Appendix 1

INFORMED CONSENT FORMS

Appendix 1a

INFORMED CONSENT FROM THE PARENTS OF THE PARTICIPANT GIRLS

Dear Parent,

I, Ms Preethy Wilson am a research scholar of the School of Gandhian Thought and Development Studies, M G University, Kottayam. I am doing a study titled ‘Adolescent Development Education Programme for Anganwadi Centres’. As part of this project I would like to conduct a training programme for the selected adolescent girls in the Pambady ICDS project area.

The focus of the training is the overall development of the personality of the child, with the following broad areas i.e imparting healthy living skills, giving knowledge on adolescent growth and development, improving their self awareness and enhancing their interpersonal relationships. The training is for a period of 3 days consecutively starting from………to ……….This training will be conducted at ………of your panchayath. Timing of the programme will be from 9am to 5 pm. Lunch and light refreshments will be provided to all the participants.

Participants need to attend all the three day sessions and they need to participate in an evaluation which will have to be done at the beginning and at the end of the training. The participation is voluntary. I assure you that the participation of your child would be highly beneficial to her. Kindly give your consent to your child attend the programme.

Thanking you
Preethy Wilson

I, Mr/Mrs ……………..consent for my daughter Kumari………………. to participate in the training programme.

Signature
Name
Appendix 1b

INFORMED CONSENT FORM FOR THE ANGANWADI WORKERS/ SUPERVISORS/ PROJECT OFFICERS.

Dear colleague,

I, Ms Preethy Wilson am a project officer under the ICDS scheme. Currently I am doing a research study titled ‘Adolescent Development Education Programme for Anganwadi Centres’ in the School of Gandhian Thought and Development Studies, M G University, Kottayam.

As part of this project, I would like to take your opinion on the implementation of the adolescent girls’ scheme. I would also like to get your opinion about developing a training programme on adolescent development for the use of anganwadi functionaries.

Your participation in the study is highly appreciated. Your participation is voluntary and you can withdraw from the study at any point. Information shared by you will be kept confidential. Data obtained from you will be used for research purpose only. Please be honest and accurate in your response.

Thanking you

MS Preethy Wilson.

I, Ms …………….(name & designation)consent to participate in the study titled ‘Adolescent Development Education Programme for Anganwadi Centres’. The details and the purpose of the study has been explained to me

Signature
Name
Designation
Appendix 1c

CONSENT FROM THE PARTICIPANT GIRLS

Dear friend,

I, Ms Preethy Wilson am a research scholar of the School of Gandhian Thought and Development Studies, M G University, Kottayam. I am doing a study titled ‘Adolescent Development Education Programme for Anganwadi Centres’

As part of this project I would like to conduct a training programme for the selected adolescent girls in the Pampady ICDS project area. Focus of the training is on the over all development of the personality of the participant. The training is for a period of 3 days consecutively starting from..........to ........This training will be conducted at ........of your panchayath. Timing of the programme will be from 9am to 5 pm. Lunch and light refreshments will be provided to all the participants.

Participants need to attend all three days sessions and they need to participate in an evaluation (using a set of questions) which will have to be done at the beginning and at the end of the training .The participation is voluntary and you can withdraw from the study at any point. Information shared by you will be kept confidential. Data obtained from you will be used for research purpose only. Your participation in the study is highly appreciated. Thanking you

MS Preethy Wilson.

I. Kumari ............(name)consent to participate in the study titled ‘Adolescent Development Education Programme for Anganwadi Centres’. The details and the purpose of the study has been explained to me

Signature
Name

Signature
Name
Designation
APPENDIX 2
TOOLS OF DATA COLLECTION

2a. QUESTIONNAIRE FOR THE ANGANWADI WORKERS

(Kindly go through the below given statements. Answer the questions that are relevant to you. Put tick mark wherever answer options are available. Any information given by you will be kept confidential. Kindly be at most genuine and specific in your response.)

1) Name
2) Age
3) Education.
4) No of years of experience in ICDS.
5) Your opinion about the current level of functioning of the AG clubs
   a) Good  b) Average  c) Poor
6) Average age of the Adolescents girls who actively participate in the club?
   a) 11-13 years  b) 14-16 years  c) 17-19 years.
7) Total number of adolescents enrolled in your anganwadi?
8) Total number of adolescents who regularly attend the programmes?
9) If there is any difference between the number of adolescents who are enrolled and those who are attending, give reasons for the same?
10) At what interval does the Ag club meetings are held at your centre?
    a) fortnightly  b) once in a month  c) once in two months  d) any other interval (please specify………………………)
11) Do the beneficiaries show interest to participate in club activities.
    a) Yes  b) No
12) In your understanding what are the major problems that the adolescents face today?
13) When did you receive your job training?

14) Have you got any training on the topic adolescence, if yes please specify………

15) Who conducts the education sessions for the AGs at your anganwadi? Please tick mark the options that apply to your centre
   a) worker herself  b) supervisors  c) Health department staff  d) others (specify…………………)

16) What are your suggestions to improve training activities of AG clubs

17) Do you need any further training on the topic adolescence, if yes specify the areas in which you need training?

18) Kindly give your suggestions to improve the AG club functioning.
2b. INTERVIEW GUIDE FOR THE SUPERVISORS AND PROJECT OFFICERS

1) Name

2) Age

3) Education

4) No of years of experience in ICDS.

5) Your opinion about the current level of functioning of the AG clubs
   a) Good  b) Average  c) Poor

6) If poor, give reasons for the same?

7) Average no of adolescent girls club activities that you participate in a month

8) No of adolescent club meetings attended by you in this year {from Jan 2008 to August 2008}

9) No of NHED sessions for which you were the resource person in this year.

10) Topics covered by you in those sessions.

11) Were you confident enough to handle the session for adolescent club members

12) Who took class for those sessions in which you were observer?
13) Have you got any training in the topic ‘Adolescent Development’ If yes, please specify
   a) Duration of training
   b) Nature of training(in service/others)
   c) Agency which conducted the training
   d) Content

14) Do you believe that capacity building of the ICDS functionaries would improve the quality of NHED sessions?
   a)yes                b)No

15) If yes who should receive training
    a)Workers       b)Supervisors

16) Please give your suggestions about the content of a training package for adolescent education at the anganwadi level.

17) Your suggestions for improving NHED activities of AG clubs

18) Kindly give your suggestions to improve the AG club functioning.
2c. QUESTIONNAIRE PREPARED TO CHECK THE UTILITY OF THE TRAINING PROGRAMME

I SOCIO-DEMOGRAPHIC PROFILE
(Please go through the statements that are given below. Answer those questions that are relevant to you either by writing or putting a tick mark as appropriate. Please be as accurate as possible in your response.)

1. Name
2. Age
3. Class in which you are studying
4. Religion
   a) Hindu   b) Christian   c) Muslim   d) Others
5. How good are you in your studies
   a) Very good (marks > 80%)   b) Good (marks 60-70%)
   c) Average (marks 40-50%)   d) Poor (marks 30-40%)
   e) Very poor (marks < 30%)
6. Monthly income of your family
   a) Rs 1000-3000   b) Rs 3001-5000   c) Rs 5001-10000   d) Rs > 10000
7. Educational qualification of your father
   a) Less than 7th std   b) 8-10th std   c) Pre degree-degree
   d) Post graduation/technical qualification
8. Occupation of your father
   a) Daily wage earner b) Government employee/professional
   c) Business   d) Agriculture
9. Educational qualification of your mother
   a) Less than 7th std      b) 8-10th std            c) Pre degree-degree
   d) Post graduation/technical qualification

10. Occupation of your mother
    a) Daily wage earner    b) Government employee/professional
    c) Business               d) House wife

11. Have you attended any training programmes for adolescents before?
    a) Yes                           b) No
    If yes, please give details

Here are some questions on healthy living. Please go through these questions and put a tick mark on any one answer that you think is right. These not an examination questions. Try to answer all the questions using the best of your information

12. Which among the following is rich in fibre
    a. Milk and milk products
    b. Fruits and Vegetables
    c. Fish and meat
    d. Egg

13. Cereals like wheat ,rice etc are the major source of which of the following-
    a. Carbohydrate
    b. Fat
    c. Minerals
    d. Vitamins

14. While cooking vegetables which among the following is a good practice that would preserve its quality
    a. Cooking if for longer time
    b. Using excess water for cooking
    c. Keep the pan open while cooking
    d. Wash the vegetables before cutting it in to small pieces
15. Advantages of eating fibre rich diet
   a. Reduces excessive weight gain
   b. Helps in digestion
   c. Prevents diseases of the stomach
   d. All the above

16. Pulses contain .............in large quantity
   a. Carbohydrates
   b. Fat
   c. Minerals
   d. Protein

17. Daily dietary requirement of a person depend on ...............
   a. His/Her Age
   b. His/her work pattern
   c. His/her physical condition
   d. All the above

18. What is a balance diet?
   a. Food that is rich in protein content
   b. Food that is rich in fat and minerals
   c. Food that is rich in vitamins
   d. Food that provides the required nutrients in adequate quantity.

19. Which is a wrong method of cooking while preparing pulses
   e. Using sprouted grains
   a. Using pulses and cereals together
   b. Adding Soda bicarb for cooking
   c. All the above.

20. Pregnant and Lactating mother’s should include ........... in their diet.
   a. Sweet and Sour food items
   b. Meat
   c. Pulses, green leafy vegetables and fruits
   d. Food that contain more fat

21. Most common lifestyle diseases in our country.
   a. Measles
   b. Poliomyelitis
   c. Diabetics
   d. Tuberculosis

22. To prevent lifestyle diseases one has to
   a. Take immunisation
   b. Take medicines
   c. Take more rest
   d. Practice regular exercise and good diet.
23. Which among these are the major sources of energy.
   a. Food that contains carbohydrates
   b. Food that is rich in protein
   c. Food that is rich in vitamins
   d. Food that is rich in minerals

24. Which among the following is an unhealthy food
   a. Sprouted pulses
   b. Fried food
   c. Raw vegetables
   d. Meat

25. Which among the following is not a lifestyle disease
   a. Diabetes
   b. Hypertension
   c. Obesity
   d. Chicken pox.

26. Which among the following is the richest source of vitamin C
   a. Amla
   b. Orange
   c. Lemon
   d. Guava

27. Including more vegetables and fruits in the diet helps in
   I. Preventing over weight
   II. Prevent early aging
   III. Maintaining beauty
   IV. Gives nutrients for growth and development
   
   a) I&II  b) I&III  c) III&IV  d) All the above

28. Unhealthy dietary practices at adolescence will
   a. Affect normal weight and height gain
   b. Increase chances of illness
   c. Decrease life expectancy
   d. All the above

29. Adolescent girls should include ...........in their diet
   a. Iron
   b. Calcium
   c. Vitamin A
   d. Vitamin D
30. Idily is a healthy food because
   a. It is a breakfast food.
   b. It is good to taste
   c. It is a mix of cereals and pulses.
   d. It is liked by all.

31. Most of the ready to eat packed food items are
   a. Healthy as it is liked by all
   b. Unhealthy as it may contain preservatives
   c. Healthy as they are tasty
   d. Good because it reduces our work load.

(Here are some questions related the growth process during adolescence. Please go through these questions and put a tick mark on any one answer that you think is right. This not an examination question. Try to answer all the questions using the best of your information)

32. Which of the following is correct regarding the onset of puberty
   a. At the same age among boys and girls
   b. Earlier among girls than boys
   c. Earlier among boys than girls
   d. Later in girls of rich families

33. Puberty in the male is not marked by which of the following
   a. Change of voice
   b. Growth of pubic hair
   c. Growth of moustache
   d. Onset of menstruation

34. Because the skin secretes too much oil, which of the following condition may an adolescent develop?
   a. Greasy hand
   b. Oily hair
   c. Pimples on the face
   d. Rough skin

35. Which of the following best describes the reason for acne in adolescents?
   a. They don’t wash their face well
   b. They eat too much chocolate and fries
   c. There are hormonal changes associated with puberty
   d. They have inherited it from their parents
36. Which of these changes does not occur in boys during puberty?
   a. Shoulders become broader
   b. Voice gets deeper
   c. Testicles and penis grow larger
   d. Eyes change colour

37. Which of these changes does not occur in girls during puberty?
   a. Hip become wider
   b. Hair growth in private parts
   c. Menstruation begins
   d. Voice change

38. Which of the following is not a part of reproductive system in males
   a. prostate gland
   b. testicles
   c. seminal vesicles
   d. scrotum

39. How many ovaries and fallopian tubes are there in a female body
   a. Two ovaries and two fallopian tubes
   b. Two ovaries and one fallopian tubes
   c. Two ovaries and four fallopian tubes
   d. four ovaries and two fallopian tubes

40. How often is an egg released from a woman’s ovaries
   a. Once a month
   b. Once a week
   c. Once a fortnight
   d. Once in six months

41. Where does the sperm and the ovum unite
   a. In the ovaries
   b. In the fallopian tube
   c. In the uterus
   d. In the vagina

42. The human baby takes how much time to mature in the mother's womb
   a. Nine months seven days
   b. Nine months 25 days
   c. Eight months
   d. Eight months 12 days
(Read the following statements and indicate whether it is true or false by putting a tick on the appropriate option.)

43. Menstrual blood is impure
   a) True                       b) False

44. Female partner determines the sex of the baby
   a) True                       b) False

45. It is fairly easy to find out the ovulation days of a woman whose menstrual cycle is regular.
   a) True                       b) False.

46. A girl cannot become pregnant if she has intercourse once or occasionally.
   a) True                       b) False

47. A girl will not get pregnant if she has not attained menarche
   a) True                       b) False

48. A girl cannot get pregnant if she is below 12 years of age
   a) True                       b) False

49. A girl cannot get pregnant if she cleans her vagina after intercourse
   a) True                       b) False

50. A girl is not a virgin if the hymen is broken
    a) True                       b) False

51. It is quite normal if one does not have periods for 2-3 months immediately following menarche.
    a) True                       b) False
(Here are some statements for you to evaluate your self and your relationships in life. Please read each of these statements carefully and put a tick mark on any one response that you think is right. For each statement there are four response options as under)

a) Strongly agree  
b) Agree  
c) Disagree  
d) Strongly disagree

There are no right or wrong answers. The answer that holds true in your case would be the appropriate response. Please be as honest as possible in your response).

52. If you believe that the advice given by your parents are for your own good, you won’t find it difficult to follow them  
a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

53. There is nothing wrong in accepting gifts from strangers.  
a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

54. Parents often criticise their adolescent children.  
a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

55. A person who asks you to do strange things in secrecy can be trusted  
a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

56. Parents do not show enough patience to listen to their adolescent children  
a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

57. There is nothing wrong in talking to a stranger over the phone for a long time.  
a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

58. Parents often impose their decisions on children  
a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

59. Good friends are the ones who always say yes to everything irrespective of whether one is right or wrong  
a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree
60. Orthodox views of parents are the main reason for their conflict with the adolescent children.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

61. It is a real waste spending time with friends
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

62. Parents often fail to understand their adolescent children.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

63. Parents are the best and the most trusted guides in an adolescent’s life
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

64. Parents often impose unnecessary restraints on their adolescent children
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

65. An adolescent need not discuss his/her problems with parents
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

66. Parents’ interference with the day to day affairs of their adolescent children is unnecessary
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

67. Abuse attempts will be made by strangers only.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

68. Girls of good character would avoid friendship with those of the opposite gender
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

69. It is better to take abuse silently than reacting in such situations
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

70. I feel confused when I think about my future.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

71. I know that I am capable and efficient as any other person
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree
72. I have an accurate idea about my mental and physical capabilities.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

73. All in all I am inclined to feel that I am a failure
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

74. I am aware of my positives and good qualities
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

75. I feel that I do not have much to be proud of
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

76. I have a clear vision of what I want in life
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

77. I am aware that some of my behaviour patterns are unproductive
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

78. On the whole I am satisfied with myself
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

79. When people criticise me, I do not feel bad because I am aware of my shortcomings
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

80. I wish I could have more respect to myself
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

81. I have clear plans about my future
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

82. I often plan things, as I am clear about my goals
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

83. I need to learn to prioritise my wants.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

84. As I know my limitations, I don’t feel bad if I can’t get away with what I want.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree
85. I feel proud of being a girl.
   a)Strongly agree  b)Agree  c)Disagree    d)Strongly disagree

86. I think boys are more capable when compared to girls.
   a)Strongly agree  b)Agree  c)Disagree    d)Strongly disagree

87. In my opinion girls who question the social norms are arrogant.
   a)Strongly agree  b)Agree  c)Disagree    d)Strongly disagree

88. Women deserve respect on an equal basis with Men
   a)Strongly agree  b)Agree  c)Disagree    d)Strongly disagree

89. I feel let down when I think about my womanhood.
   a)Strongly agree  b)Agree  c)Disagree    d)Strongly disagree

90. I have a definite goal in life
    a)Strongly agree  b)Agree  c)Disagree    d)Strongly disagree
2.d. PROCESS EVALUATION QUESTIONNAIRE FOR THE MASTER TRAINERS

(At the end of each session (activity) the trainers may please fill in the following details)

1. Name of the session
2. Name of the trainer
3. Panchayath in which training was done
4. How good was the hand out given to you? (From among the five answer options (very much,……not at all) please tick any one option that you think is appropriate, for each of the areas discussed in a, b and c

<table>
<thead>
<tr>
<th></th>
<th>Very much</th>
<th>somewhat</th>
<th>Partly</th>
<th>Very little</th>
<th>Not at all</th>
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<tbody>
<tr>
<td>a)</td>
<td>Practical</td>
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<td>b)</td>
<td>Age</td>
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<td>c)</td>
<td>Time slot</td>
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5. How satisfied are you with the session that you conducted? (From among the five answer options (very much,……not at all), please tick any one option that you think is appropriate, for each of the areas discussed in a, b and c.)

<table>
<thead>
<tr>
<th></th>
<th>Very much</th>
<th>somewhat</th>
<th>Partly</th>
<th>Very little</th>
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<tbody>
<tr>
<td>a)</td>
<td>In terms of completion of the session</td>
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<td>b)</td>
<td>In terms of your own satisfaction level</td>
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<tr>
<td>c)</td>
<td>In terms of the interest shown by the participants</td>
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</table>
6. How useful was the session for you as a trainer?

7. Did you find any difficulty in handling the session?

8. Please give your suggestions to improve the training package?
2. e PROCESS EVALUATION QUESTIONNAIRE FOR THE PARTICIPANT ADOLESCENTS

(At the end of each module the participants may please fill in the below given details)

1. Name of the session
2. Name of the participant
3. Age of the participant
4. Panchayath in which training is conducted
5. Among the various activities which one you liked most?

6. Which was the most difficult activity for you?

7. Did you find the sessions useful? If yes, please explain in what way?

8. Do you have any suggestions to improve any of the sessions?
   if yes please detail
APPENDIX -3
INTERVENTION MODULE

ADOLESCENT DEVELOPMENT EDUCATION MODULE
PREPARED FOR USE OF ANGANWADI CENTERS IN KERALA

This is a programme guide for the anganwadi workers while taking education sessions for the adolescent girls at the anganwadi centers. Anganwadi workers who intend to use this module need to be thorough with the content and the methodology used in the module and she needs to be creative and imaginative. Different parts of the module are designed to help the adolescent girls to build self awareness, self confidence, knowledge and skill to empower them to shape their own lives. Here are some instructions for the trainers

- **TRAINERS NEED TO BE A FACILITATOR NOT A TEACHER**

- Being a facilitator one need to take up the role of a nurturer, an advocate for change and a role model.

- A facilitator needs to participate on an equal basis with the girls, sharing own experiences, perceptions and concerns. Facilitators need to examine their own value system.

- Make eye to eye contact with every one in the group. Focus your attention on all the girls –don’t favour some over the others.

- Move around the room as you speak, be confident and lively in your presentation.

- React to the girls by showing gestures that you are carefully listening to them (this can be either by nodding, smiling etc).

- Prepare well before you take a session. Understand the theme in discussion which is given in the objective (which is given in the beginning of the activity.). Since the module has followed a non conventional methodology (which is more experiential) using role play, discussion, games, activities and reflections etc, try to find the link with the activity and the theme.
• Frame your questions to encourage candid responses and open questions.

• Use open ended questions such as why? How?....

• You may ask others to give their opinion about a statement made by one of the participants.

• Encourage girls to talk more than you or other trainers (if present) in the group.

• Encourage girls to answer each others questions and in that way they would participate more.

• Ask girls to paraphrase certain facts to make sure that they understand it correctly. You also may have to paraphrase certain important points raised by the girls to clarify the issue or to reinforce the concept.

• Regularly summarise the discussion. Ask the girls if they disagree with anything stated and help them to draw conclusions.

• Always ask the girls for feedback at the end of the activity to make sure that they understood the theme in discussion.

• Remember that this teaching methodology is to help the girls to get involved in activities that help them to reflect or analyze their experiences, motivate them to analyze and change their behavior, promote participation in the learning process, and which is ultimately based on the relationships of respect between you as a facilitator and the girls.

• Make sure that all the materials are available to conduct the session before you start(list of required material is given in the beginning of each activity)

• Arrange the room before hand. Seating arrangements can be in semicircle or circular form.

• Avoid criticizing, lecturing ,advising, moralizing, rushing to finish, showing anxiety in front of students while discussing certain issues like conception, menstruation etc.

• Time required to complete the activity need not be strictly adhered to, if you are planning a single session at a time.
Module-I
Self awareness

Objectives:-
1. Help learner to identify own strengths
2. Help them to understand the importance of having a goal in life and also to identify their personal goals.
3. Help learner to differentiate between ones needs and wants and prioritise them based on one's values.
4. Help them to develop a positive perception and feeling about gender

Activity I
“‘I’d like to introduce my self’”

Objectives:-
1. Help learner to identify own strengths and weaknesses and also to develop a positive self image
2. Create an opportunity to introduce oneself and to know other members in the group.
3. Learn to be supportive & help them to appreciate the good qualities of the others.
4. Understand others’ perception of them.

Materials required:-
1. Separate sheets of paper for each participant.
2. Pencil / Pen
3. Black board/Chalk

Time required :- 45 minutes(may vary according to the size of the group)
Procedure:-

1. Give each person a sheet of paper and ask them to write on top ‘I love myself because… (make them write 5 of their good qualities).
2. Ask them to write their three negative qualities.
3. Ask them to use the English letter “I” to show some quality of theirs.(Eg: drawing a butter fly with its body as small letter “i”, This could mean that the person is very energetic and active like a butterfly).
4. Ask each of the participants to introduce themselves for others in the group by using the following. First let them tell their name, age and class in which they are studying. Then make them draw their “I” picture and explain the meaning for others .Ask the learners to say ‘I love my self’ and say the 5 good qualities they identified in them.
5. They can also share their weaknesses
6. Any one in the group if they know the person, ask them to tell one or two good qualities that they have found in her.
7. Once every one has had their turn ask them
   - Was it easy or difficult to think about a quality that they are proud of? Why?
   - Many of us think that talking about our good qualities is boastful. What do you think? Why?
   - Why is it important to identify our good qualities?

On completion of the above discussion the facilitator can give the participants a briefing about the purpose and schedule of the programme. A code of conduct which shall be followed through out the programme sessions can be discussed with the participants and listed on a chart paper(E.g: keep timing, when one person is talking none of the others sould interrupt etc....) This list should be pasted on the wall for easy reference of all till the programme ends. Since these are the rules agreed by all, it will facilitate easy conduction of the sessions in future. Those who violate these rules sould get small punishments which would be decided by other participants.
Activity – II.

My Value - I Want, I Need.

Objectives:–

1. Help learner to differentiate between needs and wants
2. Help learner examine the relationship between values and behavior, wants & needs.
3. Develop a value system that would help them to give their wants and needs a higher dimension.

Materials required:

1. Paper & pens for individual participant
2. Black board, chalk.

Time required: 45 minutes

Procedure:

1. Write word ‘want’ & Need on black board. Ask them to explain the difference between these two, ask them to give some random examples of what they think as their needs & things they think are wants.

2. Explain that need is something that we must have. Wants on the other hand are our desires. What we require to feel comfortable, to make our life easy (Eg: School uniform is a need where as desire to have a new party dress when we already have one is a want). It is the value system of the person that helps him/her to decide whether one’s desire for something should be put in the need or in the want category. Those who can control their wants can have a more satisfying life. Make it clear that most needs are actually wants. We are the ones to decide and with our decision we can make a need into a want & vice versa

3. Let each one now make a list of 5 needs and 5 wants.

   ➢ Ask some of the group members to share what they have included in their list for the whole group.

   ➢ Help them to identify the distinction between want & need and how to put some of their desires and demands in a better perspective to improve the quality of life.
Things to be discussed:

1. Facilitators can help the children identify how our needs and wants are related to our behavior.

2. What did the participants learn about their personal needs & wants?

3. Which provides us a higher quality of life needs or wants? Whom do you think would be a wise person, the one who walk around with too many unsatisfied wants or the one who is aware of her limitations and is satisfied with what she has?

Facilitators notes:-

- All of us should have certain values in life.
- Our valves are what we think are right.
- Out valves decide our behaviour and attitude.
- We have to be clear about what we need or want in life.
- Be aware of our capacities and limitations when we decide what we want or need.
- Try to use your demands & desires toward a better perspective to enjoy life fully.
- Having unrealistically high wants can make life disappointing.

Activity III

“Having a goal in life”

Objectives: (1) Identify characteristics of a goal, (2) Develop personal goals, (3) Develop some amount of self awareness.

Materials Required: Black board/Chalk, paper and pen for individual participants.

Time: 45 Minutes

Procedure:

1. Ask them what a goal is? what makes a good goal? (elicit as many responses as possible).
Give them the following examples and ask them to identify an ‘attainable good goal’ for themselves and also ask them why they think so

“I want to be a good girl”(what is the meaning of good not clear)

“I want to move to a bigger house”(Not realistic when one is a student)

“I want to complete my education”(not clear as to what level)

“I want to have a degree”(Not time bound)

“I want to pass my final exams with ‘A grade’ in all the subjects”(good goal).

2. After eliciting response from all the participants explain that we are more likely to achieve a goal if it is specific, an improvement, something we are willing to work towards, realistic, achievable and time bound. This might mean setting a series of smaller goals that help us make progress towards achieving a larger goal. Now get back to the examples once again and ask them whether they can pick the ‘good goal’ from among them.(Why a statement is not considered as a good goal is given in a bracket at the end of it.)

3. Ask each of the participants to identify a goal they would like to achieve and write it on a paper. Give them 10 minutes to complete the task. At the end ask each one of them to state their goal for all the group members to hear. Ask them to state why they want to achieve that goal. Others in the group can be encouraged to comment on the goal (whether it is specific, achievable, realistic, etc.)

Things to be discussed:

1. At the end tell them why it is important to have a goal in life?
2. Look at each others goals to identify common interests?
3. Check with them if they have ever set goals before and how is it different from this goal?
4. Encourage the girls to think about and identify their life goals.
Activity –IV

Be proud to be a girl

Objectives:-

1. To help them to develop a positive perception and feeling about gender
2. Help them to identify and respond to exploitation and gender related violence and discrimination.

Materials required:

3. Paper & pens for individual participants
4. Black board, chalk / chart paper, sketch pen.

Time required: 60 minutes

Procedure:

1. Ask the participants to write the name of a woman whom they respect most? And what is the reason why they respect that person?
2. Divide them into groups of 5-6. Ask each group to discuss the gender related discrimination and violence against women that they have noticed in society?

   Make them to enact one such situation? (Give 10 minutes for discussion and 5 minutes for the presentation.

3. Once all the groups had their turn ask them to think how the ill-treated women in the given situation could have reacted to the unjust treatment towards her so that it does not happen again?
4. Once all the groups finish their presentation ask them to get back to their seats. Make them think about one instance in their life when they felt proud to be a girl and make them share their stories.

Things to be discussed

a) Whether the abused herself has any role in getting victimized?
b) As a girl what can you do to have a more respectful life in society?
c) How did the activity help you?
d) Ask the participants to share their information about those women who bravely faced violence in their life?
Module-II
Interpersonal Relations

Objectives: Help the Participants to

✓ To look at their own relationship network.
✓ Improve their relationship with their parents
✓ Improve their relationship with their peers
✓ Identify chances of exploitation, and learn how to tackle such situations.

Basic Information for facilitation:

• Adolescence is an age in which dramatic shift from being protected and dependent changes to become an independent individual.

• Peer group influence is very crucial in the adolescent age. It has the power to negatively and positively influence the attitude and behaviour of adolescents

• Development of a mutually trusting relationship between parents, peer groups and other mature adults are very essential for healthy development.

• A trusting relationship (which means love, support etc) with parents provide adolescents with necessary skills to handle other relationships.

• Adolescents may get into conflict with parent, the reason for which could be undue expectations from parents, unwillingness to negotiate with them on issues, boredom, rebelliousness, feeling isolated, lack of confidence, anger and helplessness are some of the common feelings that spark friction or conflict. Relationship with parents should be founded on a willingness to understand their strengths and weaknesses, acknowledge agreements in views, negotiate differences and be connected to them, in spite of the need to become independent.

• At this age it is quite natural to get attracted to members of the opposite sex. However girls need to learn to identify instances of deception and exploitation in such relationships. They also need to learn how to maintain healthy interpersonal relationship with members of the opposite sex.
Activity-V:
Support network analysis

Objective: Children are made to look at the various relationships they are involved with and their characteristics.

Materials required: paper and pen for individual participant, Black board and chalk

Time required: 45 minutes

Procedure:
1) Ask each of the participants to identify the names of those people who are most important in their lives. It may include parents, siblings, relatives, friends, teachers and neighbours.

2) Let them make a list of these people where in the person they like most is given serial number one and the one who comes next in the liking list would get second place and so on. From the list the member they like least would be placed at the last position. Remember not to place two members in one rank.

3) After this make them write answer to the following questions
   ✓ Whom will you approach when you feel sad?
   ✓ Whose opinion will you seek when you have some problem?
   ✓ Whom will you approach when you need some money or material assistance (e.g.: a new dress, a new pair of shoes)
   ✓ With whom will you share your secrets?
   ✓ Why you like that person, whom you placed first in the list, most? What behaviour of him/her you like most?
   ✓ Is there someone you dislike? What is the reason for that?

4) Ask the participants to tell the reasons they wrote for loving the person they like most? Let one volunteer list them on the board?

Similarly let them tell the reasons they wrote for not liking some one and make a separate list of that also.

Things to be discussed
1. How did you like the activity?
2. Has it helped you in any way, if so in what way?
3. What have you learned about good relationships?
4. Are you satisfied with your relationship network?
5. Can you change your own behaviour in some way to change your relationships?

**Activity-VI:**

**Blind fold game**

**Objective:** Help the participants to analyze their relationship with their parents

**Materials needed:** Long towel to tie the eyes for making a blind fold walk, 6-8 old new papers.

**Time required:** 60 minutes

**Procedure:**

1) Invite two participants to volunteer to come forward and do the activity where in the rest of the members observe. Small newspaper pieces are spread on the floor at various places.

2) Between the two members who volunteered to do the activity one person takes the blind persons role and the other one take the assistants role. The assistant will tie a ribbon/towel around the blind walkers eye. Assistant will lead the blind person around the room by giving her verbal instructions only. At no point the assistant is permitted to touch the blind person during the play. The facilitator would tell the blind person that the assistant would give her instructions and necessary help to negotiate the route while she walks blind folded across the room. It is also said that the assistant should make sure that no major harm happens to the blind folded person while playing as she is walking blind folded (This instruction should be given to the assistant in privacy).

3) Spread the sheets of news papers randomly across the room. They are asked to imagine that each of the paper that is spread on the floor represent a big pit. If the blind person happens to touch any of the papers while walking they will be considered as fallen in to the pit and hence will be thrown out of the play. At the end of the game roles can be interchanged or another pair can do the same game wherein others in the group observe. At the end invite the children to sit in a circle and share their feelings and experiences.

(If there is enough space to play this game outdoor, they may be asked to do the activity with the following modification. The assistant may be asked to
hold the blind persons hand and lead her instead of giving verbal instructions. Instruct the assistant to lead the blind person through difficult paths also, but at the same time it is the responsibility of the assistant to make sure that no injury happen to the blind person. This instruction is given to the assistant only which is done in secret).

**Things to be discussed:**

- ✔ Ask them to share their experiences. The blind person, the assistant and the observers can comment.
- ✔ How would you relate the game to your relationship with parents?
- ✔ What is the importance of trust in this game?

Ask each participant to write the answer to the following questions on a piece of paper.

- ✔ What are the areas in which we have difference of opinion with parents?
- ✔ Write two things you like about your parents?
- ✔ Write about things you would discuss with your parents and those you won't discuss and why?
- ✔ Write two things that you can do to improve your relationship with your parents?

At the end the facilitator collects all the papers and discusses the parent child relationship based on the responses in the paper.

**Basic information for the facilitators:**

- Parents are the best friends of adolescent children
- Bad friends and immature behaviour patterns of the adolescents may expose them to many risky situations.
- Parents’ interference in many matters may appear unwanted, however if adolescents can think that it is for their good, they can accept it without much difficulty
- Adolescents should be able to discuss things openly with their parents.
Activity VII
“Strengthening our friendship”

Objectives: Help them to evaluate one's own relationship with friends.

Materials: Black board/chalk, paper and pen to individual participant.

Time required: 45 minutes

Procedure:

1. Ask the participants to sit in a circle. Ask them to write the definition of a “friend” in the given piece of paper.

2. Let each of them think about two qualities they have as a good friend. In the given piece of paper let them write down these.

3. Explain that we give to our friends, and we also need to take from friends. Ask each girl to think about what she needs from a friend (let them write two qualities that they think are most important). Emphasize that friendship is a two-way process and needs to be reciprocal.

4. Make them write any one experience where in their friend hurt their feelings?

Once all finish answering the above questions ask them to share what they wrote. Ask one volunteer to list good and bad qualities of a friend as they relate. If more than one person has written about one of the qualities, write how many of them endorse it as good friend behavior. Once all of them have had their turn look at the list on the board and see which are the good qualities of a friend which are appreciated by all.

Also make them to tell the bad experiences that they have had from their friends. Make a list of these bad behavior on the other half of the blackboard as they say. This would help the participants to understand behavior that is not appreciated in a friendship.

Things to be discussed

✓ Did you find the activity useful? If so how?
✓ Do you think that you need to change any aspect of your behavior to improve your friendship
✓ What is your opinion about friendship with male members? Discuss the recent increase in exploitation and violence towards girls in such relationships? As a girl what they can do to prevent such incidents in their own life? (Stress how mobile phone and internet facilities are used by criminals to exploit innocent girls in the community)

**Facilitators Notes**

Stress the importance of making good friendships. It is equally important to select the right friend. If your friendships are leading you through the wrong path it is better not to have such relationships.

Certain do’s and don’ts in friendship.

✓ Never fail to fulfill your responsibilities irrespective of what the other person does.
✓ Do talk about the issues of disagreement, rather than keeping silent or avoiding the person.
✓ Respect others. Do not insult people
✓ Take less and give more. Show love and affection unconditionally
✓ Do not expect your friend to change. Think what you can change in yourself.
✓ Assume responsibility for your actions and stop blaming others.
✓ Trust others and allow them to trust you
✓ Involve others in your work and activities
✓ Look at the goodness of others. Criticize less.
✓ Understand the feelings of others and convey the same to them
✓ Share the resources with others
✓ Pardon others, acts of omission and commission.
Activity VIII  
How can I protect myself

Objective: Young people become aware of the different situations that they may get exposed to and how to protect themselves in such situations.

Materials required: paper slips with the following situations written on them.

Time required: 60 minutes

Procedure:
Divide them to groups of 3 or 4. Below given situations are written on a slip of paper and supply one each to the groups. Ask them to either enact or say how they would respond in such a situation.

1. You are alone in your house and a stranger comes and says that he is a distant relative. Should you allow him to get inside your house? (enact the dialogue between you two)

2. A salesman comes to your house. You are alone in your house. Should you open the door? (enact the dialogue between you two)

3. You have gone to visit your friend at her residence. Only her elder brother was at home. He informs you that your friend has gone out and will be coming soon. He asks you to wait inside the house. What would be your reaction? (enact the dialogue between you two)

4. It is getting dark. You are standing at a bus stop. A stranger approaches you saying that he knows your father well and he will drop you at your home. How will you react?

5. A relative makes you uncomfortable or makes advances towards you how would you tackle such a situation.

6. You are teased by one guy every day as you go to school. You are upset about it, but at the same time afraid to react. How will you seek help?

7. You are traveling in a train. A stranger befriends you and offers some drinks to you. Would you accept it?

8. A stranger got your mobile phone number by chance and that person started calling you. He talks very nicely. Would you continue talking with that person? If not why?
9. Someone tries to blackmail you after taking your photo in his/her mobile phone camera. What would you do?

10. You are staying in a hostel. Your room mate invited you to accompany her for a movie/a pleasure trip with her boy friends (whom you don’t know). How would you respond?

At the end of the exercise ask the groups to narrate the situation and enact or read out their responses one by one. Let the others in the group share their opinion about it.

**Facilitators note**

Facilitators can use the following tips to clarify the points raised in the discussion

- Never let an outsider gets in to your house, when you are alone at home. Many a times it is a person whom you know well or trust ,who takes advantage of the situation
- Remember no other person other than your parents or sibling have the right to show affection by intimate contact
- While traveling alone it is safe, not to disclose your personal identity to a stranger. Don’t accept any edible things from any stranger.
- Never blindly believe a stranger(man or woman)showing unnecessary interest in you like offering you gifts, inviting you to certain places, offering you some gifts or jobs at some other places.
- Don’t trust a person who asks you to do strange thing in secrecy, and without the knowledge of your parents
- You may encounter certain situations which you may never foresee, instead of sulking try to be bold at least outwardly and seek help from people.
- Learn to make good friends and have trusting and confiding relationships with parents or trusted adults (aunts, teachers)with whom you can share your problems.
- Never encourage long and secret mobile phone conversations with boy friends or strangers. Also don’t allow guys to take your photo on their mobile.
- Remember you are the guardian of your mind and body
Activity-IX

Boy girl relationship

Objective: To help the learners to understand the difference between friendship, romance, infatuation and love.

Materials Required: One sheet of paper with the following situation, small pieces of paper, Black board/chart paper, sketch pen/chalk.

Time required: 45 minutes

Procedure:

1) Divide the participants in to groups of 4-5 and ask them to select a leader for each group. Read out the below given story for them

Situation

Divya is a 14 year old ninth standard girl. She is talented in music and is very good at studies also. She often represents her school in district level music competitions. Once when she went for the competition, she had the opportunity to meet a boy by the name Anish who is studying in the 12th standard. She came to know that he is studying in a school which is near to her own school. They both start meeting each other while going and coming back from school. Mostly they talked about music, TV programmes etc. One day Anish gave a card to Divya in which he said that he liked her very much. Divya never told her parents or other family members about her relationship with Anish for fear of criticism from them. She was happy to get the card and whenever she sat to study her thoughts drifted to Anish.

2) Ask them to write on the small piece of paper “one word” that describes the relationship between Divya and Anish. Ask them to fold the paper and give it to the team leader. Make the team leaders to readout what is written on the paper. Make them to discuss the following questions in the group.

- How can we describe the relationship between Divya and Anish?
- Why is romance more common among teenagers?
- How can we recognize friendship, love or infatuation in us towards somebody else?
- How can we recognize friendship, love or infatuation of another person towards us?
- When would somebody say that the relationship between a boy and a girl is romantic?
What is your opinion about people committing suicide due to love/romance?

What is your opinion about a school going girl eloping with their romantic partner?

Let the leaders present what they discussed in the group. At the end facilitators can summarise the discussion.

Facilitators notes

Attraction towards the opposite sex is common during adolescence and every such relationship cannot be thought as love and long lasting. In the beginning itself the involved boy and the girl will know the nature of their relationship, but often they would refuse to accept it for fear of criticism. A boy or girl who is getting in to such relationships need to think about the consequences of it.

Basic information

A boy girl relationship can be any of the following

**Friendship:** it is important at all stages of our life. Friendship can be between either sexes. Usually people belonging to the same social status share their experiences, and feelings. Sharing and sacrifice are all part of good friendship. It is a relationship that is accepted by all. People often talk openly about friendships. There is no place for sexual thoughts in that relation.

**Infatuation:** here a young person likes and idolizes a person (who is from a higher social status-money, power, education, age) of the opposite sex. Often the other person may not reciprocate fully. (Eg: attraction towards film stars). May involve sexual thoughts also. Since the involved person thinks that he or she is in love with the other person they often feel happy. Those who get involved in it would start day dreaming, will be jealous, and possessive.

**Romance:** When one likes the person of the opposite sex and feels only positive things about that person, think rosy things about that person and day dreams. It is often associated with sexual thoughts. People involved in these relationships often fail to recognize the strengths and weaknesses of the other person and lack reality orientation.

**Love:** It can be between people of any age, no gender difference in it, they know the strengths and weaknesses of each other and is reality based. They share love unconditionally. No selfish or possessive thoughts involved. Allow the other person to grow as a person and gives freedom to get attached to others also.
Module – III

Healthy living

Objectives:-

(a) To make the adolescent understand the problems of faulty food habits.

(b) To make the adolescent understand the importance of adapting healthy food habits for healthy living.

(c) To discuss the importance of preventing lifestyle diseases.

Basic Information

- Food is essential for growth & development, provides energy for work & gives immunity as well.

- Basic nutrients are protein, carbohydrate, fat, water, fiber & essential nutrients (vitamins & minerals.)

- A balanced diet is one which contains all the above mentioned nutrients in adequate quantity.

- Lack of protein and carbohydrate in the diet would lead to tiredness, lack of energy for work and weight loss. Lack of essential vitamins & minerals would lead to deficiency disease like scurvy, night blindness etc. Lack of fiber would lead to constipation. Nutritional deficiency in pregnancy may cause birth of low weight baby, still birth or mental retardation in the new born etc. Hence pregnant women should include more protein, vitamins and minerals in their diet.

- Eating more will affect the health as much as eating less food. Poor eating can cause poor immune functioning where as over eating and sedentary habits would lead to lifestyle diseases like diabetes mellitus, hyper tension, obesity etc at an early age.

- For adolescents a balanced diet at regular intervals is important, because infrequent and inadequate food intake will cause poor blood circulation & the person will feel weak. Eating unhealthy food (i.e too much of oily food, fried food) etc also cause the same problem due to loss of appetite.
Eating irregularly starves the brain of adequate glucose & eating too much food after long hours of starvation again would cause excessive rush of sugar to the brain and result in drowsiness.

A student should eat healthy & balanced food at regular intervals. Since at this stage growth happens at a faster pace, adolescents need to include more protein and vitamins in their diet.

Nutritional requirements of a person are dependent on the age, sex, physical condition and body activity.

**Following is a list of common food items & its ingredients**

<table>
<thead>
<tr>
<th>Basic Nutrients</th>
<th>Functions</th>
<th>Food Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein</td>
<td>Repair and maintenance of body</td>
<td>Fish, meat, egg white, dal, milk, sprouted beans &amp; pulses, ground nut</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>Provide energy for work</td>
<td>Rice, wheat, pulses, potato, sugar.</td>
</tr>
<tr>
<td>Fat</td>
<td>High energy/high calorie</td>
<td>Meat, oil, butter, egg.</td>
</tr>
<tr>
<td>Vitamins &amp; Minerals</td>
<td>Gives Immunity</td>
<td>Milk, iodized salt, fruits, green vegetable, jaggery, egg.</td>
</tr>
<tr>
<td>Fiber</td>
<td>Roughage that helps in digestion</td>
<td>Whole grains( wheat, oats) unpolished rice, fruits, green leafy vegetables and root vegetables(carrot, potatoes), legumes(beans)</td>
</tr>
</tbody>
</table>
**Good and bad cooking practices**

<table>
<thead>
<tr>
<th>Good practice</th>
<th>Bad Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washing fruits and vegetables before eating/cutting</td>
<td>Washing fruits and vegetables after cutting</td>
</tr>
<tr>
<td>Sprouting</td>
<td>Using cooking soda for softening lentils</td>
</tr>
<tr>
<td>Using correct amount of water</td>
<td>Cooking without covering</td>
</tr>
<tr>
<td>Cutting vegetables in large pieces</td>
<td>Over cooking of vegetables</td>
</tr>
<tr>
<td>Reduced use of oil and spices</td>
<td>Deep frying and adding colouring agents</td>
</tr>
<tr>
<td>Mixing cereals and pulses</td>
<td>Reusing the excess cooking oil after first use.</td>
</tr>
</tbody>
</table>

- Pregnant and lactating women should include more leafy vegetables, pulses and milk in their diet.
- Never skip your break fast.
- Fiber rich food reduces cholesterol, and prevent constipation.
- Take plenty of pure water.
- Nutritive food for good growth & development.
- Iron rich food to combat anaemia
- Use iodized salt. Sea fish consumption prevents iodine deficiency.
- Small fish contain lot of calcium, & other nutrients.
- Amla is the richest source of vitamin c.
- Eat well during adolescence to gain height & weight.
- Eat plenty of green leafy vegetables to delay aging process.
- Eat vegetarian food for healthy living.
• Exercise is as important as good food for good health. Develop the habit of daily exercise like walking, dancing, sports or household work

• Get involved in house work for better physical and mental health

Activity :X

Wrong Food Habits

Objective:-

(1) To help the adolescents understand the problems of faulty food habits.

Materials required:-

(1). Black board & chalk or chart paper and marker pen
(2). Small sheets of paper & pen for each group.

Time required: 60 minutes.

Procedure

Divide the children into three groups. Ask them to select a leader for the group and also give a name to the group. Give the below given situation (one each) to each group. Ask them to read the story and discuss the issues raised along with it.

Situations: 1

Ani is a 15 year old 10th standard girl. She is very choosy about her food. She is very fond of meat, fried fish and chips. She hates vegetables. Very rarely eats fruits. Her mother never insists on giving her vegetables, as she thinks that anyway she eats meat and that is healthier than vegetables. Ani’s mother often reuses the oil that she use for frying. Ani gets some pocket money from her father which she uses to buy chips, pepsy and ice cream almost daily. Ani looks fat compared to other girls in her class and she started developing pimples and indigestion recently. When she consulted a doctor for these problems, the doctor advised her to take more vegetables and fruits and to avoid fried items and junk food stuff.

(1). What are the problems in Ani’s eating habits?
(2). Identify the problems in the cooking practice in the above story?
(3). Why did the doctor ask her to avoid fried food stuff and to include fruits and vegetables in the diet? How will it help Ani?

(4) Based on the above story and your experience suggest some good eating and cooking practices?

**Situations -2**

Seema is in plus 2 class. She is a very studious girl who aspires hard to pass the 12th standard exam with a good grade & is aiming at a merit seat in one of the prestigious colleges in the city. She goes for tuition in the morning & evening. Attends special classes for the entrance exam. Many a times she finds it difficult to eat her break fast as she has to reach the tuition class at 7 a.m. During the lunch break she doesn’t feel like eating the whole food since it is cold & tasteless.

At night she takes little kanji with pappadam or some pickle. Now days she feels very tired & sleepy when she sits to study & fainted during school assembly once. Her mother noticed that she looks very thin and pale. Her mother took her to the doctor who suggested blood examination to see the hemoglobin level and it was very low. He recommended a healthy diet & along with iron and vitamin tablets.

(1). Why is Seema feeling weak and sleepy?

(2). Identity the problems in Seema’s eating habits?

(3). What are the essential ingredients that should be included in the diet of a growing adolescent girl?

(4) Suggest good eating and cooking practices that you know?

**Situation-3**

Neenu’s mother is over concerned about cleanliness. While preparing rice she washes the raw rice several times using hot water. So also she cleans the vegetables several times cut them into small pieces before cooking. They use refined flour (maida) mostly for cooking. For cooking she uses lot of spices and oil. She would often remove the excess water while cooking vegetables and pulses. Neenu does not like sprouted grains, salads and milk. Recently the doctor advised Neenu’s elder sister who is pregnant now, to eat fruits, green leafy vegetables and protein rich food (nuts, dal, greengram etc).Even though they have a lot of jackfruit, mangoes, papaya and guava at home, instead of eating these the family often buy fruits like orange, apple and grapes from outside thinking that they are more nutritious.
1. What are the problems in the cooking practice in the above story?
2. What are the ingredients that should be included in the diet of a pregnant woman?
3. What is a balanced diet?
4. Compare the nutritive value of home available fruits and those that we buy from outside?
5. Suggest good eating and cooking practices that you know?

Ask them to discuss the situation in the group and answer the questions given along with that. At the end of the 20 minutes of discussion each group leader / member presents what they discussed in the group.

**Summarizing Note:**

Allow the participants to express their views. Make sure that others or you yourself do not interrupt them in their presentation. Emphasise the following points at the end of the presentation.

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**Activity :XI**

**Nutritive Diet**

**Objective:-**

1. To help the adolescent identify healthy and unhealthy food.
2. To make them understand the nutritive value of locally available home made food.

**Materials required:-**

1. Black board chalk / chart paper & pen.

Individual members / group to have separate sheets of paper & pen

**Time required :** 45 minutes

**Procedure:**

Divide the participants into 3 groups with names like Green, yellow & pink. Each group is given time to select a leader

Group 1 is asked to write food that are common, Group 2 to write food that are popular and similarly Group3 to write about healthy food.

eg:- Healthy food – idli, dosa, puttu kadala, fruits, Vegetables.
Appendices

Common food – Rice, fish, Pickle, tea, coffee.
Popular food - Pepsi, Cola, Chips, snacks, noodles
Let the group leaders read out the list and the facilitator or another person can write it on the black board.

1. Ask one group to read out the list that they wrote and ask if the other two groups agree with the first group. If not why?
2. Find out healthy & common as agreed by all the 3 groups. So also the healthy & popular, Common & popular.

Which are the ones that have come in only 1 group.

**Things to be discussed**

1. Why do they call some food as healthy
2. How to can we make common & popular food into healthy food

Eg: Rice + Dal, {Two grains together) milk with horlicks, etc.

**Activity- XII**

**Life Style Diseases**

**Objective:-**

(1) To help the adolescents understand the effect of life style changes on our health and wellbeing.

**Materials required:-**

(1). Black board & chalk or chart paper
(2). Small sheets of paper and pen for individual participants.

**Time required:** 45 minutes

**Procedure:-**

1) Make the adolescent think about and share the most commonly occurring life threatening illnesses that they see in the community. Let them look at the reason for death other than that caused by aging. Focus their attention
on specific life style illnesses like heart failure, diabetics, hypertension, stroke, cancer etc especially among younger age groups

2) Let them think about the possible reasons for the increase in life style illnesses.

Discussion should highlight the effect of sedentary habits, lack of rigorous physical activity, changes in the work habits, changes in leisure time activities, eating habits.

3) Make the whole group in to 3 subgroups. Each group represents a different generation of women. Read the following instruction

- Members of group One should imagine that they are their mothers(or a woman of their mothers or grandmothers age)
- Members of Second group are themselves
- Members of group three should imagine that they are their daughters or the next generation
- All the groups should think about the life style changes in the assigned generation.

4) Give the following life style change topics for discussion

- Household work
- Leisure time activities
- Food habits
- Work habits/occupation
- Family structure and relationships
- Means of transport and communication

Let each group make a role play or draw a picture or a mime based on the discussion topic on their assigned life stage and present it for the entire group. At the end of the presentation analyze the scene/presentation using the following questions

1. What are the healthy changes that you notice over the years?
2. What are the unhealthy patterns that have evolved and what impact it has on the disease pattern around you?
3. Can you do some thing at your own level and at your family level to prevent this from happening to you or your dear ones?
Facilitators Note

✓ Stress the importance of healthy food, regular exercise and adequate rest for healthy living.
✓ Have to take plenty of water
✓ Try to reduce mental stress to keep our body healthy.

"In India, 10% of adults suffer from hypertension while the country is home to 25-30 million diabetics. Three out of every 1,000 people suffer a stroke. The number of deaths due to heart attack is projected to increase from 1.2 million to 2 million in 2010,"

(Times of India report, 20 May 2008)

Kerala is facing an impending disaster with an alarmingly high mortality rate at the most productive ages of people. Heart attacks are the most important cause of deaths in the State while Cardio vascular diseases were emerging as the most important class of diseases. ............... With rapid changes in lifestyles, hypertensive heart diseases and of late, Diabetes Mellitus were emerging as a terrible burden on the State.

✓ Three out of 10 people above 20 years -- suffer hypertension.
✓ Eleven per cent of those above 20 years suffer from Type 2 diabetes
✓ Those in the over-weight category in the 25 plus age group was 35 per cent (among the office-going women, 21 per cent of those above 30 years of age are over-weight)
✓ The percentage of smokers above 20 years of age was 40 per cent.
✓ The cholesterol level in 35 per cent of people above 20 years of age was found to be high.

(‘The Hindu’ report on 24th Jan 2002)

Most important lifestyle changes that have come in our society are

• Changing food habits
• Changes in work habits and leisure time activities
• Decreased physical exertion in general
• Increased use of alcohol and tobacco
• Changes in the family structure and relationships
• Increased rate of sexual crimes

Module – IV
Adolescent Growth and Development

Objectives:
1) To help them understand the physical and psychological developmental changes during adolescence
2) To help the participants to understand the structure and functions of reproductive system
3) To impart knowledge and information to the adolescent girls on menarche, menstruation.
4) To clarify myths and misconceptions about sexuality, growth and development

Activity XIII
Growing up in adolescence

Objectives: Girls would learn the different changes that occur during puberty

Materials required: Chart paper, marker pen, paper and pens.

Time required: 45 minutes

Procedure:
Divide the participants into four groups. Make each group discuss one of the changes that happen (physical, social, emotional and intellectual) during puberty.

At the end of the discussion ask the groups to present the points of discussion. Facilitators must make sure that all the changes in different aspects like physical, social and emotional changes are discussed.

Let the young people write down their responses to the following questions. (If the children are shy to talk openly about these, they may be asked to maintain anonymity by not writing their names on the paper)

✓ What were the feelings when you had your first period? Who guided you on the changes that your body is undergoing?
What did your parents say? What did your friends say? How did their comments make you feel?

Has any change happened in your relationship with boys? Have friends and family remarked on the need to change your behavior with boys since you are grown up?

At the end the facilitator collects all these response sheets and reads them aloud. Conclude the session by discussing their concerns, clarifying doubts.

Basic information for the facilitators.

It is important that the young people understand that they are living through one of the most rapid periods of their physical development and that it is ok to be confused about relationships and sex.

For majority of girls, this period of change means a very different life from now on-full of restrictions and added responsibilities. She need to be reassuringly told to cherish her body and self and assert herself in situations of coercion and abuse.

Puberty marks a number of changes in the physical, emotional, intellectual and social life of adolescents. These changes take place at different times and in a varying pace for different people. These changes starts later in boys when compared to girls. In puberty increased secretion of certain hormones causes various physical changes.

Changes in girls during adolescence

I) Physical changes

- Enlargement of breast and nipples. starts between the age of 8-13 years
- Widening if hips-which is the preparation of the body for child bearing
- Growth spurt-Body start growing faster at 10-11 years and by 16 usually attain 98% of adult height.
- Hair growth-Pubic and underarm hair grows
- Menstruation begins
- Growth of sweat and oil producing glands and as a result of this pimples and body odour may start.

II) Intellectual development

- Independence-they become less dependent on parents..
Appendices

✓ Identity-They begin to think about their identity. i.e who am I? what can I be?
✓ Integrity-Adolescent develops their own values. May show lot of idealism.
✓ Intellect-intellectual capacity increases and they develop capacity for abstract thinking.

III) Emotional development
✓ Increased concern about beauty, appearance and body development.
✓ Curiosity about sexual matters
✓ Heightened emotionality.
✓ Risk taking behaviour is exhibited.

IV) Changes in Interpersonal relations
✓ Seek peer approval more. This shift is so strong and may involve rebellion with the authority figure
✓ Attraction to the opposite sex
✓ Intimacy-develop capacity to love and be loved.
✓ More restrictions on girls in our society

Activity XIV

Male and female reproductive system

Objectives: 1) To teach young people the biology of the reproductive system
2) To teach young people how pregnancy takes place
3) To clarify the myths and misconceptions of adolescents

Materials required: Pictures of male and female bodies and reproductive organs.

Time required: 60 minutes

Procedure: Facilitators can explain things based on the information given below
Female Reproductive System

The parts of the female body that are involved in pregnancy and child bearing are called the female reproductive system. They include:

- **Ovaries**: These are two oval shaped structures in the pelvic region, contain 300000 - 500000 egg cells, produces female sex hormones. Eggs are released from the ovary at the time of puberty. An ovum or egg is round shaped, has the size of a pin head. Usually one is released from either of the ovaries, which if not fertilized get dissolved and absorbed. If more than one egg is released twin or multiple birth may occur.

- **Fallopian tubes**: The pass way for egg from ovary to uterus, this is where the man/s sperm meets the egg and fertilization takes place.

- **Uterus or womb**: Where the baby grows when the woman becomes pregnant. If a woman does not become pregnant the inner lining of the uterus passes out of her body as blood through the vagina during the monthly menstrual cycle.

- **Cervix**: The narrow passage that connects uterus and vagina. However during child birth, cervix dilates allowing the foetus to move through it to reach the vagina.

- **Vagina**: The channel between the womb and the outside of the body. The canal through which the baby passes during delivery, the passage way for menstrual flow to the outside, place where men insert their penis during sexual intercourse.

External Organs

- **External openings**: There are three openings in the genital area; the urethra, the vagina and the anus. The urethral opening is a small opening above the vagina for passage of urine. The vaginal opening is between the anus and the urethral opening, is the outlet for menstrual flow. The anus (not part of reproductive system) is the outlet for the expulsion of feces.

- **Labia majora and minora**: The labia majora and labia minora are two sets of folds on either side of the vagina. They protect the clitoris and the urethral and vaginal opening.

- **Clitoris**: The clitoris is a small structure located above the urethral opening at the point where the labia meet.
MALE REPRODUCTIVE SYSTEM

Internal Organs

✓ The vas deferens is the passage way for sperms, leading from the testicle and join with the urethra. Sperms are the male sex cells, shaped like a tadpole. Moves with the help of tail. Production usually begins between age 12-20. Total number per ejaculation is 200 to 500 million, but only one can fertilize the egg. Semen is the sperm containing fluid that passes out of the penis at the time of ejaculation.

✓ Urethra is the tube through which urine and semen passes the to outside of the body. It is closed to urine during ejaculation.

External Organs

✓ Penis is the male organ for sexual intercourse, it places sperm in the vagina during intercourse. When a man is sexually aroused his penis is stimulated, it becomes stiff and firm and ejection of semen occurs from it.

✓ The scrotum is the pouch located behind the penis which contains the testicle which has the function of protecting the testicles and regulating the temperature for survival of sperms inside the testicles.

✓ The testes are two round glands which descend into the scrotum after birth, produces and stores sperms and male sex hormones, all of which starts in puberty.

Child Birth

✓ During sexual intercourse semen from the penis is deposited in the vagina. Sperms in this semen moves through the uterus towards the ovum in the fallopian tube (if present) and fertilization happens there. The resulting embryo moves back to the uterus and get attached to its inner walls. This embryo grows into a human being in 9 months 7 days time and comes out of the uterus during delivery.

Facilitators Notes

If menstruation in a female happens at 28 days interval, ovulation will be happening between the 10th and the 14th day. (first day of menstruation is taken as day I and one can calculate 10th and 14th day from this). If a sperm enters the uterus three days before or after the ovulation time, it has a chance to get fertilized with the ovum. On all other days the chances of fertilization is less and this time is called the safe period. During adolescence the menstrual
cycle may not be regular, and in such cases, it is difficult to calculate the ovulation time correctly.

Usually during ovulation days only one ovum gets released from the ovary. This ovum will remain ready to be fertilized in the fallopian tube for up to 3 days. If fertilization does not happen at this time the ovum will get destroyed and it get released along with the menstrual blood during the next periods time. Similarly the sperm that is deposited inside the women’s body would be ready to get fertilized for up to 3 days. These are the reasons why 3 days before and after the ovulation days is said to be unsafe, if one does not intend to have a child.

Stress may change the menstrual cycle. Depending upon the genetic make up of the individual, the time of menarche (starting of menstruation) may vary from person to person.

Some women will have a white coloured discharge from the vagina during ovulation days or 2 days before or after these days. It is normal. If there is any change in the colour or the odour of this discharge one needs to consult a doctor.

A girl who gets involved in sexual intercourse for the first time in her life also has equal chance to get pregnant as for any other time in her fertility period.

Each drop of semen contains thousands of sperms. When ejaculation happens about one teaspoon of semen comes out of the penis. If this semen happens to fall on any part of the external genitalia of the female, the sperms in it may enter the uterus as sperms have motility power.

Sperms may come out of the erect penis at any time. Hence even if ejaculation does not happen inside the women’s body, chances for the sperms to get released is present and hence fertilization may happen.

Premarital and extramarital sexual relationships can invite criticism from society. It may also expose one to sexually transmitted diseases like HIV/AIDS etc.

A girl may get pregnant if she gets in to sexual relationships even before attaining menarche. The reason for this is that ovulation happens 14 days before menarche, and if intercourse happens during this time there is a chance of pregnancy.
FEMALE REPRODUCTIVE SYSTEM

Pelvis

Fallopian tube

Uterus (womb)

Ovary

Cervix (neck of the womb)

Vagina
Activity-IX

Menstruation

Objective: To impart knowledge and information to adolescent girls on menarche, menstruation

Materials Required: Black board, chalk, pen and paper

Time: 45 minutes

Procedure: Divide the entire group in to 3. Make sure that there are girl who are in their early and later adolescence. Those who have attained menarche and feel (probably) comfortable talking about it should be there in every group (at least 1 person).

Give 3 situations which are given below for the groups to discuss and present.

Situation-1: Riya is 12 years old girl. She had her first periods while she was in the school. She had no idea about this and so got scared on seeing the blood stain and she did not know what to do. Could you help her?

1) How will you make Riya understand about menstruation?
2) Why she gets scared? Does she really need to get scared?
3) What you can do to help her in this situation?

Situation-2:
Anu gets severe pain in her abdomen at the time of her periods, and at times she faints when she gets this. She feels embarrassed and angry when she thinks about her periods?

Why does the pain happen?

What can she do to relieve the pain?

Have you experienced similar problems and what do you do when it happens?

How can she handle her embarrassment and anger?

Is it normal to get irritated and moody etc at the time of periods? If yes what can we do to handle it?

Situation-3:
Teena had her first periods last week. As an elder sister what directions can you give her to keep herself clean and how to prevent her dress getting soiled with blood.
Discuss the various methods we use to soak the blood?
How to clean this and keep these items neat?
What are the possible hazards of using unclean things?
Let the group leader (let it be a person who can talk about it without getting embarrassed) present their discussion points for the entire group.

Facilitator's Notes:
- Facilitators need not talk about the religious restrictions unless asked for, and take a value neutral standard in responding to such questions if it is asked.
- Take care not to give an impression that menstruation is bad.

Basic Information:
- Attaining reproductive capacity is one of the most important aspects of adolescent development.
- Reproductive organs in females are situated both inside and outside their bodies. The vagina, uterus, fallopian tubes and ovaries are situated inside the body and the vaginal orifice, clitoris, labia majora and minora are situated outside the body.
- Every month one egg matures in alternate ovaries and gets released. The egg reaches the uterus via the fallopian tubes to be fertilized by the sperm. The uterus gets the sperms by sexual intercourse. As the egg is maturing and being transported to the uterus, the uterus under the influence of hormones prepares to receive the fertilized egg and helps it to develop inside it. If the egg is not fertilized, the preparation of the uterus becomes unnecessary; hence it sheds its inner lining and the unfertilized egg as menstrual fluid comes out of the body through the vagina. This gets repeated on every 28 days.
- The first menstruation (Menarchy) occurs between the age of 10-16 years and this is called menarche. Girls may have irregular periods (once in 2 or 6 months) initially due to hormonal imbalance which generally gets rectified on maturation.
- Menstrual blood has the same composition as blood in the veins / artery. Hence it is not impure.
- Menstruation lasts for 3 to 7 days. Girls can be taught to track her menstrual cycle by maintaining a dairy, where the first day of period is
marked as 1. This helps her to be prepared when she has to prepare for her next periods. In later life this is helpful for a girl for contraceptive purposes after marriage.

- Just before or at the time of the period some girls may have problems like pain in the abdomen, back, legs, tiredness, excessive bleeding, moodiness, dullness or irritability. Girls should be made aware of this and help to learn to cope with this.

- One can use cotton cloth, sanitary pads (which are available in the market).

- Girls / women need to keep their vagina and private part clean during periods. Otherwise she may develop infection, itching and bad odor.

- She should bathe daily. If possible twice a day.

- Change her undergarment daily.

- Wash the private part well after urination.

- Use soap to clean the inner thigh and use dry cloth to soak the wetness.

- Use neat and clean pad or cotton cloth to soak the menstrual blood. The pad should be changed 3-4 times a day. If cotton cloth is used it should be cleaned. Mild detergent, soap dettol etc can be used to clean the cloths and it should be dried in an open place under sunlight. Never use the same cotton cloth for more than 3 months. Burn the pad and cloth after use. Never put the menstrual cloth for drying on the floor. The cloth can be ironed before use.

- Those with excessive hair growth in their private part can cut the hair over these parts before periods.

- It is not a good practice to take pills to pre pone or postpone periods as it may affect fertility in later life.

- It is good to use hot fermentation or locally available natural pain relieving agents to reduce minor pain and discomfort.

- If pain is severe pain relieving tablets can be taken as per the direction of a gynecologist.

- Regular exercise and yoga helps to reduce pain and cramps. Adequate rest is useful in the initial 3 days when there is heavy bleeding.

- Major irregularity in periods (Menstruation before 10 years and no menarche after 16 years, no periods for longer time, except those
immediately after menarche. Excessive weight gain along with serious irregularity in periods and hair growth like mustache and darkness around the neck can be early signs of some abnormality and this requires consultation with the doctor.

- Girls should learn to identify and handle their mood changes and emotional reactions, at this time.

**Activity XVI**

**Menstrual cycle**

**Objectives:** 1) Teach them how to trace a woman’s fertile and infertile period.

**Materials required:** Four different coloured beads and a string

**Time required:** 45 minutes

**Procedure:** Ask the participants to make a necklace using the beads and the string in the below given pattern. This exercise is done to teach the participants the fertile and unfertile periods in the menstrual cycle.

If menstruation is happening at 28 days interval exactly, in such cases the above mentioned events happen in a menstrual cycle. The first day of the periods is counted as day one of the cycle. A woman is most likely to get pregnant if she has unprotected sexual intercourse just before, during or 2-3 days after ovulation. Not having sexual intercourse is the only 100% certain way to prevent unwanted pregnancy.
APPENDIX 4

ICDS AN OVERVIEW

INTEGRATED CHILD DEVELOPMENT SERVICES SCHEME

Integrated Child Development services scheme (ICDS) is a centrally sponsored scheme under the Ministry of Women and Child Development, Govt of India. The Scheme was started on 2nd October 1975 with the following objectives.

- To improve the nutritional and health status of children in the age group of 0-6 years.
- To lay foundation for proper psychological, physical and social development of the child.
- To reduce the incidence of infant mortality, morbidity, malnutrition and school dropout rate.
- To achieve effective coordination and implementation amongst the various departments to promote child development.
- To enhance the capability of the mothers to look after the normal health and nutritional needs of the child through proper nutrition and health education.

**Beneficiaries and Services:**

<table>
<thead>
<tr>
<th>Beneficiaries</th>
<th>Services</th>
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<tbody>
<tr>
<td>Children Less than 3 years</td>
<td>Supplementary Nutrition</td>
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<tr>
<td></td>
<td>ii) Growth Monitoring</td>
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<td>iii) Immunization</td>
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<td>iv) Health Check-up</td>
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<td>v) Referral Services</td>
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</tbody>
</table>
Children between 3-6 Years

| i) Non-formal Preschool Education
| ii) Supplementary Nutrition
| iii) Growth Monitoring
| iv) Immunization
| v) Health Check-up
| vi) Referral Services

Expectant and Nursing Mothers

| i) Health Check-up
| ii) Tetanus Toxoid Immunization to pregnant women
| iii) Supplementary Nutrition
| iv) Nutrition & Health Education

Other Women 15-45 Years

| i) Nutrition & Health Education
| ii) IFA Supplementation & de-worming intervention
| iii) Non-formal education
| iv) Home-based skill training and vocational training
| v) Supplementary nutrition

Adolescent Girls between 11-18 Years

| i) Nutrition & Health Education
| ii) IFA Supplementation & de-worming intervention
| iii) Non-formal education
| iv) Home-based skill training and vocational training
| v) Supplementary nutrition

Anganwadi centre is the focal point of delivery of services of the scheme. 20-25 anganwadi centers together forms one sector (in panchayath areas all the centers coming under one panchayath would form one sector) and a supervisor is in charge of the sector. 5 to 10 such sectors together form one ICDS project which is headed by a project officer.

Population norms of an ICDS Project and an Anganwadi Centre are as under: in rural/tribal areas, irrespective of number of villages/population in it the Community Development Block would form the unit for sanction of an ICDS Project. For urban project the population norm is 1 lakh population per
Appendices

project. Populations norms for the Anganwadi centres are that for Rural/Urban Projects 400-800 population comes under one AWC, for Tribal/Riverine/Desert, Hilly and other difficult areas projects 300-800 population comes under one AWC

THE ICDS TEAM:

The ICDS team comprises the Anganwadi Workers, Anganwadi Helpers, Supervisors, Child Development Project Officers (CDPOs) and District Programme Officers (DPOs). A CDPO is an overall incharge of an ICDS Project and is responsible for planning and implementation of the Project. CDPO is supported by a team of 4-5 Supervisors who guide and supervise AWWs. In large ICDS Projects, where there are more than 150 AWCs in a Project, an Assistant Child Development Project Officer is also a part of the team. A Supervisor has the responsibility of supervising 20, 25 and 17 Anganwadi Workers in rural, urban and tribal projects respectively. A Supervisor guides an AWW in planning and organising delivery of ICDS services at AWC and also gives on the spot guidance and training as and when required. An Anganwadi Worker is a community based frontline voluntary worker, selected from within the local community. The selection is made by a committee at the Project level. An AWW is mainly responsible for effective delivery of ICDS Services to children and women in the community. An AWW is an honorary worker who gets a monthly honorarium. At each AWC, a Helper is appointed to assist an AWW. Helper is an honorary worker and is paid monthly honorarium.

Budgetary allocation for ICDS Scheme was increased from Rs.10391.75 crore in 10th Five Year Plan to Rs.44,400 crore in the 11th Plan Period. The total number of ICDS projects operational as on March 2009 were 6120 projects and anganwadi centres operational were 1044269.

Source:
1) http://wcd.nic.in/ICDS_IV_PIP_Guidelines_Revised_(Feb_08).pdf
Administrative & Organisational Set up of ICDS

(Source: ICDS programme and services. Retrieved from www.wcd.nic.in/icds.htm)
APPENDIX 5
CHECKLISTS AND INVENTORIES

5a. Checklist on Healthy Living

Here are some questions on healthy living. Please go through these questions and put a tick mark on any one answer that you think is right. These not examination questions as you see in your schools. Try to answer all the questions using the best of your information

1. Which among the following is rich in fibre
   a. Milk and milk products
   b. Fruits and Vegetables
   c. Fish and meat
   d. Egg
2. Cereals like wheat, rice etc are the major source of which of the following
   a. Carbohydrate
   b. Fat
   c. Minerals
   d. Vitamins
3. While cooking vegetables which among the following is a good practice that would preserve its quality
   a. Cooking if for longer time
   b. Using excess water for cooking
   c. Keep the pan open while cooking
   d. Wash the vegetables before cutting it in to small pieces
4. Advantages of eating fibre rich diet
   a. Reduces excessive weight gain
   b. Helps in digestion
   c. Prevents diseases of the stomach
   d. All the above
5. Pulses contain ............... in large quantity
   a. Carbohydrate
   b. Fat
   c. Minerals
   d. Protein
6. Daily dietary requirement of a person depend on………………
   a. His/Her Age
   b. His/her work pattern
   c. His/her physical condition
   d. All the above

7. What is balance diet?
   a. Food that is rich in protein content
   b. Food that is rich in fat and minerals
   c. Food that is rich in vitamins
   d. Food that provides the required nutrients in adequate quantity.

8. Which is a wrong method of cooking while preparing pulses
   a. Using sprouted grains
   b. Using pulses and cereals together
   c. Adding Soda bicarb for cooking
   d. All the above.

9. Pregnant and Lactating mother should include…………….in their diet.
   a. Sweet and Sour food items
   b. Meat
   c. Pulses, green leafy vegetables and fruits
   d. Food that contain more fat

10. Most common lifestyle disease in our country.
    a. Measles
    b. Poliomyelitis
    c. Diabetics
    d. Tuberculosis

11. To prevent lifestyle diseases one has to
    a. Take immunisation
    b. Take medicines
    c. Take more rest
    d. Practice regular exercise and good diet.

12. Which among the major source of energy.
    a. Food that contains carbohydrate
    b. Food that is rich in protein
    c. Food that is rich in vitamins
    d. Food that is rich in minerals

13. Which among the following is an unhealthy food
    a. Sprouted pulses
    b. Fried food
    c. Raw vegetables
    d. Meat
14. Which among the following is not a lifestyle disease
   a. Diabetes
   b. Hypertension
   c. Obesity
   d. Chicken pox.

15. Which among the following is the richest source of vitamin C 
   a. Amla 
   b. Orange 
   c. Lemon 
   d. Guava

16. Including more vegetables and fruits in the diet helps in
   V. Preventing over weight
   VI. Prevent early aging
   VII. Maintaining beauty
   VIII. Gives nutrients for growth and development
   a) I&II  b) I&III  c) III&IV  d) All the above

17. Unhealthy dietary practices at adolescence will 
   a. Affect normal weight and height gain 
   b. Increase chances of illness 
   c. Decrease life expectancy 
   d. All the above

18. Adolescent girls should include ........in their diet 
   a. Iron 
   b. Calcium 
   c. Vitamin A 
   d. Vitamin D

19. Idily is a healthy food because 
   a. It is a breakfast food. 
   b. It is good to taste 
   c. It is a mix of cereals and pulses. 
   d. It is liked by all.

20. Most of the ready to eat packed food items are 
   a. Healthy as it is liked by all 
   b. Unhealthy as it may contain preservatives 
   c. Healthy as they are tasty 
   d. Good because it reduces our work load.
[Correct responses:
1)b,2)a,3)d,4)d,5)d,6)d,7)d,8)c,9)c,10)c,11)d,12)a,13)b,14)d,15)a,16)d,17)d,18)a, 19)c, 20)b]

For the scoring of the tool, each correct response was given a score of one and wrong responses were given a score of zero. Maximum possible score was 20 and the minimum zero. Those with a score of zero to 5 was taken to have very poor knowledge, 6-10 poor, 11-15 good and 16-20 very good knowledge on healthy living.
5.b. Checklist on Growth and Development

(Here are some questions related to the growth process during adolescence. Please go through these questions and put a tick mark on any one answer that you think is right. These are not examination questions. Try to answer all the questions using the best of your information)

1. Which of the following is correct regarding the onset of puberty
   a. At the same age among boys and girls
   b. Earlier among girls than boys
   c. Earlier among boys than girls
   d. Later in girls of rich families

2. Puberty in male is not marked by which of the following
   a. Change of voice
   b. Growth of pubic hair
   c. Growth of moustache
   d. Onset of menstruation

3. Because the skin secretes too much oil, which of the following condition may an adolescent develop?
   a. Greasy hand
   b. Oily hair
   c. Pimples on the face
   d. Rough skin

4. Which of the following best describes the reason for acne in adolescents?
   a. They don’t wash their face well
   b. They eat too much chocolate and fries
   c. There are hormonal changes associated with puberty
   d. They have inherited it from their parents

5. Which of these changes does not occur in boys during puberty?
   a. Shoulders become broader
   b. Voice get deeper
   c. Testicles and penis grow larger
   d. Eyes change colour

6. Which of these changes does not occur in girls during puberty?
   a. Hip become wider
   b. Hair growth in private parts
   c. Menstruation begins
   d. Voice change
7 Which of the following is not a part of reproductive system in males
   a. prostate gland
   b. testicles
   c. seminal vesicles
   d. scrotum

8 How many ovaries and fallopian tubes are there in female body
   a. Two ovaries and two fallopian tubes
   b. Two ovaries and one fallopian tubes
   c. Two ovaries and four fallopian tubes
   d. four ovaries and two fallopian tubes

9 How often is an egg released from a woman’s ovaries
   a. Once a month
   b. Once a week
   c. Once a fortnight
   d. Once in six months

10 Where does the sperm and the ovum unites
    a. In the ovaries
    b. In the fallopian tube
    c. In the uterus
    d. In the vagina

11 Human baby takes how much time to mature in mothers womb
    a. Nine months seven days
    b. Nine months 25 days
    c. Eight months
    d. Eight months 12 days

Read the following statements and indicate whether it is true or false by putting a tick on the appropriate option.

12 Menstrual blood is impure
   a)True          b)False

13 Female partner determines the sex of the baby
   a)True          b)False

14 It is fairly easy to find out the ovulation days of a women whose menstrual cycle is regular.
   a)True          b)False.
15 A girl cannot become pregnant if she has intercourse once or occasionally.
   a) True                      b) False
16 A girl will not get pregnant if she has not attained menarchy
   a) True                      b) False
17 A girl cannot get pregnant if she is below 12 years of age
   a) True                      b) False
18 A girl cannot get pregnant if she clean her vagina after intercourse
   a) True                      b) False
19 A girl is not virgin if the hymen is broken
   a) True                      b) False
20 It is quite normal if one does not have periods for 2-3 months immediately following menarchy.
   a) True                      b) False

Scoring of this tool was done by giving one mark to the right answer and zero to the wrong ones. Maximum possible mark was 20 and the minimum 0. Those with a score between 0-5 are taken as very poor, 6-10 as poor, 11-15 as good and 16-20 as very good in their knowledge level on growth and development.

Scoring key:-
1) b, 2) d, 3) c, 4) c, 5) d, 6) d, 7) a, 8) a, 9) a, 10) b, 11) a, 12) b, 13) b, 14) a, 15) b, 16) b, 17) b, 18) b, 19) b, 20) a.)
5.C AN INVENTORY TO ASSESS THE SELF AWARENESS LEVEL

(Here are some statements for you to evaluate yourself. Please read each of these statements carefully and put a tick mark on any one response that you think is right. For each statement there are four response options as under

a) Strongly agree
b) Agree
c) Disagree
d) Strongly disagree

There are no right or wrong answers. The answer that holds true in your case would be the appropriate response. Please be as honest as possible in your response

1. I feel confused when I think about my future.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

2. I know that I am capable and efficient as any other person
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

3. I have an accurate idea about my mental and physical capabilities.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

4. All in all I am inclined to feel that I am a failure
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

5. I am aware of my positives and good qualities
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

6. I feel that I do not have much to be proud of
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

7. I have a clear vision of what I want in life
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

8. I am aware that some of my behaviour patterns are unproductive
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

9. On the whole I am satisfied with myself
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree
10. When people criticise me, I do not feel bad because I am aware of my shortcomings
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

11. I wish I could have more respect to myself
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

12. I have clear plans about my future
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

13. I often plan things, as I am clear about my goals
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

14. I need to learn to prioritise my wants.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

15. As I know my limitations, I don’t feel bad if I can’t get away with what I want.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

16. I feel proud of being a girl.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

17. I think boys are more capable when compared to girls.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

18. In my opinion girls who question the social norms are arrogant.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

19. Women deserve respect on an equal basis with Men
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

20. I feel let down when I think about my womanhood.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

21. I have a definite goal in life
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

Scoring of the items was done as follows. For a positive statement if a person ticked strongly agree, that person would get 4, agree would get 3,
disagree would get 2 and those who mark strongly disagree would get 1. Reverse scoring was done in case of negative statements. Total self awareness score was calculated by adding the scores of all the items included in the inventory. The maximum possible score in this case was 84 and the minimum was 21. Those with scores between 21 and 42 were considered as poor and 43-63 was taken as average and 64-84 was taken as having good self awareness.

(Scoring key: Positive statements-2,3,5,7,8,9,10,12,13,14,15,16,19,21
Negative statements-1,4,6,11,17,18,20)
5.d Inventory to Assess Relationship Perception

(Here are some statements for you to evaluate your relationships in life. Please read each of these statements carefully and put a tick mark on any one response that you think is right. For each statement there are four response options as under

   a) Strongly agree
   b) Agree
   c) Disagree
   d) Strongly disagree

There are no right or wrong answers. The answer that holds true in your case would be the appropriate response. Please be as honest as possible in your response).

1. If you believe that the advice given by your parents are for your own good ,you won’t find it difficult to follow them
   a) Strongly agree   b) Agree  c) Disagree   d) Strongly disagree

2. There is nothing wrong in accepting gifts from strangers.
   a) Strongly agree   b) Agree  c) Disagree   d) Strongly disagree

3. Parents often criticise their adolescent children.
   a) Strongly agree   b) Agree  c) Disagree   d) Strongly disagree

4. A person who asks you to do strange things in secrecy can be trusted
   a) Strongly agree   b) Agree  c) Disagree   d) Strongly disagree

5. Parents do not show enough patience to listen to their adolescent children
   a) Strongly agree   b) Agree  c) Disagree   d) Strongly disagree

6. There is nothing wrong in talking to a stranger over the phone for a long time.
   a) Strongly agree   b) Agree  c) Disagree   d) Strongly disagree

7. Parents often impose their decisions on children
   a) Strongly agree   b) Agree  c) Disagree   d) Strongly disagree
8. Good friends are the ones who always say yes to everything irrespective of whether one is right or wrong
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

9. Orthodox views of parents are the main reason for their conflict with the adolescent children.
   a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

10. It is a real waste spending time with friends
    a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

11. Parents often fail to understand their adolescent children.
    a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

12. Parents are the best and the most trusted guides in an adolescent’s life
    a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

13. Parents often impose unnecessary restraints on their adolescent children
    a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

14. An adolescent need not discuss his/her problems with parents
    a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

15. Parents’ interference with the day to day affairs of their adolescent children is unnecessary
    a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

16. Abuse attempts will be made by strangers only.
    a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

17. Girls of good character would avoid friendship with those of the opposite gender
    a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

18. It is better to take abuse silently than reacting in such situations
    a) Strongly agree  b) Agree  c) Disagree  d) Strongly disagree

Scoring of the items was done as follows. For a positive statement if a person ticked strongly agree, that person would get 4, agree would get 3,
disagree would get 2 and those who mark strongly disagree would get 1. Reverse scoring was done in case of negative statements. Total score was obtained by adding the scores of the individual items. Since there were 18 items the maximum score possible was 72 and the minimum was 18. Those with a score between 18-36 was taken as poor 37-54 average and 55-72 was taken as having good relationship perception.

(Scoring key Positive statements-1,12,14,
Negative statements-2,3,4,5,6,7,8,9,10,11,13,15,16,17,18)