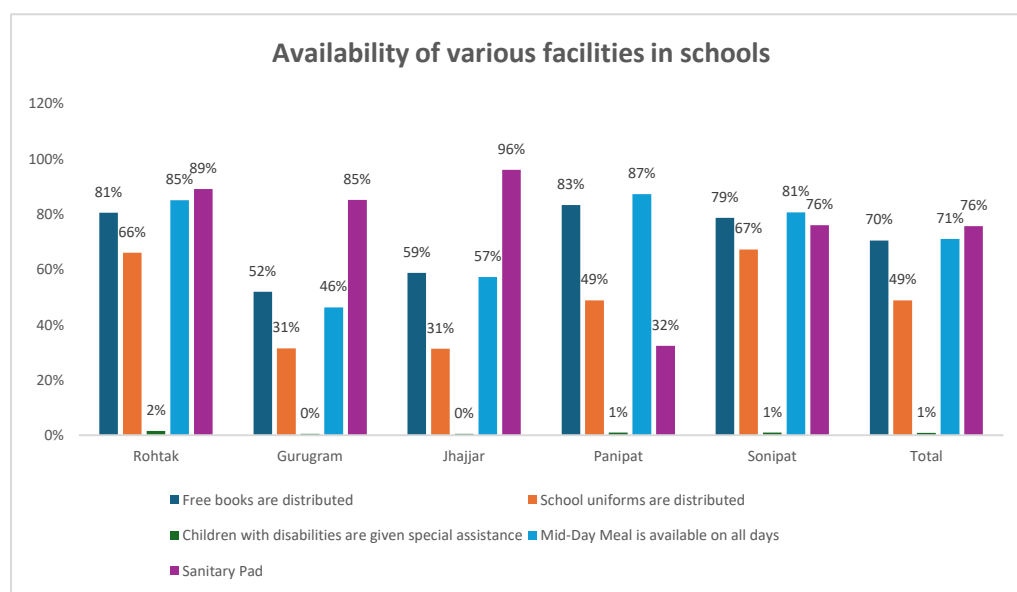
Table 16 : Availability of school infrastructure

AVAILABILITY OF SCHOOL INFRASTRUCTURE AS REPORTED BY STUDENTS																			
Key indicators	Usability	Rohtak			Gurugram			Jhajjar			Panipat			Sonipat			Total of 5 districts		
		UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total	UT	RT	Total
Blackboards in Every Classroom	Yes, usable	100%	98%	100%	98%	100%	99%	100%	100%	100%	100%	98%	100%	100%	100%	100%	100%	99%	100%
	Yes, but not usable	0%	2%	1%	2%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Not there	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Rooms for Every Class	Yes, usable	99%	98%	99%	97%	100%	99%	100%	100%	100%	99%	100%	100%	100%	100%	100%	99%	100%	99%
	Yes, but not usable	0%	2%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
	Not there	1%	0%	1%	3%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Playground	Yes, usable	99%	97%	98%	99%	98%	99%	100%	100%	100%	98%	98%	98%	100%	100%	100%	99%	99%	99%
	Yes, but not usable	0%	3%	2%	0%	2%	1%	0%	0%	0%	2%	1%	1%	0%	0%	0%	0%	1%	1%
	Not there	1%	0%	1%	1%	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%
Sports Equipment	Yes, usable	92%	92%	92%	92%	94%	93%	99%	99%	99%	95%	93%	94%	100%	100%	100%	96%	96%	96%
	Yes, but not usable	5%	7%	6%	2%	5%	3%	0%	0%	0%	2%	3%	2%	0%	0%	0%	2%	3%	2%
	Not there	3%	1%	2%	6%	1%	3%	1%	1%	1%	3%	3%	3%	0%	0%	0%	3%	1%	2%
Library	Yes, usable	92%	91%	92%	90%	96%	93%	99%	98%	99%	88%	91%	90%	98%	100%	99%	93%	95%	94%
	Yes, but not usable	3%	8%	6%	1%	2%	1%	0%	0%	0%	4%	3%	3%	1%	0%	0%	2%	3%	2%
	Not there	5%	1%	3%	9%	2%	6%	1%	0%	0%	6%	6%	6%	0%	0%	0%	4%	2%	3%
Drinking Water Facility	Yes, usable	100%	100%	100%	100%	97%	99%	100%	98%	99%	97%	99%	98%	100%	100%	100%	99%	99%	99%
	Yes, but not usable	0%	0%	0%	0%	3%	1%	0%	2%	1%	3%	1%	2%	0%	0%	0%	1%	1%	1%
	Not there	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Toilet with Water Facility for Girls	Yes, usable	98%	96%	97%	98%	96%	97%	100%	90%	95%	87%	92%	89%	100%	100%	100%	96%	95%	96%
	Yes, but not usable	0%	2%	1%	0%	2%	1%	0%	8%	4%	8%	2%	5%	0%	0%	0%	2%	3%	2%
	Not there	2%	2%	2%	2%	2%	2%	0%	0%	0%	6%	6%	6%	0%	0%	0%	2%	2%	2%

### Awareness and availability of various schemes functioning in school

The data on the availability of various facilities in schools, as reported by adolescents across different districts, provides valuable insights into the extent of support and resources provided to students. Analyzing these indicators reveals notable variations in accessibility and provision across districts, as well as potential disparities in catering to different age groups.

Across the surveyed districts, the distribution of free books emerges as a significant but varied aspect of educational support. Overall, the provision of free books appears relatively high, with an average adoption rate of 70%. However, there are discernible differences among districts, with Rohtak and Panipat reporting higher adoption rates of 81% and 83%, respectively, compared to Gurugram and Jhajjar, which report lower rates of 52% and 59%, respectively. These variations may reflect differences in government policies, budget allocations, or local initiatives aimed at supporting education. Addressing such discrepancies is crucial to ensure equitable access to educational resources, especially in districts with lower adoption rates.



Similarly, the provision of school uniforms exhibits disparities across districts, with an average adoption rate of 49%. Gurugram and Jhajjar report the lowest rates of 31%, indicating potential challenges in providing uniforms to

students in these areas. In contrast, Rohtak and Sonipat report relatively higher adoption rates of 66% and 67%, respectively, suggesting more robust support for students in terms of uniform provision. These differences may stem from varying socio-economic conditions or administrative priorities within each district, highlighting the need for targeted interventions to promote equity in access to uniforms.

The data also highlights concerning trends regarding the support provided to children with disabilities. Across all districts, the reported level of special assistance for these children is notably low, with an average adoption rate of only 1%. The lack of reported assistance in Gurugram and Jhajjar underscores a critical gap in catering to the needs of these students, necessitating targeted interventions and resources to promote inclusivity and accessibility in education.

Furthermore, the availability of mid-day meals and sanitary pads demonstrates significant variation across districts. While some districts report high rates of adoption for these facilities, others report much lower rates, indicating potential challenges in implementation and resource allocation. Ensuring consistent

access to nutritious meals and menstrual hygiene products is essential for promoting attendance, learning outcomes, and overall well-being among students.

In conclusion, addressing district and age-wise variations in the provision of essential facilities in schools is crucial for ensuring that all students receive the necessary resources to thrive academically, socially, and emotionally. Efforts to bridge these gaps should involve multi-stakeholder collaboration, policy interventions, and targeted initiatives aimed at promoting inclusive and quality education for all.

### 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.

Starting with the awareness of Student Councils, the data shows considerable district-wise and age-wise variations. Overall, there is a high level of awareness among adolescents aged 11-14, with an average of 87%, indicating that a significant portion of younger students are familiar with the concept of student representation in school decision-making. However, awareness drops among older adolescents, with an average of only 19% among those aged 15-18. This decline suggests a potential gap in engaging older students in student council activities or promoting awareness among this age group. District-wise, Jhajjar stands out with the highest awareness levels across both age groups, indicating effective promotion or implementation of student council initiatives in this district.

Moving on to SMCs, awareness levels vary significantly across districts and age groups. Among adolescents aged 11-14, awareness is relatively low, averaging at 28%, indicating that a considerable portion of younger students may not be familiar with the role and functions of SMCs in school governance. However, awareness increases among older adolescents, with an average of 46% among those aged 15-18, suggesting a potential improvement in engagement or information dissemination efforts targeting this age group. District-wise, Gurugram and Sonipat demonstrate higher awareness levels, particularly among older adolescents, highlighting effective communication or outreach strategies in these districts.

Regarding PTMs, the data reflects near-universal awareness across all districts and age groups, with adoption rates ranging from 98% to 100%. This high level of awareness underscores the significance of PTMs as a fundamental communication channel between parents and teachers. The consistent awareness levels across districts and age groups suggest effective implementation or promotion of PTMs as a standard practice in school-community interactions. This widespread awareness indicates that PTMs serve as essential platforms for discussing students' progress, addressing concerns, and fostering collaboration between parents and educators, contributing to positive outcomes in students' academic and personal development.

In conclusion, while awareness levels vary for Student Councils and SMCs, PTMs demonstrate near-universal awareness across districts and age groups. Efforts to enhance awareness and engagement in student governance structures and SMCs should focus on addressing gaps in communication and promoting active participation among both younger and older students. Additionally, sustaining the success of PTMs as effective communication channels requires continued support and resources to ensure meaningful engagement between parents and schools in fostering students' holistic development.

AWARENESS AND FUNCTIONING OF STUDENT COUNCIL, SMC AND PTM							
		Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Heard about Student Council	UT	87%	94%	98%	97%	83%	92%
	RT	19%	18%	20%	16%	30%	21%
Aware of SMC	UT	43%	21%	6%	29%	42%	28%
	RT	30%	33%	47%	56%	63%	46%
Heard of PTM	UT	99%	99%	100%	99%	98%	99%
	RT	100%	100%	100%	99%	100%	100%

#### 9.4 EATING MID-DAY MEALS IN SCHOOLS

The data on the arrangement of eating mid-day meals in schools sheds light on the dining practices and gender dynamics in school settings across different districts.

When considering the arrangement based on gender, the majority of schools opt for the inclusive approach of having all children eat together, regardless of gender. Among girls, this practice is most prevalent in Gurugram (93%) and least prevalent in Sonipat (61%), with an average of 81% across all districts. For boys, the trend is similar, with the highest percentage in Rohtak (90%) and the lowest in Sonipat (50%), averaging at 66% across all districts. This indicates a common preference for fostering inclusivity and promoting social interaction among students during meal times.

However, a significant proportion of schools still follow the practice of segregating girls and boys during meal times. Among girls, this practice is more common in Sonipat (39%) and Gurugram (7%), with an average of 19% across all districts. For boys, the practice is more prevalent in Jhajjar (45%) and Panipat (44%), with an average of 34% across all districts. This suggests a continuation of traditional practices or cultural norms that emphasize gender segregation, particularly during communal activities like eating.

District-wise variations also exist within each gender category. For girls, Sonipat stands out with the highest percentage of schools where girls eat separately, while Gurugram has the lowest. Conversely, for boys, Jhajjar and Panipat have higher percentages of schools with separate dining arrangements compared to Rohtak and Sonipat.

In conclusion, while the majority of schools promote inclusive dining practices where all children eat together, a notable proportion still segregate girls and boys during mid-day meals. Efforts to promote inclusivity and gender equality in school settings should aim to address these disparities and encourage practices that foster social interaction and cooperation among students, regardless of gender.

Arrangement of eating mid-day meal in schools							
		Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Girl	All children eat together	87%	93%	84%	79%	61%	81%
	Girls eat separately and boys eat separately	13%	7%	16%	21%	39%	19%
Boy	All children eat together	90%	77%	55%	56%	50%	66%
	Girls eat separately and boys eat separately	10%	23%	45%	44%	50%	34%

### 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 in schools provides insights into disciplinary practices and the approach to managing student behavior across different districts and age groups.

The predominant response to disobedience or lack of discipline among students is giving punishment, as reported by the majority of schools. Among both 11-14-year-olds and 15-18-year-olds, punishment is the most common action taken, with percentages ranging from 81% to 98%. This indicates a consistent disciplinary approach across districts and age groups, emphasizing consequences for rule-breaking behavior.

However, there are notable differences in the frequency of reporting disobedient behavior to parents or guardians. For 11-14-year-olds, the percentage of schools reporting incidents to parents ranges from 8% to 15%, while for 15-18-year-olds, it ranges from 7% to 41%. Jhajjar stands out with the highest percentage of schools reporting incidents to parents, particularly among the older age group. This suggests a stronger emphasis on parental involvement in disciplinary matters in certain districts, potentially reflecting a collaborative approach between schools and parents in addressing behavioral issues.

A small percentage of schools, particularly in Panipat and Sonipat, report doing nothing specific in response to disobedience or lack of discipline. This response is more common among older students, ranging from 11% to 19%. It's worth noting that while the percentage is relatively low, it indicates a departure from the more punitive approach adopted by the majority of schools, suggesting a more lenient or tolerant attitude towards minor infractions.

Overall, the data highlights the diverse approaches to managing student behavior in schools, with variations in the prevalence of punishment, reporting to parents, and taking no specific action. Understanding these variations is essential for ensuring effective disciplinary practices that promote a safe and conducive learning environment while also fostering positive behavioral development among students.

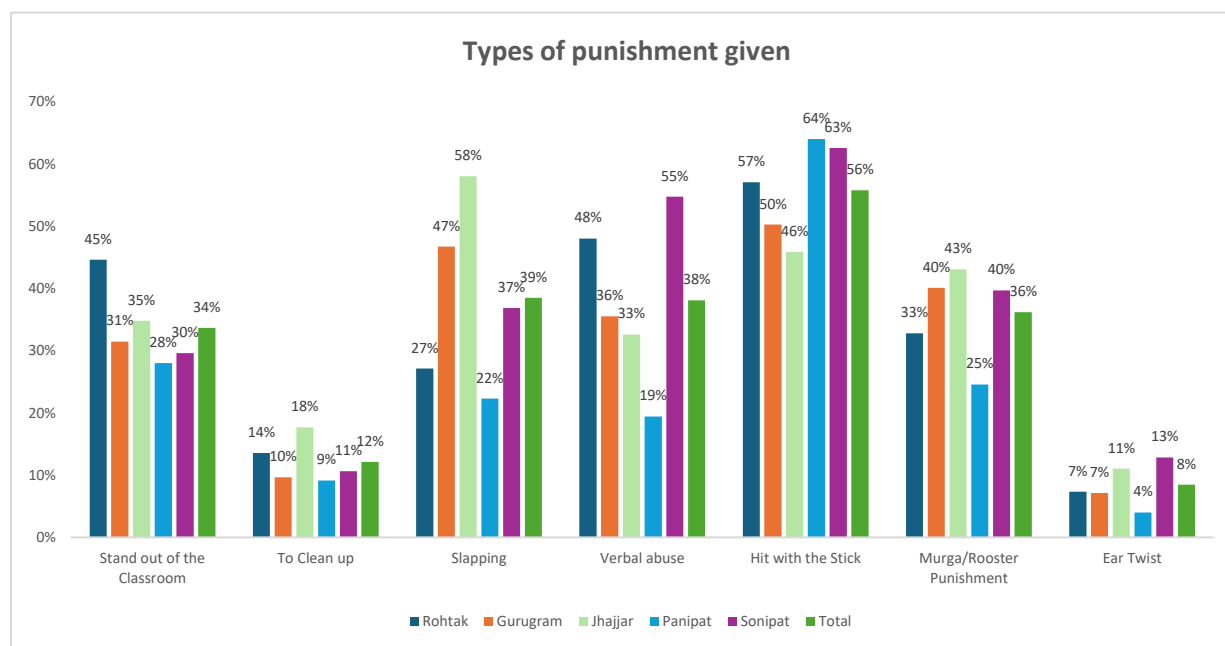
ACTIONS TAKEN IF CHILDREN DO NOT OBEY RULES / OBSERVE DISCIPLINE							
		Rohtak	Gurugram	Jhajjar	Panipat	Sonipat	Total
Given punishment	UT	96%	96%	89%	91%	92%	93%
	RT	81%	97%	98%	81%	86%	89%
Reported to the Parents /Guardians	UT	8%	16%	12%	12%	15%	13%
	RT	7%	22%	41%	17%	22%	22%
Nothing specific	UT	3%	0%	0%	9%	12%	5%
	RT	18%	1%	1%	19%	15%	11%

#### **Types of punishment**

The data on types of punishment given to students provides insights into disciplinary practices employed in schools across different districts.

One of the most common forms of punishment reported is standing out of the classroom, with percentages ranging from 28% to 45% across districts. This form of punishment is relatively moderate and serves as a means of isolating the student temporarily from the rest of the class, potentially allowing them time to reflect on their behavior.

Cleaning up as a form of punishment is also prevalent, though to a lesser extent, with percentages ranging from 9% to 18%. This type of punishment not only serves as a disciplinary measure but also instills a sense of responsibility and accountability in students by requiring them to rectify any mess or disruption they may have caused.



More severe forms of punishment, such as slapping, hitting with a stick, and verbal abuse, are reported across districts, albeit with varying frequencies. These forms of punishment can have significant psychological and physical impacts on students and raise concerns regarding their appropriateness and effectiveness in promoting positive behavioral change.

The use of rooster punishment (murga) and ear twisting is also reported, with percentages ranging from 4% to 43%. These forms of punishment are often perceived as humiliating and potentially harmful, raising questions about their compliance with child rights and welfare standards.

The variation in the types of punishment given across districts underscores the importance of considering the impact and appropriateness of disciplinary measures in promoting a safe and supportive learning environment. Balancing the need for discipline with respect for students' dignity and well-being is essential for fostering positive behavioral development and academic success. Therefore, efforts should be made to encourage alternative disciplinary approaches that prioritize constructive communication, positive reinforcement, and restorative justice principles.

## 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. It is heartening to see that 100% of the adolescent boys and girls interviewed report 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. The trend has been found to be similar across all the districts and across the age cohorts.

### 9.7 LIFE SKILLS

The study further focused on assessing various life skills among respondents in Haryana. These skills are crucial for personal and professional development, especially in educational settings and beyond. The section includes questions aimed at gauging confidence levels, teamwork abilities, emotional expression, conflict resolution skills, assertiveness, and decision-making capabilities. By exploring these aspects, the survey seeks to understand the extent to which individuals possess essential life skills necessary for navigating social interactions, achieving goals, and overall well-being.

The comparison between the current year and the previous evaluation reveals notable improvements in various life skills among students in Haryana. Firstly, there has been a significant increase in the percentage of students confident about speaking in a classroom, rising from 84% in the previous evaluation to 94% in the current year. This suggests a positive trend in the development of communication skills among students, which is crucial for effective learning and social interaction.

Secondly, the data indicates a consistent enhancement in students' comfort level in working in teams, with the current year showing 95% compared to 88% in the previous evaluation. This suggests an improved ability to collaborate, cooperate, and contribute effectively within group settings, which are essential skills in both academic and professional environments.

Moreover, the percentage of students able to express their feelings such as anger, happiness, etc., has also seen a notable increase, rising from 87% in the previous evaluation to 92% in the current year. This indicates a growing emotional intelligence among students, enabling them to better understand and manage their emotions, which can positively impact their overall well-being and relationships.

Finally, the data reflects a consistent high level of capability among students in taking decisions that help them in achieving their goals, with both the current year and the previous evaluation showing high percentages (95% and 94%, respectively). This suggests a strong sense of agency and goal-directed behavior among students, which is crucial for personal development and academic success.

Overall, the comparative analysis highlights an encouraging trend of improvement in various life skills among students in Haryana, indicating a positive trajectory towards holistic development and readiness for future challenges.

### 9.8 SUMMARY

Chapter 9 underscores significant district-wise and age-wise variations in various aspects of adolescent health, education, and empowerment initiatives. Across different districts, awareness levels about health-related services, such as Iron Folic Acid (IFA) and Albendazole, exhibit notable differences. For instance, Gurugram stands out with the highest overall awareness rates, particularly among older adolescents, while Panipat shows lower awareness rates, especially among younger adolescents. Similarly, the receipt of any health information or services varies across districts, with Rohtak, Jhajjar, and Panipat demonstrating higher rates among older adolescents compared to younger ones, with percentages ranging from 78% to 90% and 50% to 82%, respectively.



Regarding sources of health information, district-wise variations are evident, with some districts relying more on Breakthrough staff, healthcare professionals, or teachers compared to others. For example, Rohtak and Jhajjar demonstrate relatively higher reliance on Breakthrough staff, while Gurugram and Sonipat exhibit lower adoption rates, suggesting potential variations in availability or accessibility.

School infrastructure availability also varies district-wise and age-wise, with differences in the adoption rates of facilities like blackboards, classrooms, playgrounds, sports equipment, libraries, drinking water, and toilets. For instance, Rohtak and Sonipat report relatively higher adoption rates for various facilities compared to Gurugram and Jhajjar, suggesting potential differences in resource allocation or infrastructure development initiatives. Additionally, the arrangement of eating mid-day meals in schools reflects district-wise variations, with some districts opting for inclusive dining practices while others segregate girls and boys during meal times, indicating cultural norms or traditional practices influencing school policies.

Furthermore, awareness and participation in student governance structures like Student Councils, School Management Committees (SMCs), and Parent-Teacher Meetings (PTMs) vary across districts and age groups. While near-universal awareness of PTMs is observed across all districts and age groups, awareness levels about Student Councils and SMCs differ significantly, with some districts demonstrating higher levels of awareness compared to others.

The data on actions taken if children do not obey rules or observe discipline in schools reveals a predominant reliance on punishment across districts and age groups. Between 81% and 98% of schools resort to punishment as the most common disciplinary action, indicating a consistent approach to addressing rule-breaking behavior. However, notable differences emerge in reporting incidents to parents or guardians, with percentages ranging from 7% to 41% for 15-18-year-olds across districts.

On the topic of school safety, all adolescents interviewed express feeling safe commuting to and attending school, with 99% considering their schools to be safe places. This positive perception is consistent across all districts and age groups, reflecting a reassuring trend in ensuring students' safety and well-being within educational settings.

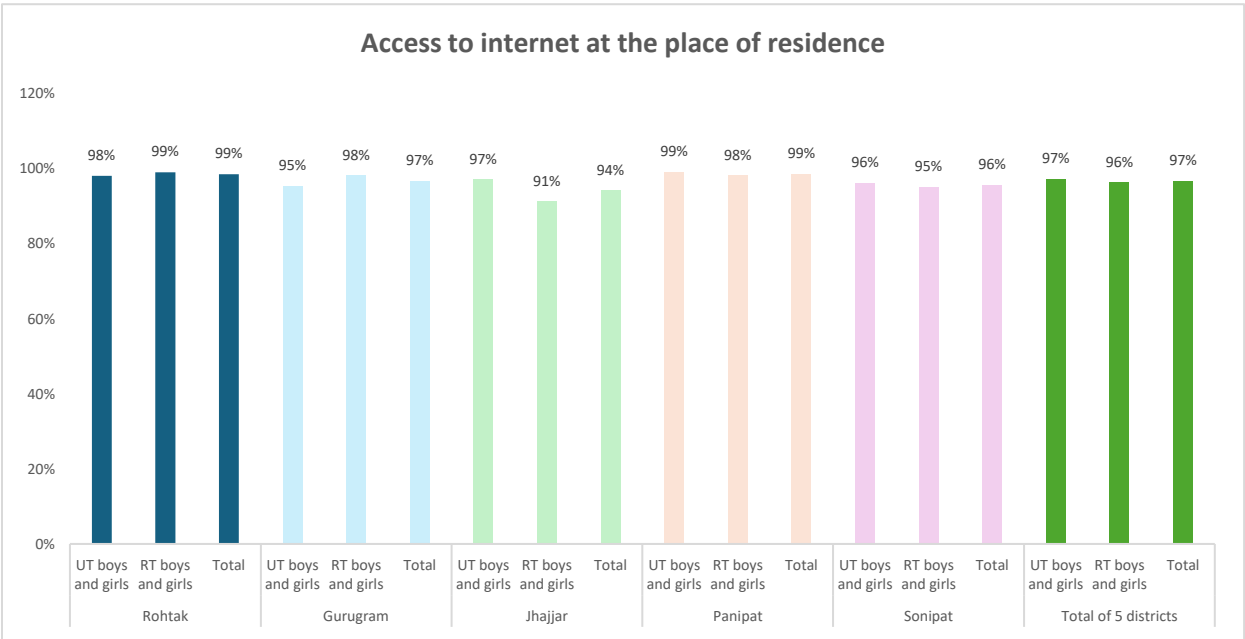
# CHAPTER 10: MEDIA HABITS AND USAGE OF DIGITAL AND TRADITIONAL MEDIA

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 provided illustrates the extent of internet access at the place of residence among adolescents aged 11-14 and 15-18, segmented by gender and district. Across the five districts surveyed, the overall average access rate stands impressively high at 97%. This indicates a widespread availability and utilization of internet connectivity in both urban and semi-urban settings, facilitating digital inclusion among adolescents.

Analyzing the data further reveals subtle disparities based on age groups and gender. Generally, older adolescents (15-18 years old) exhibit slightly higher access rates compared to their younger counterparts (11-14 years old). This trend is consistent across both boys and girls, with access rates averaging 98% for the older age group and 96% for the younger age group. The marginal difference suggests an increasing digital literacy and engagement as adolescents grow older.



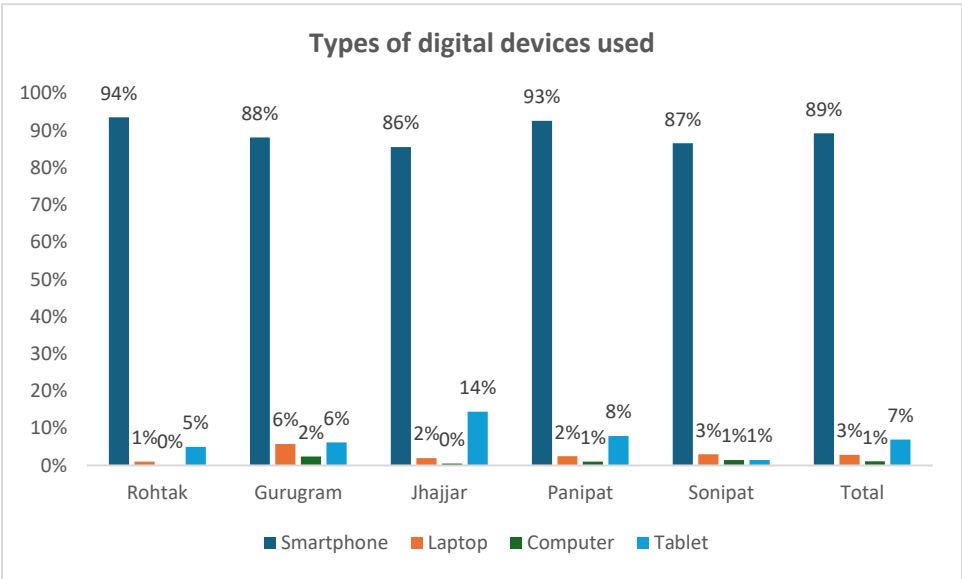
District-wise variations in internet access also emerge from the data. Gurugram and Rohtak stand out with the highest access rates, ranging from 95% to 99%. These districts likely benefit from advanced digital infrastructure and connectivity, contributing to their higher access rates. Jhajjar follows closely, maintaining access rates between 91% and 97%, indicating a robust digital ecosystem. Meanwhile, Panipat and Sonipat exhibit slightly lower but still commendable access rates above 94%, highlighting a widespread adoption of internet connectivity across the surveyed districts.

Regarding gender disparities, minor variations in access rates are observed between boys and girls within the same age group. In certain districts like Jhajjar and Panipat, boys tend to have slightly higher access rates compared to girls, while in others like Sonipat, the opposite trend is noted. However, these differences remain marginal, with both boys and girls enjoying equitable access to the internet overall. This indicates a positive step towards gender equality in digital access among adolescents.

The implications of high internet access rates among adolescents are significant. It enables access to a wealth of online educational resources, digital skills development opportunities, and social networking platforms, enhancing learning and social connectivity. However, efforts should be made to address any existing disparities, particularly among marginalized communities, to ensure that all adolescents have equitable opportunities to benefit from digital technologies and participate fully in the digital age.

Types of devices used

The data provides insights into the types of digital devices used by adolescents across different districts, revealing trends in technology adoption and preferences. Among the surveyed districts, smartphones emerge as the predominant digital device, with usage rates ranging from 86% to 94% across Rohtak, Gurugram, Jhajjar, Panipat, and Sonipat, averaging at 89%. This indicates the ubiquitous presence of smartphones as the primary mode of digital access among adolescents, facilitating connectivity and access to online resources.



While smartphones dominate the digital landscape, other devices such as laptops, computers, and tablets also contribute to the digital ecosystem, albeit to a lesser extent. Laptops are the second most commonly used device, with adoption rates ranging from 1% to 6%, indicating a preference for

portable computing devices in certain districts. Similarly, computers and tablets exhibit lower adoption rates, ranging from 0% to 2% and 1% to 14%, respectively, across the surveyed districts.

District-wise variations in device usage shed light on localized preferences and access patterns. Gurugram stands out with relatively higher adoption rates for laptops and tablets compared to other districts, suggesting a preference for a diverse range of digital devices in this area. Conversely, Rohtak and Jhajjar exhibit lower adoption rates for laptops and tablets, indicating a greater reliance on smartphones for digital access in these districts.

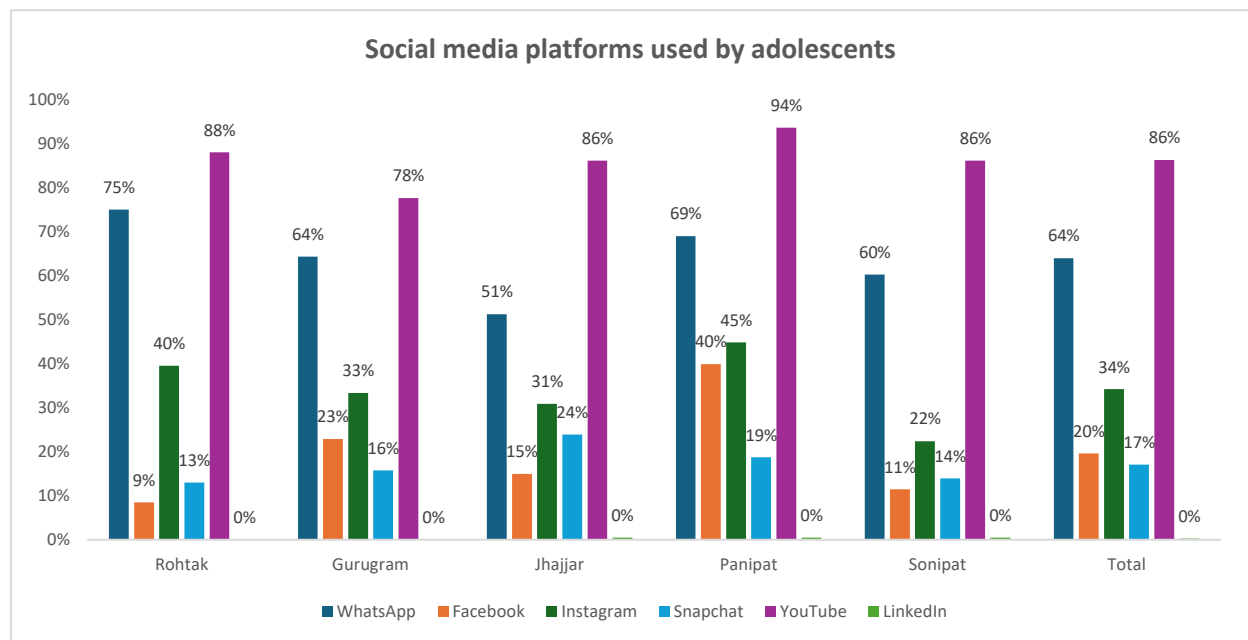
Overall, the widespread adoption of smartphones underscores their pivotal role in bridging the digital divide and enabling access to information and services among adolescents. However, efforts to promote

digital literacy and access to a diverse range of digital devices should be encouraged to ensure equitable opportunities for all adolescents, regardless of their geographic location or socio-economic background.

## 10.2 SOCIAL MEDIA PLATFORM USE

The data provides insights into the social media platforms preferred by adolescents across different districts, shedding light on their digital socialization habits and online engagement patterns. Among the surveyed platforms, WhatsApp emerges as the most widely used social media platform, with adoption rates ranging from 51% to 75% across Rohtak, Gurugram, Jhajjar, Panipat, and Sonipat, averaging at 64%. This indicates the popularity of WhatsApp as a primary communication tool among adolescents, facilitating instant messaging and group interactions.

Facebook and Instagram also garner significant usage among adolescents, albeit with varying adoption rates across districts. Facebook usage ranges from 9% to 40%, while Instagram adoption rates range from 22% to 45%. These platforms serve as spaces for sharing photos, updates, and connecting with peers, reflecting adolescents' diverse social networking preferences and interests.



Snapchat exhibits moderate adoption rates across districts, with usage ranging from 13% to 24%. While Snapchat is less prevalent compared to other platforms, it remains a popular choice among adolescents for sharing ephemeral content and engaging in multimedia communication.

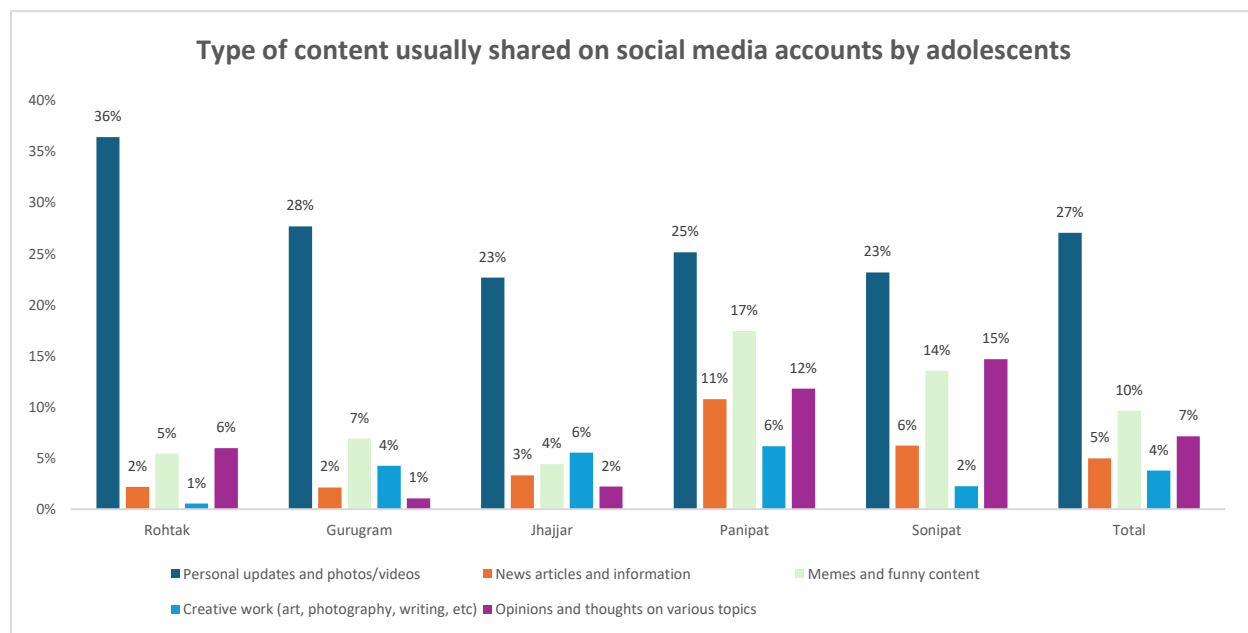
YouTube emerges as a dominant platform for consuming digital content, with high adoption rates ranging from 78% to 94% across all surveyed districts. This highlights the significance of video-based content in adolescents' online experiences, serving as a primary source of entertainment, education, and information.

Notably, LinkedIn registers minimal adoption among adolescents across all districts, indicating that professional networking platforms are less popular among this demographic compared to other social media platforms focused on personal communication and content consumption.

Overall, the data underscores the diverse social media landscape among adolescents, with WhatsApp, Facebook, Instagram, Snapchat, and YouTube being the primary platforms of choice. Understanding adolescents' social media usage patterns is crucial for designing targeted digital literacy initiatives and promoting responsible online behavior and safety.

### 10.3 IMPLICATIONS OF MEDIA HABITS UNDERSTANDING IN ADOLESCENTS

The data provides insights into the types of content typically shared by adolescents on their social media accounts across different districts, offering a glimpse into their digital expression and communication preferences. Personal updates and photos/videos emerge as the most commonly shared content among adolescents, with adoption rates ranging from 23% to 36% across Rohtak, Gurugram, Jhajjar, Panipat, and Sonipat, averaging at 27%. This highlights adolescents' inclination towards sharing personal moments, experiences, and visual content with their online networks, reflecting a desire for social connection and self-expression.



News articles and information are also shared by adolescents, albeit with lower adoption rates compared to personal updates and multimedia content. Adoption rates for sharing news articles and information range from 2% to 11% across districts, indicating adolescents' engagement with current events and a desire to stay informed about various topics of interest.

Memes and funny content are another popular category of shared content among adolescents, with adoption rates ranging from 4% to 17%. Memes and humorous content serve as a form of entertainment and social currency, fostering camaraderie and shared laughter among peers in online communities.

Creative work, including art, photography, writing, and other forms of expression, is shared by a smaller percentage of adolescents, with adoption rates ranging from 1% to 6%. Despite lower adoption rates, creative sharing reflects adolescents' talents, interests, and aspirations, showcasing their creative endeavors and fostering appreciation within their social circles.

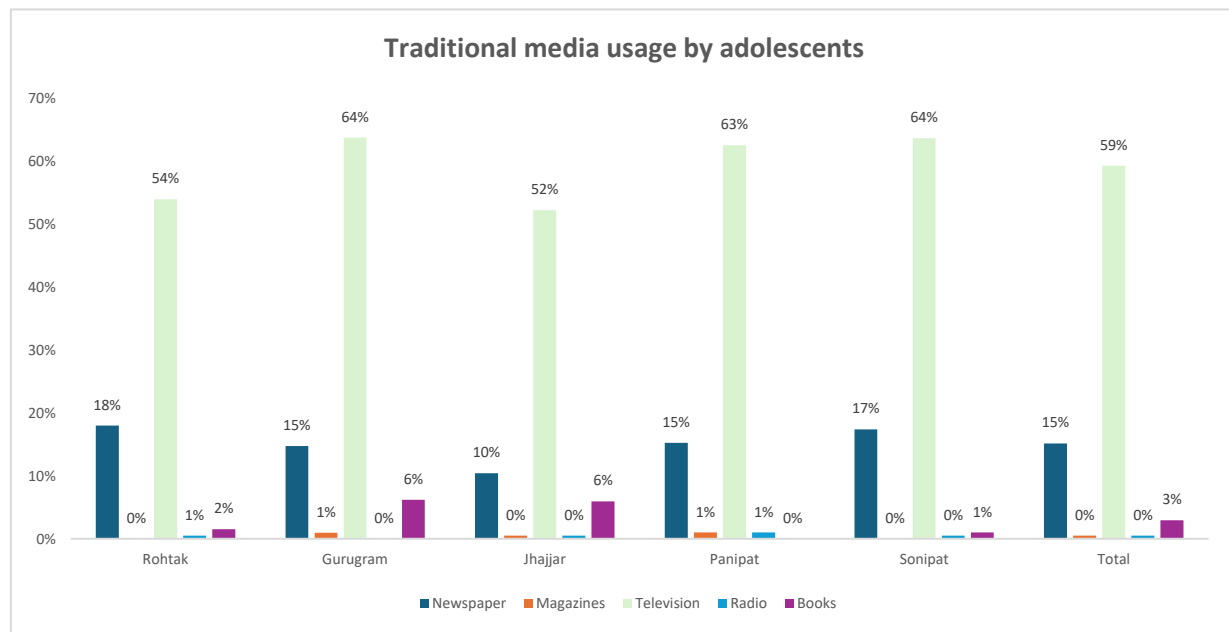
Opinions and thoughts on various topics are shared by a modest percentage of adolescents, with adoption rates ranging from 1% to 15%. Sharing opinions and thoughts allows adolescents to engage in meaningful discussions, express their perspectives, and contribute to broader conversations on social, cultural, and political issues.

Overall, the data underscores the diverse range of content shared by adolescents on social media platforms, encompassing personal updates, multimedia content, news, humor, creativity, and opinions. Understanding adolescents' content sharing preferences is essential for promoting digital literacy, fostering responsible online behavior, and supporting positive social interactions in digital spaces.

#### 10.4 TRADITIONAL MEDIA USAGE

The data provides insights into the usage of traditional media among adolescents across different districts, shedding light on their engagement with newspapers, magazines, television, radio, and books.

Television emerges as the most widely used traditional media platform among adolescents, with adoption rates ranging from 52% to 64% across Rohtak, Gurugram, Jhajjar, Panipat, and Sonipat, averaging at 59%. This indicates that television continues to be a prevalent source of entertainment and information for adolescents, offering a diverse range of programming catering to their interests and preferences.



Newspapers also maintain significant relevance among adolescents, with adoption rates ranging from 10% to 18% across districts. Despite the rise of digital media, newspapers remain a trusted source of news and information, providing adolescents with access to current events, editorials, and feature stories that contribute to their general knowledge and awareness.

Magazines and radio exhibit lower adoption rates among adolescents, with minimal or negligible usage reported across most districts. Magazines are less favored compared to newspapers, possibly due to their niche content and limited availability, while radio usage remains minimal, reflecting shifting media consumption patterns and the dominance of digital platforms.

Books are utilized by a modest percentage of adolescents, with adoption rates ranging from 0% to 6%. Although books offer valuable opportunities for learning, imagination, and personal growth, their usage appears to be relatively low compared to other traditional media forms, possibly influenced by factors such as digital distractions and changing leisure preferences.

Overall, while traditional media platforms continue to play a role in adolescents' media consumption habits, their usage varies across different forms of media and districts. Understanding adolescents' engagement with traditional media is crucial for educators, policymakers, and media professionals seeking to tailor content and communication strategies to meet the diverse needs and preferences of adolescent audiences.

## 10.5 SUMMARY

Chapter 10 delves into the intricate landscape of media access and usage patterns among adolescents, shedding light on shifts in internet accessibility, device preferences, and the multifaceted ways in which young people engage with both digital and traditional forms of media. The analysis begins with a focus on internet access and device usage, revealing that across the five surveyed districts, an impressive 97% of adolescents have access to the internet at their place of residence. Notably, older adolescents aged 15-18 exhibit slightly higher access rates compared to their younger counterparts aged 11-14, indicating increasing digital literacy with age. District-wise variations are evident, with Gurugram and Rohtak leading in internet access, possibly due to advanced digital infrastructure, while Jhajjar maintains robust access rates. Gender disparities in access are marginal, indicating progress towards gender equality in digital access among adolescents.

Device usage patterns further highlight the dominance of smartphones as the primary mode of digital access, with adoption rates averaging 89% across the surveyed districts. Laptops and tablets also contribute to the digital ecosystem, albeit to a lesser extent, with district-wise variations indicating localized preferences. Gurugram stands out with higher adoption rates for laptops and tablets, reflecting diverse device preferences in this area. Efforts to promote digital literacy and access to a diverse range of devices are essential to ensure equitable opportunities for all adolescents.

In terms of social media platform usage, WhatsApp emerges as the most widely used platform, facilitating instant messaging and group interactions among adolescents. Facebook, Instagram, Snapchat, and YouTube also garner significant usage, reflecting adolescents' diverse social networking preferences. Notably, LinkedIn registers minimal adoption, indicating a preference for personal communication and content consumption over professional networking. Understanding adolescents' social media habits is crucial for designing targeted digital literacy initiatives and promoting responsible online behavior.

Lastly, traditional media usage among adolescents highlights the continued relevance of television and newspapers, with varying adoption rates across districts. While television remains a prevalent source of entertainment and information, newspapers provide trusted news and information. Magazines, radio, and books exhibit lower adoption rates, suggesting shifting media consumption patterns influenced by digital platforms. Overall, understanding adolescents' media habits and preferences, along with district-wise variances, is essential for tailoring interventions and communication strategies to meet the diverse needs of adolescent audiences.

## 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 5 districts of Haryana. A total of 96 teachers were contacted for the purpose of the survey. The chapter will attempt to understand the shift from the previous evaluation – around 125 teachers were surveyed in the previous round in the 4 districts of Gurugram, Jhajjar, Panipat and Sonipat, which were under the ambit of ORACLE programme then. In the current round, Rohtak has been added to the programme, in addition to the above-mentioned 4 districts.

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 Haryana.

### 11.1 TEACHERS' PROFILE

*Age distribution* - The mean age of teachers is calculated to be 45.71 years – the trend is more or less similar across the districts. The ages range from a minimum of 33 years to a maximum of 57 years, reflecting the variability within the age demographics of teachers in this location.

*Gender* - In terms of gender distribution, around 68% of the surveyed teachers were females.

*Designation* - Class Teachers constitute 58% of the respondents, indicating a significant presence in these roles. Around 24% of the surveyed teachers were Principals – their feedback proved extremely valuable in the context of the study. There were a few para teachers and assistant teachers, who were also interviewed.

*Experience* - Experience levels span from 1 to 31 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 Haryana.



## 11.2 SCHOOL INFRASTRUCTURE AND FACILITIES

Table 18 : School infrastructure and facilities as reported by teachers

School Infrastructure and facilities (N=96)										
	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	100%	91%	88%	94%	93%	97%	100%	100%	96%	92%
Yes, but not usable	0%	1%	1%	1%	0%	1%	0%	0%	0%	4%
Not there	0%	8%	10%	5%	6%	2%	0%	0%	4%	1%

The comparison between the current round and the previous evaluation of school infrastructure and facilities reveals several notable shifts and trends. Overall, there is a consistent trend of high availability and usability of essential facilities, indicating a commitment to maintaining a conducive learning environment. However, some changes between the two rounds highlight areas of improvement and potential challenges.

In terms of blackboards in every classroom, there is no change in the current round compared to the previous evaluation, with 100% reporting their usability. This indicates that the provision of this fundamental teaching aid remains consistent and effective. Similarly, the availability of rooms for every class and solid boundary walls shows no significant change, maintaining high levels of usability and presence.

Interestingly, there is a slight decrease in the availability of playgrounds and sports equipment in the current round compared to the previous evaluation, with the usability dropping from 93% to 88% and 99% to 94%, respectively. While still high, this shift suggests a potential area of concern in ensuring adequate spaces and resources for physical activities. Additionally, there is a notable decrease in the availability of waste disposal facilities, with usability dropping from 96% to 92%, indicating a possible gap in addressing environmental sustainability and cleanliness within school premises.

On the other hand, facilities such as libraries, drinking water facilities, and toilets with water facilities for girls show consistent or improved availability in the current round compared to the previous evaluation. For instance, libraries maintained their usability at 93%, while drinking water facilities and toilets with water facilities for girls saw improvements, reaching 100% usability in the current round. This reflects efforts to prioritize resources that directly contribute to students' academic and health needs, ensuring a supportive and hygienic learning environment.

Overall, while the majority of school infrastructure and facilities remain intact and usable, the shifts observed between the two rounds emphasize the importance of ongoing monitoring and targeted interventions to address emerging challenges and maintain high standards of infrastructure provision in educational institutions.

### 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 comparison between the current year's data and the previous evaluation regarding teachers' awareness of gender-based discrimination reveals some interesting shifts and trends.

Firstly, there is a consistent high level of agreement among teachers regarding the importance of gender equality in education. The percentage of teachers agreeing that gender equality is important in education remains relatively stable, with a slight decrease from 97% in the previous evaluation to 96% in the current year. Similarly, the agreement that all students should have equal opportunities regardless of their gender remains overwhelmingly high at 99%, showing no significant change.

In terms of challenging gender stereotypes in the classroom, there is a noticeable increase in agreement from 94% in the previous evaluation to 97% in the current year. This suggests a growing recognition among teachers of the need to address and eliminate gender stereotypes to foster a more inclusive learning environment.

Moreover, there is a consistent high level of agreement regarding the importance of addressing and preventing gender-based discrimination in schools, with 97% agreement in both the current year and the previous evaluation. This indicates a sustained awareness among teachers of the need to combat discriminatory practices within educational settings.

However, there are some notable shifts in attitudes towards certain gender-related beliefs. For instance, there is a decrease in agreement that parents and teachers should punish children, with the percentage of agreement dropping from 26% in the previous evaluation to 25% in the current year. This suggests a potential shift towards more progressive disciplinary approaches that prioritize positive reinforcement over punitive measures.

Additionally, there is a decrease in agreement that girls should not be allowed to go alone or with peers outside the village, with the percentage of agreement dropping from 39% in the previous evaluation to 18% in the current year. This indicates a positive trend towards challenging restrictive gender norms and promoting girls' autonomy and mobility.

Overall, while there are some fluctuations in attitudes towards specific gender-related beliefs, the data reflects a generally positive trend towards greater awareness and commitment among teachers to promote gender equality and challenge discriminatory practices in schools. Continued efforts in this direction are essential to create a more inclusive and equitable educational environment for all students.

Table 19 : Teachers' awareness of gender based discrimination

TEACHERS' AWARENESS OF GENDER-BASED DISCRIMINATION			
Key indicators	Level of agreement	Current year	Previous evaluation
Gender equality is important in education	Agree	96%	97%
	Disagree	1%	1%
	Not sure	3%	2%
Gender stereotypes should be challenged and eliminated in the classroom	Agree	97%	94%
	Disagree	1%	2%
	Not sure	2%	5%
All students should have equal opportunities regardless of their gender	Agree	99%	99%
	Disagree	0%	1%
	Not sure	1%	0%
It is important to address and prevent gender-based discrimination in schools	Agree	97%	97%
	Disagree	1%	0%
	Not sure	2%	3%
Teachers should actively promote gender equality and inclusion in their teaching practices	Agree	95%	94%
	Disagree	0%	2%
	Not sure	5%	4%
It is right if parents and teachers punish children	Agree	25%	26%
	Disagree	43%	22%
	Not sure	32%	53%
A girl should not do higher studies as it will be difficult to get her married	Agree	8%	7%
	Disagree	5%	2%
	Not sure	86%	91%
A girl should not be allowed to use mobile phones as it increases the chances of her getting spoilt	Agree	11%	12%
	Disagree	24%	7%
	Not sure	65%	81%
A girl should not be allowed to go alone/ with peers outside the village	Agree	18%	39%
	Disagree	27%	6%
	Not sure	55%	54%

### Activities undertaken to curb gender-based discrimination

Comparing the current year's data with the previous evaluation regarding actions taken by teachers and school management to curb gender-discriminatory practices reveals some notable trends and changes.

Firstly, there is a slight decrease in the percentage of teachers and school management implementing inclusive classroom practices, dropping from 46% in the previous evaluation to 43% in the current year. While this decline is marginal, it suggests a potential need for reinforcement and enhancement of strategies aimed at fostering inclusivity within classroom settings.

In terms of promoting student leadership and empowerment, there is a noticeable decrease from 66% in the previous evaluation to 60% in the current year. This decline may indicate a shift in focus or resource

allocation within schools, potentially affecting initiatives aimed at empowering students, especially regarding gender-related issues.

Despite these declines, there is a relatively stable percentage of teachers and school management actively promoting equal participation and engagement among students, with 67% in the current year compared to 68% in the previous evaluation. This suggests a sustained commitment to fostering gender equality in educational settings through equitable opportunities for student engagement and involvement.

One significant change is the substantial increase in the implementation of gender sensitivity training, with the percentage rising from 27% in the previous evaluation to 49% in the current year. This indicates a growing recognition among educators and school administrators of the importance of training and capacity-building in addressing gender-related issues effectively.

Furthermore, there is a notable increase in establishing reporting mechanisms to address gender-based discrimination, with the percentage rising from 4% in the previous evaluation to 13% in the current year. This suggests a proactive approach to creating accountability structures within schools to address instances of discrimination and harassment.

However, there are decreases in collaboration with NGOs or experts working on gender equality, dropping from 29% in the previous evaluation to 19% in the current year. Similarly, there is a slight decrease in involving parents and the wider community in discussions, declining from 52% to 50%. These declines may reflect shifts in priorities or challenges in sustaining external partnerships and community engagement efforts.

Overall, while there are fluctuations in the implementation of certain initiatives, the data highlights a growing recognition and commitment among teachers and school management to address gender-discriminatory practices through targeted interventions and capacity-building efforts. Continued investment in comprehensive strategies that promote inclusivity, empowerment, and accountability is crucial for creating gender-equitable learning environments.

Actions taken by teachers and school management take to curb gender-discriminatory practices		
	Current year	Previous evaluation
Inclusive Classroom Practices	43%	46%
Promote Student Leadership and Empowerment	60%	66%
Promote equal participation and engagement	67%	68%
Provide Gender Sensitivity Training	49%	27%
Establish Reporting Mechanisms	13%	4%
Involve parents with the wider community in discussions	50%	52%
Collaboration with NGOs, or experts working on gender equality	19%	29%

## 11.4 GENDER ATTITUDES OF TEACHERS

### *Attitudes about work and employment*

The data on teachers' attitudes about work and employment reveals a mix of progressive and traditional beliefs. While a majority strongly advocate for men sharing household tasks (76%) and reject the notion that intellectual leadership should be exclusively male-dominated (53%), a significant portion remains ambivalent about prioritizing women's careers over caregiving responsibilities (40%). Moreover, there's notable support for traditional gender roles, with a substantial minority endorsing the idea of men as primary family providers (42%) and being better suited for political and business leadership (58%). These findings underscore the persistence of gender stereotypes and biases within educational settings, highlighting the need for ongoing efforts to challenge ingrained beliefs and promote more inclusive attitudes towards gender roles and opportunities.

Teachers' attitudes about work and employment					
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing laundry	76%	18%	4%	1%	1%
For women, taking care of the house and children should be more important than her career.	19%	21%	40%	13%	8%
The intellectual leadership of a community should be largely in the hands of men	7%	15%	13%	13%	53%
The traditional view that a man is the head of the family and responsible for providing economically for the family is still correct	16%	16%	16%	11%	42%
On the whole men make better political leaders and business executives than women do	9%	2%	11%	19%	58%

### *Attitudes about roles, responsibilities and household decisions*

The data on teachers' attitudes about roles, responsibilities, and household decisions reflects a mix of progressive and traditional perspectives. There is strong support for empowering girls in decision-making regarding marriage, with a significant majority advocating for their right to choose when they want to marry (81%) and select their groom (89%). However, concerning property rights, opinions are more divided, with less than half agreeing that girls should have a right over parents' property even if they receive a dowry (46%). Additionally, traditional gender norms are evident in some responses, as a notable percentage believe that boys should not engage in domestic chores like sweeping and cooking (31%) and that the final word in family matters should rest with husbands (44%). Furthermore, there's a substantial proportion endorsing the idea of fathers having greater authority in child-rearing (43%). These findings illustrate the persistence of deeply ingrained gender roles and power dynamics within households,

suggesting the need for continued efforts to challenge traditional norms and promote gender equality in both educational and societal contexts.

Teachers' attitudes about roles, responsibilities and household decisions					
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Girls should be allowed to decide when they want to marry	81%	15%	2%	0%	2%
Girls should have a say in choosing their groom for marriage	89%	9%	2%	0%	0%
A girl should have a right over parents' property even if she is given a dowry	46%	15%	25%	2%	13%
Boys should not sweep and cook at home	31%	7%	13%	11%	38%
With all matters in the family, it is necessary to discuss between husband and wife, yet the final word should be of the husbands.	13%	3%	24%	17%	44%
In general, the father should have greater authority than the mother in the bringing up of the children.	8%	2%	34%	13%	43%

### ***Beliefs about gender and gender attributes***

The data on teachers' beliefs about gender and gender attributes reveals a mix of traditional and more egalitarian views. While a significant portion of respondents express disagreement with the notion that men need more care as they work harder than women (73% collectively either disagree or strongly disagree), a sizable minority still holds this belief (21% either agree or strongly agree). Similarly, attitudes toward marital dynamics also vary, with a substantial percentage indicating disagreement with the idea that a wife should always obey her husband (48% collectively disagree or strongly disagree), yet a notable minority still express agreement with this traditional view (19% either agree or strongly agree). These findings suggest a complex landscape of gender attitudes among teachers, highlighting the importance of ongoing efforts to promote gender equality and challenge entrenched stereotypes within educational settings.

Teachers' beliefs about gender and gender attributes					
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Men need more care as they work harder than women	6%	5%	16%	16%	57%
A wife should always obey her husband	14%	5%	33%	13%	35%

### ***Attitudes about women's rights and policies***

The information on teachers' attitudes about women's rights and policies reflects a mixture of traditional and evolving perspectives. While a majority of respondents either disagree or strongly disagree with the notion that women taking jobs are depriving men of employment opportunities (70% collectively disagree or strongly disagree), a significant portion still expresses some level of agreement with this sentiment (10% either agree or strongly agree). Similarly, while a substantial percentage of teachers disagree with

the idea that children suffer when their mothers work for pay (32% collectively disagree or strongly disagree), a notable minority holds this belief (46% either agree or strongly agree). Moreover, attitudes regarding potential conflicts arising from a woman earning more than her husband also vary, with a significant portion disagreeing with the assertion that it's certain to cause problems (13% collectively disagree or strongly disagree), but a considerable minority expressing agreement (46% either agree or strongly agree). These findings underscore the need for continued efforts to challenge stereotypes and promote gender equality within educational contexts.

Teachers' attitudes about women's rights and policies					
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
When women work they are taking jobs away from men	5%	5%	9%	15%	66%
When a mother works for pay, the children suffer	25%	35%	21%	7%	11%
If a woman earns more money than her husband, it's certain to cause problems	8%	5%	33%	16%	38%

### 11.5 EDUCATION PERCEPTION

Majority of the teachers (93%) 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 (95%) when asked about the education of boys. There is a sharp deviation in this regard from the previous evaluation when 71% of the teachers reported that a girl should study up to any class she wants to 74% of them echoed the same sentiment for boys.

The comparison between the current year and the previous evaluation regarding teachers' perceived reasons for why girls and boys should study reveals several noteworthy shifts. Firstly, there is a significant decrease in the percentage of teachers emphasizing education for livelihood, job, or work for both girls and boys. In the current year, 75% of teachers cite this reason for girls, compared to 91% in the previous evaluation, indicating a decline of 16 percentage points. Similarly, for boys, this reason decreases from 91% to 75%, representing a notable decrease of 16 percentage points as well. This shift might suggest a broader recognition among teachers of the value of education beyond immediate economic outcomes, emphasizing other aspects such as personal growth and development.

Secondly, there is a considerable decrease in the percentage of teachers highlighting education to enhance skills, with a decrease of 27 percentage points for girls (from 87% to 60%) and 29 percentage points for boys (from 89% to 60%). This decline suggests a possible shift in emphasis away from the instrumental value of education towards a more holistic understanding of its benefits.

On the other hand, certain reasons remain relatively stable across both years, such as education for more knowledge and to know what is right/wrong, indicating their enduring importance in teachers' perspectives on the value of education. Additionally, the percentage of teachers emphasizing that an educated girl/boy is more respected in society sees a slight increase from 54% to 59% for girls and remains stable at 49% for boys. Overall, these shifts suggest a nuanced evolution in teachers' perceptions regarding the reasons why girls and boys should pursue education, reflecting changing societal attitudes and priorities over time.



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

Perceived reasons of teachers - why a girl /boy should study				
	Current Year		Previous evaluation	
	Girl	Boy	Girl	Boy
For more knowledge	40%	43%	50%	58%
To enhance skills	60%	60%	87%	89%
For livelihood/job/work	75%	91%	85%	91%
Should be able to read/ write	45%	41%	70%	76%
To know what is right/wrong	46%	46%	48%	53%
Educated girl / boy is more respected in the society	59%	49%	54%	54%

## 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 comparison between the current year and the previous evaluation regarding students' openness with teachers regarding life skills reveals several notable shifts. Firstly, there is a considerable increase in students' confidence about speaking in a classroom, with a notable rise from 55% to 70% in the percentage of teachers strongly agreeing with this statement. Similarly, the percentage of teachers agreeing that students can answer the teacher when asked a question also sees a significant increase, rising from 55% to 72%. These shifts indicate a noteworthy improvement in students' communication skills and engagement in classroom interactions over the evaluated period.

Secondly, there is a substantial decrease in the percentage of teachers reporting that students are unable to talk about their feelings, dropping from 6% to 68% in the current year. This significant shift suggests a considerable improvement in students' emotional literacy and their ability to express their feelings openly, reflecting a more supportive and conducive classroom environment for addressing emotional needs.

Furthermore, there is a slight decrease in the percentage of teachers indicating that students are comfortable working in a team, declining from 79% to 72%. While this decrease is relatively modest, it may indicate a potential area for further focus and development in fostering collaborative skills among students.

However, some aspects remain relatively stable across both years, such as students' efforts to resolve fights with their friends and their ability to make decisions to help achieve their goals. These findings suggest a consistent level of interpersonal conflict resolution skills and decision-making abilities among students over the evaluated period. Overall, these shifts and trends highlight the evolving dynamics of student-teacher interactions and the cultivation of essential life skills within the classroom environment.



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

While all the teachers were aware of SMC, around 31% were found to be not a part of the committee. There is a sharp rise in this regard from the previous evaluation where 52% of the surveyed teachers were not part of SMC.

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.

The comparison between the current year and the previous evaluation regarding topics discussed in School Management Committee (SMC) meetings reveals several notable shifts and trends. Firstly, there is a significant decrease in the percentage of meetings discussing safety of students, dropping from 90% to 68% in the current year. This decline may raise concerns about the level of attention given to student safety and the implementation of safety measures within schools, suggesting a potential area for renewed focus and intervention.

Similarly, there is a substantial decrease in the percentage of meetings addressing the maintenance of school buildings, declining from 93% to 70%. This shift indicates a potential decrease in emphasis on infrastructure upkeep and the need for investments in maintaining school facilities to ensure a conducive learning environment for students.

Moreover, there is a notable decrease in the percentage of meetings discussing the availability of teachers, dropping from 87% to 57%. This decline highlights potential concerns regarding teacher shortages or staffing issues within schools, which can have significant implications for the quality of education and student learning outcomes.

Conversely, there is a considerable increase in the percentage of meetings addressing the quality of education, rising from 83% to 81% in the current year. This suggests a heightened focus on educational standards and pedagogical practices aimed at enhancing the quality of teaching and learning experiences for students.

However, some topics show relatively stable percentages across both years, such as the discussion of facilities inside classrooms and cleanliness. These findings suggest consistent attention to maintaining classroom environments and ensuring hygienic conditions within school premises.

Overall, the shifts and trends in the topics discussed in SMC meetings highlight evolving priorities and challenges within the education system, emphasizing the need for continued monitoring, collaboration, and strategic planning to address the diverse needs of schools and promote positive educational outcomes.

Topics discussed in SMC meetings		
	Current year	Previous evaluation
Safety of students	68%	90%
Maintenance of school building	70%	93%
Availability of teachers	57%	87%
Functional toilets	41%	83%
Quality of education	81%	83%
Functional play ground	34%	69%
Regular supply of MDM	70%	57%
Facilities inside class rooms	42%	53%
Cleanliness	34%	52%

**PTM** – All the teachers reported to be aware of PTMs and all the schools were found to hold parent teacher meetings. The data on the frequency of Parent-Teacher Meetings (PTMs) provides valuable insights into the communication and collaboration between parents and teachers in monitoring student progress and addressing concerns. In the current evaluation, the majority of respondents (50%) reported conducting PTMs on a quarterly basis, indicating a commitment to regular engagement with parents. This frequency allows for consistent updates on student performance and facilitates timely intervention when needed. Additionally, 41% of respondents reported holding monthly PTMs, further highlighting the importance placed on maintaining open channels of communication between home and school.

However, comparing these findings to the previous evaluation reveals a notable shift in PTM frequency. In the earlier assessment, a significantly higher proportion of teachers (77%) reported conducting monthly PTMs, indicating a more frequent interaction between parents and teachers. Conversely, the proportion of teachers holding quarterly meetings was considerably lower at 15%. This shift suggests a change in approach towards PTMs, with a greater emphasis on quarterly meetings in the current evaluation period.

The discrepancy in PTM frequency between the two evaluations may stem from various factors, including changes in school policies, resource availability, and evolving priorities in parent-teacher communication. While monthly meetings offer more frequent opportunities for engagement, quarterly meetings may provide a more structured and comprehensive review of student progress over longer periods.

Overall, the data underscores the importance of PTMs as a vital component of effective school-home partnerships. Whether conducted monthly or quarterly, PTMs play a crucial role in fostering collaboration, supporting student learning, and addressing the holistic needs of students.

**Student council** – The data underscores significant shifts in two crucial areas: the establishment of student councils and the frequency of meetings for these councils between the current evaluation and the previous round.

Firstly, regarding student councils, there has been a notable increase in their presence in schools. In the current evaluation, 39% of teachers reported that their school has a student council formed, compared to only 20% in the previous round. This suggests a growing recognition of the importance of student voice and representation in school governance and decision-making processes. Student councils provide a platform for students to voice their opinions, contribute to school policies, and participate in leadership roles, fostering a sense of ownership and empowerment among students.

Secondly, the frequency of meetings for student councils has also undergone a significant transformation. In the current evaluation, a higher percentage of schools reported holding monthly (29%) and quarterly (49%) meetings. This contrasts with the previous round, where a majority of schools (61%) held monthly meetings, with only a small fraction (6%) opting for quarterly meetings. This shift towards more quarterly meetings may indicate a strategic reassessment of meeting frequencies to balance regular communication with minimizing disruptions to academic schedules. Quarterly meetings could offer more substantial opportunities for comprehensive discussions on student matters while alleviating the administrative burden associated with frequent gatherings.

Overall, these changes reflect a dynamic approach to school governance, with an increasing emphasis on student participation through the establishment of councils and a strategic adjustment in meeting frequencies to optimize communication and engagement among stakeholders.

## 11.8 SCHOOL ACTIVITIES

### ***Seating arrangements for eating mid-day meals in school***

The comparison between the current year and the previous evaluation regarding seating arrangements for mid-day meals in schools reveals some notable trends.

In the current year, the majority of schools (93%) reported that all children sit together to eat their mid-day meals, which indicates a slight decrease from 98% in the previous evaluation. While still a predominant practice, this decline suggests a possible shift in a small proportion of schools towards alternative seating arrangements.

Conversely, the proportion of schools where girls and boys sit separately during mid-day meals has decreased from 12% in the previous evaluation to 7% in the current year. This indicates a positive trend towards reducing gender-based segregation during meal times, reflecting a broader commitment to promoting gender equality and inclusivity within school environments.

Notably, there were no reported instances of seating arrangements based on caste, religion, or economic status in either the current year or the previous evaluation. This consistent absence underscores a commitment to eliminating discriminatory practices and ensuring that all students are treated with fairness and respect, regardless of their background.

Overall, while the majority of schools maintain inclusive seating arrangements for mid-day meals, the slight variations observed between the current year and the previous evaluation indicate ongoing efforts to adapt and improve practices to better meet the needs of students and promote inclusivity within school settings.

### ***If children do not obey rules or observe discipline***

The comparison between the current year and the previous evaluation regarding the consequences for children who do not obey rules and maintain discipline in schools reveals some significant shifts in disciplinary practices.

In the current year, 40% of schools reported that disobedient children are given punishment, marking a notable increase from 25% in the previous evaluation. This suggests a growing emphasis on disciplinary

measures to address rule-breaking behavior, possibly reflecting a stricter approach to maintaining order within school environments.

Conversely, the proportion of schools taking no specific action in response to disobedience has increased significantly from 6% in the previous evaluation to 49% in the current year. This indicates a considerable shift towards a more lenient or tolerant attitude towards minor infractions, potentially reflecting a reevaluation of punitive disciplinary practices in favor of more constructive or restorative approaches.

Additionally, there has been a substantial decrease in the percentage of schools reporting incidents of disobedience to parents or guardians, dropping from 69% in the previous evaluation to 26% in the current year. This decline suggests a reduced reliance on parental involvement in disciplinary matters, possibly indicating a shift towards greater autonomy or discretion in handling behavioral issues within schools.

Overall, the comparison highlights dynamic changes in disciplinary approaches over time, with varying degrees of emphasis on punishment, parental involvement, and alternative disciplinary measures. These shifts underscore the evolving nature of disciplinary practices within schools and the importance of ongoing evaluation and adaptation to ensure effective management of student behavior while promoting a positive and supportive learning environment.

### ***Child safeguarding policy***

In the current year, 79% of schools reported having a child safeguarding policy, which is slightly lower compared to 81% in the previous evaluation. While there has been a marginal decrease, the majority of schools still maintain such policies, indicating a continued commitment to ensuring the safety and well-being of students within educational settings.

### ***Means to lodge complaints in school***

In the current year, the most prominent means of lodging complaints is through meeting with teachers, with 96% of schools offering this option, compared to 89% in the previous evaluation, indicating an increased emphasis on direct communication between students and teachers to address concerns.

The use of complaint boxes has also seen a significant rise, with 86% of schools providing this avenue for students to lodge complaints, compared to 68% in the previous evaluation. This suggests an enhanced focus on providing students with anonymous channels to express their grievances and feedback.

However, there has been a decrease in the utilization of certain avenues, such as meeting the student council, which decreased from 6% to 2%, and meeting the school management committee, which decreased from 11% to 4%. Similarly, the option of going to the gram panchayat or seeking assistance from NGOs has also seen a decline.

Overall, the data indicates a shift towards more direct and immediate means of addressing student complaints, with an increased reliance on internal school mechanisms like meetings with teachers and complaint boxes. This shift may reflect efforts to streamline complaint resolution processes and foster a supportive and responsive school environment where students feel empowered to voice their concerns.

## 11.9 SCHOOL AS A SAFE PLACE

The comparison between the current year and the previous evaluation regarding students' perceptions of safety while commuting to school indicates a consistent trend, with 98% of students reporting feeling safe in both assessments. This consistency suggests that there has been no significant change in students' perceptions of safety during their commute to school over time. The high percentage of students feeling safe underscores the importance of ensuring safe transportation infrastructure and effective safety measures in place, contributing to a conducive learning environment.

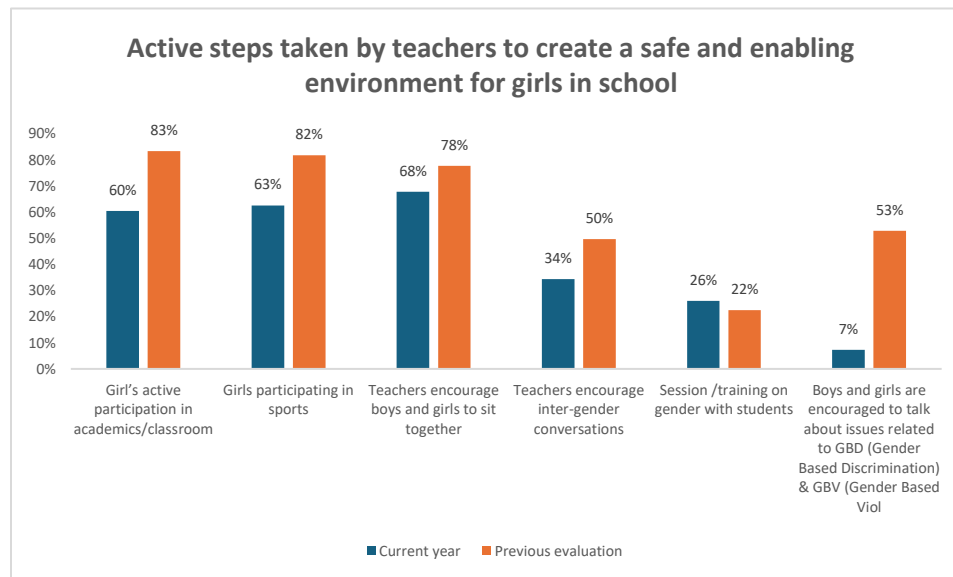
### *Students' comfort in sharing concern with teachers*

The data regarding students' comfort in sharing concerns with teachers if they face trouble at home or experience harassment at school or elsewhere shows a positive trend, with 97% of students in the current year and 95% in the previous evaluation reporting that they feel comfortable doing so. This increase in the percentage of students feeling comfortable sharing their concerns with teachers suggests a strengthening of trust and communication between students and teachers over time. It indicates that efforts to create supportive and empathetic environments within schools, where students feel safe and valued, have been effective.

The information regarding female students' comfort in sharing concerns with teachers related to menstruation indicates a high level of comfort, with 96% of female students in the current year and 98% in the previous evaluation reporting that they feel comfortable doing so. This high percentage suggests that female students generally feel supported and understood by their teachers regarding issues related to menstruation. It reflects positively on the school environment, indicating that efforts to create an open and supportive atmosphere around menstruation have been effective.

### *Active steps taken by teachers to create a safe and enabling environment for girls in school*

The comparison between the current year and the previous evaluation regarding the active steps taken by teachers to create a safe and enabling environment for girls in school reveals some notable trends. In the current year, there has been a decrease in certain areas compared to the previous evaluation.



The percentage of teachers encouraging girls' active participation in academics or the classroom decreased from 83% in the previous evaluation to 60% in the current year. Similarly, the percentage of teachers encouraging girls to participate in sports decreased from 82% to 63%.

Furthermore, there has been a decline in the encouragement of inter-gender conversations, with 68% of teachers in the

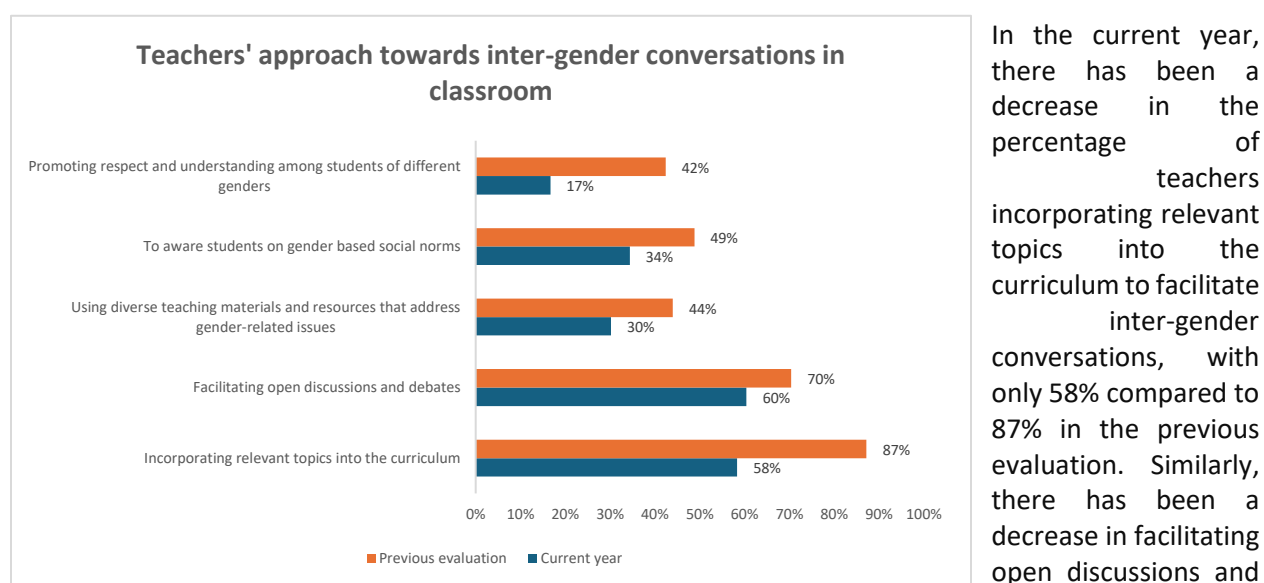
current year compared to 78% in the previous evaluation. Similarly, the percentage of teachers conducting sessions or training on gender with students remained relatively stable at 26% in the current year compared to 22% in the previous evaluation.

One notable change is the significant decrease in the percentage of teachers who encourage boys and girls to talk about issues related to Gender-Based Discrimination (GBD) and Gender-Based Violence (GBV), dropping from 53% in the previous evaluation to only 7% in the current year.

These findings suggest a potential decrease in the proactive measures taken by teachers to create a safe and enabling environment for girls in school. It underscores the importance of ongoing training and support for teachers to effectively address gender-related issues and promote gender equality within the school environment. Additionally, it highlights the need for renewed efforts to ensure that girls feel empowered, supported, and safe in their educational settings.

### ***Inter-gender conversations in classroom***

The comparison between the current year and the previous evaluation regarding teachers' approach towards inter-gender conversations in the classroom highlights some notable shifts and trends.



debates, with 60% in the current year compared to 70% in the previous evaluation.

The use of diverse teaching materials and resources that address gender-related issues also decreased from 44% in the previous evaluation to 30% in the current year. Moreover, the percentage of teachers aiming to raise awareness among students on gender-based social norms decreased from 49% to 34%.

One notable decline is in the promotion of respect and understanding among students of different genders, which dropped significantly from 42% in the previous evaluation to only 17% in the current year.

These findings suggest a potential decrease in the proactive approach of teachers towards facilitating inter-gender conversations in the classroom. It underscores the importance of ongoing training and support for teachers to effectively address gender-related issues and promote respect and understanding among students of different genders. Additionally, it highlights the need for renewed efforts to

incorporate relevant topics into the curriculum and provide diverse teaching materials that address gender-related issues comprehensively.

## 11.10 SUMMARY

The chapter on findings from interviews with teachers in Haryana sheds light on the evolving landscape of gender equality within the educational system. Despite some lingering traditional attitudes perpetuating gender biases, the overarching narrative suggests a progressive shift in teachers' perspectives. Through the adolescent empowerment program, teachers have undergone a transformation, becoming more proactive in challenging stereotypes and promoting inclusivity within their classrooms and schools. This evolution underscores the program's transformative impact, empowering teachers to champion gender equality and foster a supportive environment where all students feel valued and respected, regardless of gender.

The data on teachers' attitudes towards work and employment, roles and responsibilities, and gender attributes reveals a mix of progressive and traditional beliefs. While there's strong support for men sharing household tasks and rejecting the notion of exclusive male dominance in intellectual leadership, significant portions still endorse traditional gender roles, such as men being primary providers and better suited for leadership positions. Similarly, attitudes towards women's rights and policies show a mixture of evolving and traditional perspectives, highlighting the need for continued efforts to challenge stereotypes and promote gender equality within educational contexts.

In terms of education perception, there's strong support for girls' and boys' education up to any class they desire, indicating a positive shift in attitudes towards education. However, there's a noticeable decrease in the emphasis on education for livelihood and skills enhancement, suggesting a broader recognition of education's value beyond economic outcomes. Regarding life skill development, there's significant improvement in students' communication and emotional expression skills, but areas like teamwork may require further attention. The analysis of School Management Committee (SMC) meetings reveals shifting priorities, with decreased focus on student safety and infrastructure maintenance but increased attention to educational quality.

The data on Parent-Teacher Meetings (PTMs) indicates a shift towards quarterly meetings, reflecting changes in communication strategies between parents and teachers. Similarly, there's an increase in the presence of student councils in schools, highlighting a growing recognition of student voice and participation in governance.

The data on school activities, disciplinary practices, child safeguarding policies, and student perceptions of safety and comfort reveals several noteworthy trends and shifts.

In terms of disciplinary measures for disobedient children, there's an increase in schools implementing punishment, while the proportion of schools taking no specific action has risen significantly. This suggests a shift towards stricter or more lenient disciplinary approaches, with varying degrees of emphasis on punitive measures and alternative approaches.

The presence of child safeguarding policies remains relatively stable, indicating ongoing efforts to ensure the safety and well-being of students. However, there's a shift towards more direct means of lodging complaints, with increased reliance on meetings with teachers and complaint boxes.

In terms of student perceptions of safety, there's consistency in feeling safe while commuting to school, highlighting the importance of safe transportation infrastructure. Moreover, there's a positive trend in students feeling comfortable sharing concerns with teachers, including issues related to menstruation, indicating improved trust and communication within school environments.

However, there's a potential decrease in the proactive steps taken by teachers to create a safe and enabling environment for girls in school, as evidenced by declines in encouraging girls' participation and addressing gender-related issues. Similarly, there's a potential decrease in facilitating inter-gender conversations in the classroom, suggesting a need for renewed efforts to promote respect, understanding, and inclusivity among students of different genders.

Overall, the data underscores the dynamic nature of school environments and the importance of ongoing evaluation and adaptation to ensure the safety, well-being, and inclusivity of all students within educational settings.



## CHAPTER 12: FINDINGS FROM INTERVIEWS CONDUCTED WITH YOUTH

We conducted Focus Group Discussions (FGD) with youth aged 19-25 years in the 5 districts of Haryana, 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 focus group discussion (FGD) with youth provides valuable insights into the dynamics of early marriage within the community, particularly from the perspective of young individuals.

Firstly, the responses indicate a prevailing trend where girls are typically married off around the age of 18-20 years, while boys tend to get married slightly later, usually between 21 to 22 years old. This observation reflects the common patterns seen in many societies, where there exists a gender disparity in marriage age. For youth, this data may serve as a reflection of their community's norms and practices, shaping their understanding of traditional gender roles and expectations.

Secondly, the consultation process with girls and boys before marriage emerges as a prevalent practice, with parents engaging in discussions with their children regarding marriage decisions. This suggests a degree of familial involvement and consideration for the opinions of young individuals, indicating a level of autonomy within familial dynamics. For youth participants, this acknowledgment of parental consultation may influence their perceptions of family dynamics and decision-making processes within their own lives.

*My parents always discuss marriage matters with me and consider my viewpoint before making any decisions. I don't see any problem with this approach; in fact, it makes me feel valued and respected within the family – responses of a female youth.*

Furthermore, the unanimous agreement among youth regarding the importance of girls having a say in their marriage highlights a growing recognition of the significance of agency and autonomy for girls in making life-altering decisions. Similarly, the acknowledgment of boys' right to express their views on their marriages reflects evolving societal attitudes towards gender roles and decision-making processes within relationships. This consensus among youth participants may indicate a shift towards more egalitarian values among the younger generation.

Lastly, the comfort expressed by youth participants in discussing marriage, career, and aspirations with their parents underscores the significance of familial support and open communication channels. This openness to dialogue is attributed to changing societal norms and increased awareness facilitated by education. Additionally, the mention of the Breakthrough program's impact in empowering youth to

advocate for their preferences regarding marriage indicates the potential of intervention programs in fostering positive social change and challenging traditional norms associated with early marriage.

In summary, the analysis of the FGD with youth highlights the evolving attitudes and perceptions towards early marriage within the community. It underscores the importance of promoting gender equity, autonomy, and open communication among young individuals to address issues related to early marriage effectively. Moreover, it emphasizes the role of education and intervention programs in empowering youth to challenge traditional norms and advocate for their rights and preferences regarding marriage and other life choices.

## 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. Participants shared varied experiences and perspectives. Many acknowledged instances of being scolded by family members for minor issues, indicating a form of verbal reprimand within familial dynamics. However, instances of physical violence seemed less prevalent, with some participants expressing that they hadn't faced such situations at home or in school.

Regarding the response to GBV within marital settings, participants highlighted the importance of taking action, such as reporting incidents to local authorities and seeking support from family or helplines. There was a consensus that victims should not ignore such abuse and instead should raise their voices and seek assistance.

Awareness about available services for GBV survivors was evident among the participants, with mentions of helpline numbers, women's commissions, and support centers like Durga Shakti. However, despite this awareness, some admitted to not taking any proactive steps to address gender-based discrimination or violence within their communities.

*If a woman is being abused by her husband or in-laws, she shouldn't ignore it. It's crucial to take action, like reporting it to the police and seeking support from family or helplines. Staying silent only perpetuates the cycle of abuse*

The Breakthrough program, aimed at addressing gender-based issues, was acknowledged by participants, although specific details seemed somewhat fuzzy. Nonetheless, there was a shared belief among the group that interventions like Breakthrough could contribute to a decline in GBV instances, attributing this decline to increased awareness and education among girls and women in their communities. Overall, while challenges related to GBV persist, the discussion reflected a growing awareness and willingness among youth to address these issues through education and intervention programs like Breakthrough.

## 12.3 ACCESSING SCHEMES / SERVICES

In the discussion with youth, several critical insights emerged regarding their access to various government schemes and services. Participants demonstrated a commendable understanding of the procedures involved in obtaining essential identity documents such as Aadhar cards and voter IDs. They outlined the necessary documents and steps required to acquire these vital forms of identification, indicating a level of awareness and knowledge in navigating bureaucratic processes.

Moreover, the youth mentioned actively availing themselves of health facilities provided in schools and communities, particularly emphasizing access to medicines and COVID-19 vaccinations. This proactive engagement with healthcare services underscores the importance of ensuring accessible and comprehensive healthcare for adolescents, especially in the midst of a global health crisis.

Participants also shared their positive experiences with government-run education schemes, including scholarships, provision of books and uniforms, and financial assistance for fees. Their utilization of these schemes indicates that such initiatives are effectively reaching the intended beneficiaries and supporting their educational pursuits, contributing to their overall development and well-being.

Furthermore, the discussion shed light on the guidance provided to youth on accessing schemes and services specifically tailored for girls through programs like Breakthrough. Participants mentioned being informed about schemes like Sunayana, Ladli, and scholarships, indicating that they are being actively encouraged to utilize resources aimed at empowering girls and promoting gender equity.

#### 12.4 EDUCATION AND CAREER ASPIRATIONS

In discussions about education and career aspirations in the community, it became apparent that girls typically study up to higher secondary and graduation levels, with the option to continue further based on personal choices. Conversely, boys tend to exhibit higher dropout rates, often concluding their education at the secondary level, primarily due to disinterest in studies or familial encouragement to prioritize other pursuits. This discrepancy underscores a need for targeted interventions to address dropout rates among boys and to foster a culture of academic engagement and support.

Regarding courses pursued by girls, a diverse range of options was noted, including sewing and beauty parlor training, fashion designing, coaching, and computer training. On the other hand, boys tend to pursue courses such as coaching, computer training, ITI, engineering, and medical studies. These preferences reflect both traditional gender roles and evolving career interests among youth in the community.

In terms of career options, youth boys commonly opt for careers in fields like coaching, police, army, medicine, law, and engineering, while girls often choose careers in the police force and teaching. However, it's notable that boys tend to benefit more from available opportunities, indicating persistent gender disparities in access to education and career prospects.

*Most of us boys aspire to become doctors, engineers, or join the police or army. We see these professions as prestigious and financially rewarding. On the other hand, girls are more inclined towards careers in teaching or joining the police force – responses from a male youth.*

Several factors were identified as barriers to youth achieving their career goals, including economic constraints and substance abuse habits. These challenges highlight the importance of addressing systemic issues such as poverty and addiction to create a conducive environment for youth to pursue their aspirations and realize their full potential. Overall, addressing these barriers requires concerted efforts from both government and community stakeholders to ensure equal access to education and opportunities for all youth, regardless of gender.

## 12.5 RELATED TO BREAKTHROUGH PROGRAM / INTERVENTION

The youth indicated participating in the Breakthrough program and shared their experiences, expressing engagement in various activities like TKT, Nukkad Nataks and other campaigns. They found these initiatives informative and effective in raising awareness about common issues affecting young people. Among the activities, they particularly enjoyed Nukkad Nataks for their engaging nature, providing a learning experience combined with enjoyment. While they didn't have specific activities they enjoyed the least, they unanimously acknowledged the overall usefulness of the program for their personal development and societal awareness.

Regarding the impact of the Breakthrough Program, the youth noted positive changes in various aspects of their lives. They highlighted increased awareness about women's rights and gender equality in their community, attributing this change to the program's efforts. Moreover, they observed a reduction in gender-based discrimination and violence to some extent, indicating the effectiveness of the program's interventions. Additionally, they acknowledged the program's role in strengthening their relationships with parents, peers, and teachers, creating a more supportive and open environment both at school and within the community.

*I think Breakthrough has played a role in reducing gender-based discrimination and violence in our community. It's not as bad as it used to be – responses from a female youth.*

The Breakthrough Program's initiatives have also influenced the youth's perception of education. They expressed a newfound sense of responsibility and awareness regarding the importance of education in shaping their future. By fostering a positive outlook towards learning, the program has contributed to making school a happier and more fulfilling place for them. Looking ahead, the youth emphasized the need for continued engagement in such activities, suggesting that their involvement in the planning process could further enhance the effectiveness of the interventions. Overall, their feedback underscores the significant impact of the Breakthrough program on their personal growth, community engagement, and outlook towards societal issues.

## 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

In the interview with a PRI member, several insights emerged regarding government schemes and services related to health and nutrition in the community and schools. The respondent highlighted the pivotal role of Anganwadi Workers (AWWs) in implementing health and nutrition programs at the community level. Specifically, schemes facilitated by AWWs were mentioned, indicating their significance in addressing the health needs of adolescent boys and girls in the community.

Conversely, while the Mid-Day Meal scheme was acknowledged as a notable initiative in schools, the respondent noted a gap in specific schemes targeting adolescent health issues within the school system. This underscores the need for tailored programs to address the unique health concerns of adolescents in educational settings.

Regarding special facilities or schemes catering to female adolescents' health issues, the respondent mentioned provisions such as sanitary pads, iron and folic acid (IFA) tablets, and vitamin supplements. These interventions reflect a targeted approach to addressing the specific health needs of adolescent girls, which is essential for promoting their overall well-being.

When discussing discrimination in accessing health facilities, the respondent indicated a perception of equitable distribution of services between adolescent girls and boys. This suggests that efforts to provide healthcare are reaching both genders equally, signaling inclusivity in service delivery, as perceived by the PRI member.

In terms of changes observed post-intervention, the PRI member noted a positive shift in adolescent girls' knowledge and attitudes towards health, hygiene, and nutrition. This change was attributed to the interventions and awareness programs conducted, indicating the effectiveness of such initiatives in promoting health education and empowering adolescent girls to make informed decisions about their well-being.

Overall, the insights from the IDI underscore the importance of tailoring government schemes and services to address the specific needs of adolescent boys and girls, both in the community and school settings. Additionally, continued efforts to promote awareness and education on health-related issues are crucial for fostering positive behavioral changes and ensuring the well-being of adolescents, as perceived by the PRI member.

## 13.2 EDUCATION

Regarding education-related schemes, the PRI member highlighted existing facilities such as libraries and educational streams available in schools up to the higher secondary level. However, there was limited awareness of specific government schemes targeting adolescent education in the village, indicating a potential area for improvement in information dissemination and program accessibility.

When discussing enrollment trends over the past year, the PRI member noted a positive change with an increase in admissions, particularly in nursery and first-grade classes. This trend suggests growing awareness among parents about the importance of education for their children, contributing to higher enrollment rates.

Regarding gender equality in education, the respondent expressed optimism about the equal educational opportunities available to both boys and girls in the community. While acknowledging occasional dropout cases due to economic constraints or specific family circumstances, overall, the PRI member observed equitable access to education for boys and girls in the village.

*I don't believe there's any discrimination when it comes to accessing education facilities between boys and girls in our community. Both genders have equal opportunities*

The interview also delved into societal perceptions of ideal roles for young girls, with a particular emphasis on non-traditional career paths. While nursing and vocational training were mentioned as prevalent choices for girls in the community, there was acknowledgment of evolving attitudes towards non-traditional roles such as driving and earning money. The respondent highlighted the lack of negative societal impact associated with girls pursuing non-traditional roles, signaling a progressive shift in community attitudes towards gender roles and expectations.

Furthermore, the PRI member mentioned several initiatives aimed at improving educational services in the village, including the establishment of libraries, play schools, and transportation facilities. These initiatives reflect a proactive approach towards enhancing educational opportunities and infrastructure for adolescent boys and girls, underscoring the community's commitment to fostering learning and development.

Overall, the interview provided valuable insights into the state of education-related initiatives and gender dynamics in the village, highlighting areas of progress and opportunities for further improvement in promoting inclusive and quality education for all.

## 13.3 UNDERSTANDING GENDER-BASED DISCRIMINATION

The PRI member asserted that there is no gender-based discrimination prevalent in their community, indicating a positive perception or awareness of gender equality among the community members. This suggests that the community might prioritize fairness and inclusivity, contributing to a supportive environment for both boys and girls.

Regarding leisure activities, the responses highlight gender disparities in how adolescent boys and girls spend their free time. Boys are described as engaging in activities like playing cards and occasionally resorting to negative behaviors such as stealing and alcohol consumption. In contrast, girls are depicted as primarily involved in household chores and occasionally laboring. These gender-specific leisure activities might reflect underlying societal norms and expectations, potentially perpetuating traditional gender roles.

On the other hand, the encouragement of adolescent girls to participate in activities like painting and music indicates efforts to empower them and provide opportunities for personal expression and development. This positive reinforcement from parents and school officials signifies a progressive mindset toward promoting gender inclusivity and breaking gender stereotypes.

In conclusion, while the PRI member emphasizes the absence of overt gender-based discrimination in the community, there are indications of gender disparities in leisure activities and potential areas for improvement in addressing gender-related issues. Efforts to promote gender equality and inclusivity should involve proactive measures and ongoing initiatives to challenge traditional gender norms and create a more equitable environment for all community members.

#### 13.4 EARLY MARRIAGE

The PRI member provided valuable insights into the prevailing practices and attitudes regarding early marriage within the community. According to their account, it appears that the community adheres closely to legal age requirements for marriage, with boys typically marrying after reaching 21 years of age and girls after 18 years. This alignment with legal standards suggests a level of awareness and compliance with statutory regulations governing marriage.

Interestingly, the PRI member reported not having witnessed or heard of instances where girls were married off before the age of 18. This observation indicates a commendable adherence to legal guidelines and underscores a commitment to safeguarding the rights and well-being of adolescent girls within the community. It suggests a recognition of the potential risks and complications associated with early marriage, such as hindering physical and emotional development and perpetuating domestic violence.

Despite the adherence to legal age requirements, the PRI member noted that parental involvement remains prevalent in matchmaking processes, with the majority of marriages being arranged by parents rather than chosen by the individuals themselves. However, there seems to be a growing acceptance of self-chosen marriages and inter-caste marriages within the community, particularly among the educated populace. This shifting perspective reflects evolving societal norms and values regarding marriage and individual autonomy.

*I haven't seen any cases of girls getting married before the age of 18. Parents usually take the lead in selecting grooms for their daughters in our community.*

Moreover, the PRI member emphasized the importance of marrying after attaining proper education and maturity, highlighting potential complications that may arise from early marriage, such as domestic violence and hindered personal development. This viewpoint aligns with broader efforts to promote education and empowerment among adolescents, particularly girls, as a means of mitigating the risks associated with early marriage and fostering greater gender equality within the community.



In recent years, there has been a noticeable trend towards marrying at a later age, with boys marrying around 25 years and girls marrying after 18 years, reflecting a growing emphasis on education and self-dependency before marriage. This trend signals positive progress towards addressing early marriage issues and promoting the well-being and rights of adolescents within the community. Overall, the insights provided by the PRI member underscore the importance of legal age requirements, education, and changing societal attitudes in addressing early marriage practices and fostering a more equitable and inclusive community environment.

### 13.5 SAFE SPACE IN COMMUNITY, SMC

According to the PRI member, the community provides safe spaces for both boys and girls to engage in leisure activities. Boys have access to facilities like the library, playgrounds, and industrial areas, while girls can utilize spaces such as Anganwadi Centers (AWCs) and community buildings like Choupals. These spaces are essential for fostering social interactions and recreational activities, contributing to the overall well-being of adolescents in the community.

Regarding the creation of safe spaces, the PRI member mentioned that no specific steps have been taken. However, the provision of existing facilities like libraries and community buildings serves as safe spaces for adolescents. While there are no targeted initiatives, these spaces indirectly contribute to the safety and well-being of young people by providing them with supervised environments for various activities.

When discussing schools, the concept of a good school was described as one with quality teachers, adequate playing facilities, and a focus on providing quality education. However, there was no mention of gender-based discrimination, safety from bullying or abuse, or the presence of student councils in schools. These aspects are crucial for ensuring that schools are not only academically enriching but also safe and supportive environments for all students, regardless of gender.

Regarding School Management Committees (SMCs), the PRI member acknowledged their existence and their role in overseeing grants and facilities provided by the government to schools. However, there was limited information on how SMCs incorporate suggestions from other community members or ensure gender equality within their programs and structures. This indicates a potential area for improvement in terms of community involvement in school governance and gender mainstreaming initiatives within SMCs.

### 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

The FGD with parents of adolescent boys and girls sheds light on various aspects of education and aspirations within the community. Firstly, it reveals a lack of awareness regarding government-run education-related schemes, indicating a potential gap in communication between the authorities and the community. This lack of awareness might hinder the community's ability to benefit from available educational opportunities and support programs.

Secondly, the discussion about the Parent Teachers Association (PTA) or Parents Teachers Meeting (PTM) underscores the importance of parental involvement in monitoring their children's education. These forums provide parents with an opportunity to engage with teachers, discuss their children's progress, and address any concerns regarding their education. Such engagements are crucial for fostering a supportive environment for students and enhancing educational outcomes.

The aspirations expressed by the parents for their sons and daughters reflect a common desire for their children's success and self-dependency. While the specific courses pursued vary between genders, the emphasis remains on acquiring education and skills that can lead to a successful and fulfilling future. This aspiration highlights the community's recognition of education as a pathway to socio-economic empowerment and personal growth.

Regarding girls' education, the importance attributed to it is evident in the parents' responses. Educating girls is seen as essential for promoting gender equality, empowering women, and enhancing their role in society. The discussion also touches upon the adverse consequences of early marriage on girls' education and personal development, highlighting the need to prioritize education over early marriage for girls.

*Educating girls is very important because it empowers them to make their own decisions in life, even after marriage. We prioritize our daughter's education and save money for it. We believe it's crucial for her future success – mother of an adolescent girl.*

Finally, the willingness of parents to prioritize their daughter's education and save money for it reflects a positive attitude towards investing in their children's future. This investment underscores the value placed on education within the community and signifies a commitment to breaking barriers and creating opportunities for girls to thrive academically and professionally. However, the reasons behind any reluctance to prioritize education and save money should be further explored to address potential barriers and support mechanisms for parents in ensuring their children's access to quality education.

## 14.2 HEALTH AND NUTRITION

The discussion on health and nutrition in the community reveals a lack of awareness about government schemes and services among the participants. While they are knowledgeable about some services provided in schools, such as meals and sanitary pads, there seems to be a gap in understanding broader health initiatives targeting adolescents in the community. This highlights the need for better dissemination of information regarding government programs related to health and nutrition at the grassroots level.

However, there are some positive aspects noted in the provision of special facilities for female adolescents' health needs. Services like providing sanitary pads and iron and folic acid tablets are mentioned, along with regular doctor visits for check-ups. This indicates efforts to address specific health concerns of adolescent girls, ensuring their well-being and access to necessary healthcare services.

Regarding discrimination in accessing health facilities, participants express that there is no discrimination between adolescent girls and boys in their community. This suggests that efforts are being made to ensure equal access to healthcare services irrespective of gender, which is a positive indication of gender equality in health provision.

Moreover, the comfort level of adolescent girls in discussing menstruation-related topics with their parents is encouraging. Parents report being approached by their daughters for guidance on menstrual hygiene, indicating open communication channels within families. This fosters a supportive environment where adolescent girls feel comfortable seeking information and assistance from their parents regarding menstrual health.

*We have some myths related to menstruation, like not touching pickles during that time, but overall, we are educated about it. My daughter feels comfortable discussing menstruation with me, and she often approaches me for guidance on menstrual hygiene – mother of an adolescent girl.*

In terms of menstrual hygiene education, while some myths and misconceptions exist, efforts are being made to educate girls both at home and in schools. Mothers play a crucial role in educating their daughters about menstruation, supplemented by information provided by teachers and peers at school. Additionally, parents are actively involved in guiding their daughters on issues like changing pads and managing menstrual pain, ensuring their comfort and well-being during menstruation.

However, there is a lack of knowledge about menopause and its symptoms among the participants, indicating a potential gap in understanding reproductive health issues beyond adolescence. Overall, while there are areas for improvement in health education and awareness, the discussion reflects efforts to address the specific health needs of adolescent girls and foster open communication within families and communities.

## 14.3 UNDERSTANDING GENDER BASED DISCRIMINATION

In the discussion with parents about gender-based discrimination (GBD), several key themes emerged. Firstly, there was a shared acknowledgment among participants that discrimination does indeed occur between boys and girls. Parents expressed concerns about unequal opportunities, particularly in education and leisure activities. They noted that boys often receive better quality education, while girls are restricted from participating in extracurricular activities outside the home.

Regarding extracurricular activities, it was highlighted that female adolescents are not encouraged to participate in such activities. This lack of encouragement limits girls' exposure to diverse experiences and opportunities for personal growth. Additionally, there were concerns raised about the restrictions imposed on girls' mobility, with parents expressing unease about allowing their daughters to venture outside the village for various activities.

Furthermore, participants discussed the absence of role models within the community, particularly individuals whom children could aspire to emulate. This lack of local role models may contribute to a sense of limited possibilities for young people, especially girls, in terms of their future aspirations and goals.

However, despite these challenges, parents expressed a strong desire to support their children's aspirations and dreams. They recognized the importance of providing equal opportunities for both daughters and sons to pursue their goals and ambitions. Additionally, parents highlighted the need for joint decision-making within the family, particularly regarding significant matters such as property transactions and the age of marriage for children.

Overall, the discussion shed light on the complexities of gender-based discrimination within the community and underscored the importance of fostering an environment that promotes gender equality and empowers all individuals to pursue their dreams and aspirations without discrimination.

#### 14.4 EARLY MARRIAGE

In discussing early marriage within the community, parents provided insights into prevailing attitudes and practices. While the majority indicated that early marriage is not a common occurrence in their village, there were instances where girls were married off at a young age. However, there was a consensus among participants regarding the appropriate age for marriage, with many agreeing that girls should marry at 21 and boys at 24, emphasizing the importance of completing education before marriage.

*There is no scenario of early marriage in our village, but unfortunately, some cases of girls being married off at an early age do exist. We believe that the right age for girls to marry is 21, and for boys, it's 24*

Participants unanimously expressed the view that adolescents should marry after reaching the legal age, particularly after completing their education. They recognized the significance of allowing young individuals to pursue their personal and educational goals before entering into marriage, highlighting the role of education in empowering individuals and promoting gender equality.

*We all feel that adolescents should marry after reaching the legal age. It's important for them to complete their education and pursue their personal goals before entering into marriage.*

Regarding consultation with children, especially girls, during the marriage arrangement process, participants acknowledged that it is not a common practice in their community. However, there was a recognition that it should be encouraged to ensure that young individuals have a say in decisions that significantly impact their lives.

In terms of decision-making regarding finding a match for a girl or boy, participants indicated that parents, particularly mothers and fathers, jointly take on this responsibility. While there were instances where boys had more autonomy in choosing their partners, there was a general consensus that parental involvement is crucial in ensuring a suitable match.

Furthermore, participants noted a positive shift in attitudes and practices towards child marriage following interventions by organizations like Breakthrough. They attributed this change to increased awareness and education, which have helped dispel misconceptions surrounding early marriage and emphasized the importance of delaying marriage until adulthood.

Overall, the discussion highlighted the complexities surrounding early marriage within the community and underscored the importance of promoting education, empowering adolescents, and fostering gender equality to address this issue effectively.

#### 14.5 INTER-GENERATIONAL COMMUNICATION

In the inter-generational communication segment of the focus group discussion with parents, several key themes emerged regarding the dynamics of parent-child interactions and evolving societal norms. Parents noted that their children often engage in discussions about various topics such as career aspirations, sports interests, and the use of mobile phones. Interestingly, parents expressed a willingness to listen to their children's concerns and actively strive to fulfill their needs, indicating a shift towards more open communication within families.

One significant topic of discussion was the hypothetical scenario of a daughter expressing her desire to prioritize education over marriage. Parents unanimously voiced their support for their daughter's educational aspirations, indicating a departure from traditional norms where marriage might have been prioritized over personal goals. This reflects a positive shift towards valuing education and empowering girls to pursue their ambitions.

However, despite these progressive attitudes within the family unit, there remains resistance to allowing girls and boys to freely interact and converse due to prevailing societal mentalities. This highlights a disconnect between individual family dynamics and broader community norms, suggesting that while progress is being made at the micro-level, broader societal change may take more time to materialize.

Reflecting on their own experiences as adolescents, parents acknowledged that discussions about topics like marriage were not commonplace with their own parents. However, they observed a positive change in parental attitudes today, with more openness to communication and support for their children's aspirations. Overall, the shift towards more open communication and support for children's aspirations represents a positive trend towards fostering healthier parent-child relationships and empowering children to make informed decisions about their future.

#### 14.6 RELATED TO BREAKTHROUGH PROGRAM/INTERVENTION

In the discussion related to the Breakthrough program and its interventions, parents shared their experiences and perceptions regarding the initiatives undertaken in their community. Many participants recalled interactions with the Breakthrough or Taaron ki Toli (TKT) team, who informed them about various aspects such as gender discrimination and the right to education. Specifically, they mentioned the use of plays and street performances to raise awareness and educate the community. These interventions were seen as valuable tools for initiating conversations and challenging deeply entrenched societal norms.

The importance of empowering adolescents, especially females, through direct engagement was emphasized by the parents. They recognized the significance of working with adolescents to foster self-dependence and equip them with the necessary skills to navigate societal challenges. This underscores a

shift towards recognizing the agency and potential of young people in driving social change, particularly in addressing issues like gender inequality.

While the participants acknowledged the value of the interventions, they did not identify significant challenges or obstacles in implementing them. This suggests a favorable environment for such programs within the community, indicating receptiveness to initiatives aimed at promoting gender equality and adolescent empowerment. However, the absence of challenges mentioned in the discussion may also point to potential blind spots or areas that require further exploration to ensure the effectiveness and sustainability of intervention efforts.

Regarding the training received from Breakthrough on adolescent empowerment, some participants indicated that they had not undergone such training, highlighting potential gaps in outreach or participation. Nonetheless, the discussion highlighted the importance of incorporating gender-based discrimination education into programs like Taaron ki Toli (TKT) sessions, emphasizing the need for comprehensive approaches to address systemic issues and promote positive social change. Overall, the insights shared by the parents underscore the value of community-driven initiatives in challenging gender norms and empowering adolescents to create a more equitable society.

## 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

In the in-depth interview with the frontline worker, several key insights emerged regarding government schemes and services related to health and nutrition for adolescent boys and girls. Notably, community-based initiatives such as medical check-up camps organized by ANMs (Auxiliary Nurse Midwives) play a crucial role in providing essential healthcare services like IFA tablets and guidance on cleanliness. Additionally, school-based interventions like the provision of mid-day meals contribute to addressing the nutritional needs of adolescents. However, it was mentioned that there was a previous provision of sanitary pads for adolescent girls, which seems to have ceased, indicating a potential gap in addressing menstrual health management (MHM) needs.

The interview revealed a positive trend in the comfort level of adolescent girls in discussing menstruation-related topics and demanding health services. Adolescent girls are now more open to discussing such issues with frontline workers and seeking guidance when needed. This shift reflects a growing awareness and willingness among adolescent girls to prioritize their health needs and access relevant services.

Furthermore, the frontline worker observed a notable change in the knowledge and attitude of adolescent girls towards health, hygiene, and nutrition post-intervention. Their increased participation in awareness meetings indicates a heightened sense of empowerment and agency regarding their health and well-being. Overall, the findings underscore the importance of continuous interventions and support systems in promoting adolescent health and nutrition, especially in addressing gender-specific needs and ensuring equitable access to healthcare services.

### 15.2 EDUCATION

The interview further revealed that there is a positive trend in terms of increasing enrollment in schools in the village. Parents are increasingly prioritizing education for their children, both girls and boys, and are preferring government schools for their children's education. This shift reflects a growing awareness among parents about the importance of education and its long-term benefits. Additionally, there were no reports of dropouts, indicating that efforts to retain students in schools are yielding results.

Furthermore, the frontline worker noted that girls and boys in the community typically complete their studies up to graduation level, suggesting a relatively high level of educational attainment among

adolescents in the village. This indicates that education is valued and accessible to both genders in the community, fostering a culture of learning and skill development.

The interview also highlighted the supportive attitude of parents towards non-traditional roles for girls, such as earning money and driving a car. This signifies a progressive mindset within the community regarding gender roles and opportunities for girls. Additionally, initiatives have been taken to improve educational services in the village, with parents increasingly sending their children, especially girls, for further studies outside the village. Overall, the findings suggest a positive trajectory in terms of educational access and opportunities for adolescent boys and girls in the village.

### 15.3 UNDERSTANDING OF GENDER-BASED DISCRIMINATION

The frontline worker's responses regarding gender-based discrimination (GBD) indicated that they did not perceive any discrimination between boys and girls in their community presently. However, they acknowledged past instances of discriminatory practices, particularly regarding education and access to facilities, especially impacting girls. Despite past challenges, the respondent noted that discriminatory practices are not currently intense problems in the community due to increased awareness and education.

Regarding addressing GBD issues, the respondent mentioned that they have not encountered or heard about any specific instances of gender-based discrimination in the community. This lack of reported incidents could suggest either a genuine absence of discriminatory practices or a potential reluctance to acknowledge or address such issues within the community.

Furthermore, in terms of encouraging adolescent girls to participate in leisure activities, the respondent affirmed their support for girls engaging in their favorite activities, including sports, to enhance their skills. This indicates a proactive approach towards promoting gender-inclusive participation in various activities, fostering a more inclusive and equitable community environment. Overall, while acknowledging past challenges, the interview reflects a positive stance towards addressing GBD issues and promoting gender equality within the community.

### 15.4 EARLY MARRIAGE

In the discussion about early marriage, the frontline worker revealed that in their community, girls typically get married at the age of 18, while boys marry around 21 years old. Interestingly, this aligns with the legal age of marriage for girls (18 years) and boys (21 years). They noted a positive trend where girls are not married off before the legal age, attributing this change to increased awareness and education among the people. Moreover, the respondent highlighted the shift towards girls choosing their own partners, indicating a departure from traditional practices where parents made such decisions.

The complexities of early marriage were discussed, particularly regarding the challenges faced by girls, such as early motherhood and increased family burdens. Boys may encounter responsibilities at a young age, impacting their economic conditions. However, the respondent emphasized the importance of adhering to the legal age for marriage to ensure the physical and mental well-being of adolescents. This reflects a broader understanding of the detrimental effects of early marriage on individuals' development and overall community well-being.

Regarding dowry, the frontline worker mentioned that it is not prevalent in their village, signaling a positive shift away from this harmful practice. This reflects changing attitudes towards gender equality



and highlights a rejection of traditional gender norms that may have perpetuated such practices in the past. Overall, the interview paints a picture of evolving attitudes towards marriage, gender roles, and harmful practices like dowry, driven by increased awareness, education, and a commitment to gender equality and individual well-being within the community.

### 15.5 RELATED TO BREAKTHROUGH PROGRAM/INTERVENTION

The interview with the frontline worker provides valuable insights into the interventions and programs conducted by Breakthrough in the community. She mentioned that the Breakthrough team focused on addressing gender-based discrimination, emphasizing the importance of equality between boys and girls. This highlights Breakthrough's commitment to promoting gender equality and empowering adolescents, especially females, within the community.

She further expressed a positive perception of Breakthrough's efforts, noting that the programs were informative and beneficial. They did not identify any significant challenges or obstacles encountered while working with Breakthrough, indicating the effectiveness of their interventions. Moreover, she highlighted the importance of working directly with adolescents to empower them, fostering self-dependence and responsibility.

Regarding training received from Breakthrough on adolescent empowerment, the FLW acknowledged its usefulness and recalled key components focusing on gender-based discrimination. However, they were not aware if adolescents were taught about gender-based discrimination in the Taaron ki Toli (TKT) sessions. This suggests a potential area for improvement in communication or coordination between Breakthrough and the frontline workers to ensure comprehensive coverage of relevant topics in adolescent empowerment programs. Overall, the interview reflects a positive perception of Breakthrough's interventions and highlights the importance of ongoing efforts to empower adolescents and promote gender equality in the community.



## CHAPTER 16 – CONCLUSION AND RECOMMENDATION

The evaluation of the Adolescent Empowerment Programme in Haryana unveils both successes and challenges in promoting holistic development and empowerment among adolescents. The findings highlight the program's transformative impact on adolescents, their families, and communities, evidenced by shifts in attitudes towards education, gender roles, and communication dynamics within households and schools. From increased awareness of health and nutrition to enhanced confidence and life skills among adolescents, the program has catalyzed positive change across various domains. However, persistent challenges such as gender-based discrimination, educational disparities, and early marriage practices underscore the need for continued efforts and targeted interventions to ensure comprehensive empowerment and social change.

One key takeaway from the evaluation is the pivotal role of communication channels, community engagement, and parental involvement in fostering supportive environments for adolescent growth and well-being. Strengthening these aspects can amplify the program's impact by facilitating open dialogue, promoting awareness, and garnering community support for initiatives aimed at addressing gender disparities and empowering adolescents. Moreover, initiatives should focus on enhancing parental awareness and involvement, particularly regarding issues such as menstrual health management and gender-based violence, to ensure comprehensive support systems for adolescents.

In light of the findings related to gender-based violence (GBV) among adolescents, urgent action is needed to address the concerning trends in emotional abuse, threats of physical harm, and verbal harassment. Strengthening support systems and access to resources for adolescents facing GBV is paramount, with a particular emphasis on leveraging existing communication channels, such as parent-teacher meetings and community forums, to raise awareness and facilitate early intervention. Additionally, targeted educational initiatives and capacity-building programs for teachers, frontline workers, and parents can enhance their ability to recognize and respond effectively to instances of GBV.

Furthermore, addressing educational disparities and career pathways for adolescents requires tailored interventions that take into account district-wise variations and age-specific needs. Efforts should focus on expanding access to higher education opportunities, promoting skill development, and providing career guidance and mentorship programs tailored to the diverse aspirations of adolescents. Collaborative partnerships between schools, community organizations, and government agencies can facilitate the implementation of comprehensive educational empowerment initiatives that address barriers to access and promote equitable opportunities for all adolescents.

In conclusion, while the Adolescent Empowerment Programme in Haryana has made significant strides in promoting empowerment and social change among adolescents, continued efforts are needed to address persistent challenges and ensure comprehensive support for adolescent development. By prioritizing communication, community engagement, and targeted interventions, stakeholders can work together to create a more inclusive and empowering environment where all adolescents have the opportunity to thrive and realize their full potential.

**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. **Comprehensive Gender Sensitization Training:** Implement comprehensive gender sensitization training programs for teachers, frontline workers, parents, and community members to challenge stereotypes, promote gender equality, and foster inclusive attitudes and behaviors within educational settings and communities. These training programs should focus on addressing deep-rooted biases, promoting positive communication, and equipping stakeholders with the knowledge and skills needed to create supportive environments for adolescent development.
2. **Strengthening Support Systems for Gender-Based Violence:** Develop and strengthen support systems for adolescents facing gender-based violence (GBV), including robust reporting mechanisms, access to counseling services, and awareness-raising campaigns to empower adolescents to recognize and respond to instances of GBV. Collaborate with local authorities, law enforcement agencies, and NGOs to ensure timely and effective responses to cases of GBV and promote a culture of zero tolerance towards violence.
3. **Tailored Educational and Career Guidance:** Tailor educational and career guidance programs to address district-wise variations and age-specific needs, providing adolescents with access to comprehensive information, skill development opportunities, and mentorship programs aligned with their aspirations and interests. Engage with local industries, vocational training institutes, and higher education institutions to provide hands-on learning experiences and apprenticeship opportunities that prepare adolescents for diverse career pathways.
4. **Promoting Parental Engagement and Awareness:** Develop targeted initiatives to promote parental engagement and awareness on critical issues such as menstrual health management, gender equality, and adolescent rights. Organize workshops, information sessions, and community forums to provide parents with the knowledge, skills, and resources needed to support their adolescent children's physical, emotional, and educational well-being.
5. **Enhancing Access to Health Information and Services:** Expand access to health information and services for adolescents, including awareness-raising campaigns on topics such as nutrition, reproductive health, and hygiene. Strengthen partnerships with healthcare providers, NGOs, and community-based organizations to deliver comprehensive health education and facilitate access to essential health services, particularly in remote and underserved areas.
6. **Continuous Monitoring and Evaluation:** Implement a robust monitoring and evaluation framework to continuously assess the program's impact, identify areas for improvement, and track progress towards key outcomes and indicators. Collect feedback from adolescents, parents, teachers, and other stakeholders through regular surveys, focus group discussions, and participatory evaluations to inform programmatic decisions and ensure responsiveness to evolving needs and challenges.

By implementing these recommendations, stakeholders can work collaboratively to strengthen the Adolescent Empowerment Programme in Haryana and create an enabling environment where all adolescents have the opportunity to thrive, realize their full potential, and contribute positively to their communities and society at large. 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.