

Analysis of the AEP Training Programme 2011

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Study Background and Analyses Plan

The training programme for the nodal teachers was conducted in 23 venues in different locations in the 5 UNFPA priority states of Bihar, Madhya Pradesh, Maharashtra, Odisha and Rajasthan in year 2011. Programmes were organized for orienting master trainers and training nodal teachers. The data collected from the training was analyzed for 2 proformas viz- Participant's (nodal teacher and master trainer) feedback on different aspects of the training; and pre and post t-test scores of nodal teachers and master trainers.

Table1: Participants of the Training Programme

	Feedback		Training Programme			
	Master Trainers	Nodal Teachers	Master Trainers		Nodal Teachers	
			Pre-Test	Post-Test	Pre-Test	Post-Test
Respondents (N)	109	969	180	154	967	938

1) Participant's feedback on different aspects of the training programme: The questions asked from the nodal teachers and master trainers are categorized into five constructs to measure the quality of training across 5-point scale ranging from 'unsatisfactory' to 'excellent.'

Five constructs are:

- Coverage of content
- Quality of training
- Participation of trainees in interactive process
- Clarity among trainees for transacting activities among school students
- Logistics of the training programme

Under the first construct i.e. coverage of content, separate analyses of sub-themes viz- growing up healthy; gender and sexuality; prevention of HIV; and substance abuse is done.

Separate analysis is also done for items 'gains from interaction with students' and 'duration of training programme'. These two items merit separate attention because in case of 'gains from interaction with students', it is imperative to know how much have teachers absorbed the utility of transacting with students on issues pertaining to adolescents and adolescence and the learnings they will take back with them while taking sessions in their school. In case of 'duration of training programme', an overwhelming demand had come from previous year's participants to extend the training workshop duration by a day or two. In order to re-think over the programme's duration, participants' view is exclusively analyzed.

2) Pre and post t-test scores: Questions are asked from the participants (nodal teachers and master trainers) to analyze the change in their knowledge; attitude; skills and experiential learning; and behaviour before and after the training. The questions are categorized into 4 constructs to generate t-test scores.

- Knowledge:** 3 themes are analyzed under knowledge, i.e. changes during adolescence; nutrition; and RTI/STI and HIV/AIDS. The scores for each theme ranged from 0-10, 0-3 and 0-13 respectively. There are 3 questions in changes during adolescence; 1 question in nutrition; and 8 questions in RTI/STI and HIV/AIDS.
- Attitude:** 5 themes are analyzed, i.e. changes during adolescence; gender issues including domestic violence; RTI/STI and HIV/AIDS; substance abuse; and relevance of AEP. The scores for each theme ranged from 0-4, 0-19, 0-3, 0-6 and 0-3 respectively. There were 2 questions in changes during adolescence; 6 questions in gender issues including domestic violence; 2 questions in RTI/STI and HIV/AIDS; and 1 question each in substance abuse and AEP.
- Skills and Experiential Learning:** 3 themes are analyzed, i.e. gender issues (presence of domestic violence in families and inter-gender friendship), sexual harassment and abuse (eve-teasing and child sexual abuse) and relationship with students. The scores for each theme ranged from 0-3, 0-5 and 0-3 respectively. There were 2 questions each in gender issues and sexual harassment and abuse and one question in relationship with students.

One theme in this construct i.e. changes during adolescence is analyzed using basic statistical operation (i.e. percentage distribution) without any scores given to its constituent questions. The analysis of this theme was done for nodal teachers, school system-wise.

- d) Behaviour: 1 theme is analyzed, i.e. teacher relationship with students. The score for the theme is 0-5. There are 2 questions in this theme.

Another theme named changes during adolescence was analyzed for nodal teachers (school system-wise) using basic statistical tool.

Please refer to annexure I and II for the analysis plan and questions respectively.

Scoring Key: For all questions (with scores), score of one is assigned for a correct response. In case of more than one correct response in a question, scores are accordingly assigned. E.g. for a question with three correct responses, three points are given to those who answered all correct responses, two points to those who answered only two responses and so on. However, zero points are awarded to those who ticked correct as well as incorrect responses. Similarly, in case of attitudinal, skills/experiential learning, and behaviour based questions, score of one for each 'desirable' response is given. And zero points are awarded to those who opted for both 'desirable' as well as 'undesirable' responses.

Section 1: Analysis of the Nodal Teachers' Feedback

Table2: Mean Scores of Five Constructs by Venue (Nodal Teachers' Feedback)

State	Coverage of Content	Quality of Training	Participation of Trainees	Clarity among Trainees	Logistics of Training Programme
Umaria-I	3.91	4.16	4.11	4.08	4.16
Umaria-II	3.76	3.90	4.05	4.10	4.20
Cuttack	3.73	3.76	3.79	3.72	3.68
Kolhapur	3.99	4.18	3.90	3.87	4.15
Kota	3.47	3.43	3.51	3.43	3.49
Samastipur	3.52	3.48	3.61	3.47	3.77
Ahmednagar	3.98	4.09	3.94	4.18	4.15
Bolangir	3.84	3.99	3.98	3.89	3.85
Tatanagar	4.25	4.41	4.28	4.36	3.80
Mayurbhanj	4.07	4.05	4.17	4.06	3.97
Varanasi	4.25	4.12	4.26	4.15	3.87
Bhopal-I	4.24	4.53	4.22	4.41	4.15
Bhopal-II	4.46	4.46	4.51	4.47	3.99
Munger	4.27	4.27	4.27	4.33	4.02
Jhunjhunu	3.91	4.04	3.84	3.77	3.71
Sambalpur	4.19	4.47	4.18	4.19	4.19
Navi Mumbai	3.39	3.79	3.66	3.69	3.65
Aurangabad	3.51	3.71	3.50	3.57	3.93
Udaipur	3.97	4.43	4.22	4.18	3.93
Patna	3.68	3.96	3.79	3.74	3.89
Jodhpur	3.98	4.23	3.97	4.14	3.74
Balasure	4.06	4.70	4.23	4.38	4.14
Indore	4.31	4.67	4.38	4.31	3.74
Nawada	3.93	4.28	4.07	4.02	4.10
Nalanda	4.31	4.48	4.29	4.23	4.21
Jaisalmer	4.20	4.21	3.99	3.99	3.94
Total	3.98	4.15	4.03	4.02	3.93
	N= 969				

In the above table, mean scores of the five constructs exhibiting the quality of training of nodal teachers have been shown. In all, data from 26 venues and 3 school systems were obtained.

Coverage of Content: The average or mean score for coverage of content lies close to very good (3.98). Out of 26, 11 venues gave the average score of more than 4 (very good) to the coverage of content. Highest mean score of 4.46 was recorded at Bhopal-II where as the lowest mean score of 3.39 was recorded at Navi Mumbai.

Quality of Training: The average score for quality of training was recorded at 4.15 which is in between very good and excellent feedback. The participants gave highest average score to quality of training amongst all broad constructs. Amongst the venues, highest mean score was recorded at Balasure (4.70). Kota recorded the lowest mean score of 3.43 amongst the venues where training was given to nodal teachers.

Participation of Trainees: The average score for the feedback on participation of trainees was touch more than 4. In this construct as well, the highest and lowest mean scores were recorded by Bhopal-II (4.51) and Kota (3.51) respectively.

Clarity among Trainees: In this construct, trainees' clarity on transacting activities with students was observed. The average score recorded for this construct was also found to be approx 4 i.e. very good. Venue-wise, 16 venues gave the mean score in excess of 4 i.e. very good. Like the previous construct (Participation of Trainees), highest mean score was recorded at Bhopal-II (4.47) and lowest score was recorded at Kota (3.43).

Logistics of Training Programme: Amongst all constructs, the least mean score was recorded for logistics of the training programme. Its mean score is 3.93. However, 10 venues gave the mean score of 4 or above. Highest mean score was recorded at Nalanda (4.21) while the lowest score was recorded at Kota (3.49).

Cumulatively speaking, participants from Bhopal-II gave the most favourable feedback considering all the five constructs together. On the other hand, Cuttack, Kota, Samastipur, Bolangir, Navi Mumbai, Aurangabad and Patna recorded mean score of less than 4 in all constructs.

Table3: Mean Scores of Five Constructs by School System (Teachers' Feedback)

School System	Coverage of Content	Quality of Training	Participation of Trainees	Clarity among Trainees	Logistics of Training Programme
JNV	3.72	3.79	3.79	3.72	3.85
KV	4.13	4.21	4.15	4.16	3.94
CBSE	3.99	4.30	4.06	4.07	3.96
<i>N=969</i>					

School system-wise analysis of data show that JNV respondents gave the most consistent scores across all constructs. The difference between highest and lowest score was lower in case of JNV than other school systems. Also JNV respondents gave lesser score in all constructs than their counterparts. Participants from KV school system rated the training programme in excess of 4 i.e. very good across all constructs except programme logistics. In case of logistics of programme, all systems gave it a score of less than 4 (very good).

Table4: Overall Mean Score of Quality of Training by Five Constructs

Construct	Mean Score
Coverage of Content	3.98
Quality of Training	4.15
Participation of Trainees in Interactive Process	4.03
Clarity among Trainees for Transacting Activities	4.02
Logistics of the Training Programme	3.93

The overall mean score for the five broad constructs of training show that participants rated the programme between 3 and 4 i.e. good and very good. The least mean score was given to logistics of the training where as quality of training received the highest mean score. Participation of trainees in interactive process and clarity among trainees for transacting activities were given the mean score of touch more than 4 i.e. very good.

Table5: Mean Scores for “Gains from Interaction” and “Duration of Training” by Venue

Venue	Gains from Interaction	Duration of Training
Umaria-I	4.18	3.73
Umaria-II	4.00	4.00
Cuttack	3.98	3.49
Kolhapur	3.92	3.87
Kota	3.60	3.31
Samastipur	3.69	3.42
Ahmednagar	3.85	3.95
Bolangir	4.08	3.47
Tatanagar	4.15	3.55
Mayurbhanj	4.08	3.87
Varanasi	4.32	3.41
Bhopal-I	4.16	3.97
Bhopal-II	4.43	3.46
Munger	4.10	3.83
Jhunjhunu	3.93	3.47
Sambalpur	3.69	3.98
Navi Mumbai	3.12	3.18
Aurangabad	3.71	3.57
Udaipur	3.95	3.25
Patna	3.75	3.19
Jodhpur	3.80	3.29
Balasore	4.27	3.77
Indore	4.45	3.38
Nawada	3.92	3.69
Nalanda	4.38	3.88
Jaisalmer	3.86	3.50
Total	3.97	3.58
	N=969	

From participants feedback- separate analyses were done for the following two indicators as they had an important bearing on program design and duration in the future.

Perceived gain from interaction with students (Item 13) and Duration of training program (Item 19)

The overall mean score for the perceived gain from interaction with students was 3.97 meaning close to very good. Almost every venue gave the score around the overall mean score for gains through interaction except Navi Mumbai. Here, the participants gave the mean score of 3.12. Highest mean score was recorded by the participants from Indore (4.45).

The mean score for duration of training programme was 3.58 (between good and very good). The most dissatisfied participants in terms of programme’s duration were again from Navi Mumbai who gave the mean score of 3.18. No venue gave the mean score of 4 or more except Umaria-II. Ahmednagar, Bhopal-I and Sambalpur also recorded relatively higher scores for training’s duration.

Table6: Mean Scores for “Gains from Interaction” and “Duration of Training” by School System

School System	Gains from Interaction	Duration of Training
JNV	3.88	3.57
KV	4.11	3.66
CBSE	3.89	3.52

In terms of gains from interaction, participants from both JNV and CBSE school systems gave the mean score of less than 4. With regard to duration of the training programme, least mean score was given by the participants from CBSE system and highest from KV school system.

In the remaining tables of section 1, the first construct (coverage of content) is further analyzed by breaking it into 4 sub-themes. The sub-themes included –

Growing up Healthy: It included two items in it viz - Establishing and Maintaining Relationships; and Understanding Adolescence.

Gender and Sexuality: It included the item - Understanding and Challenging Stereotypes, Discrimination and Abuse.

Prevention of HIV: It included two items – Prevalence, Transmission and Prevention; and Diagnosis and Service.

Substance Abuse: It included two items – Understanding Causes and Consequences; and Protection from substance abuse

Table7: Mean Scores for “Growing up Healthy” by Venue

Venue	Establishing and Maintaining Relationships	Understanding Adolescence
Umaria-I	3.80	4.13
Umaria-II	3.60	4.20
Cuttack	3.81	3.55
Kolhapur	4.08	3.97
Kota	3.48	3.57
Samastipur	3.51	3.60
Ahmednagar	4.13	4.08
Bolangir	3.89	4.03
Tatanagar	4.35	4.28
Mayurbhanj	4.00	4.08
Varanasi	4.15	4.35
Bhopal-I	4.08	4.50
Bhopal-II	4.51	4.62
Munger	4.37	4.34
Jhunjhunu	3.98	4.02
Sambalpur	4.40	4.31
Navi Mumbai	3.91	3.62
Aurangabad	3.29	4.14
Udaipur	4.18	4.45
Patna	3.61	4.08
Jodhpur	4.00	4.20
Balasore	4.33	4.10
Indore	4.48	4.31
Nawada	3.79	4.19
Nalanda	4.35	4.58
Jaisalmer	4.30	4.22
Total	4.04	4.12
	N=969	

The objectives of sub-theme ‘growing up healthy’ were to enable children and young people to identify situations which make them uncomfortable and express to a trusted adult; to help children understand and accept the various physical and psycho-social changes and development during adolescence; and to enable them to understand relationships with peers, family and society and make informed choices with respect to different relationships.

In case of growing up healthy, two items viz - “establishing and maintaining relationships” and “understanding adolescence” were analyzed. The mean score for establishing and maintaining relationships was 4.04 (marginally more than very good). Indore recorded the highest mean score (4.48) and Aurangabad recorded the lowest mean score (3.29). With regard to “understanding adolescence”, barring Cuttack, Kolhapur, Kota, Samastipur and Navi Mumbai, all venues gave it the mean score of 4 or more.

Table8: Mean Scores for “Growing up Healthy” by School System

School System	Establishing and Maintaining Relationships	Understanding Adolescence
JNV	3.73	3.77
KV	4.16	4.24
CBSE	4.11	4.21

School-wise, JNV respondents gave the mean score of less than 4 in case of both ‘establishing and maintaining relationships’ and ‘understanding adolescence’. On the other hand, CBSE and KV gave the score in excess of 4 for both sub-themes.

Table9: Mean Scores for “Gender and Sexuality” by Venue

Venue	Understanding and Challenging Stereotypes, Discrimination and Abuse
Umaria-I	3.93
Umaria-II	3.00
Cuttack	3.36
Kolhapur	4.03
Kota	3.50
Samastipur	3.49
Ahmednagar	3.90
Bolangir	3.94
Tatanagar	4.10
Mayurbhanj	4.10
Varanasi	4.35
Bhopal-I	4.18
Bhopal-II	4.51
Munger	4.17
Jhunjhunu	4.00
Sambalpur	3.96
Navi Mumbai	3.76
Aurangabad	4.00
Udaipur	4.09
Patna	3.89
Jodhpur	4.17
Balasore	4.30
Indore	4.52
Nawada	4.02
Nalanda	4.50
Jaisalmer	4.14
Total	4.01

The objectives of the sub-theme ‘gender and sexuality’ were to let children and young people understand basic concepts, stereotypes and inequalities related to gender and sexuality; to build awareness of various kinds of violations; and to empower adolescents to understand and challenge existing norms and inequalities related to gender and sexuality.

10 venues gave the mean score of less than 4 while remaining 16 gave score of 4 or more to the item ‘understanding and challenging stereotypes, discrimination and abuse’. Highest mean score was recorded by Indore (4.52) and lowest by Umaria-II (3.00).

Table 10: Mean Scores for “Gender and Sexuality” by School System

School System	Understanding and Challenging Stereotypes, Discrimination and Abuse
JNV	3.64
KV	4.13
CBSE	4.11

Both KV and CBSE systems gave the mean score of more than 4 to the item ‘understanding and challenging stereotypes, discrimination and abuse’.

Table11: Mean Scores for “Prevention of HIV” by Venue

Venue	Prevalence, Transmission and Prevention	Diagnosis and Services
Umaria-I	4.11	3.84
Umaria-II	4.20	3.00
Cuttack	4.15	4.02
Kolhapur	4.11	3.87
Kota	3.69	3.29
Samastipur	3.53	3.40
Ahmednagar	4.08	3.77
Bolangir	3.94	3.61
Tatanagar	4.38	4.08
Mayurbhanj	4.15	4.03
Varanasi	4.32	4.26
Bhopal-I	4.50	4.32
Bhopal-II	4.73	4.35
Munger	4.54	4.20
Jhunjhunu	3.96	3.51
Sambalpur	4.42	3.96
Navi Mumbai	3.76	3.15
Aurangabad	3.86	4.00
Udaipur	4.27	3.73
Patna	3.92	3.50
Jodhpur	3.97	3.91
Balasore	4.17	3.83
Indore	4.24	3.90
Nawada	4.33	3.83
Nalanda	4.38	4.12
Jaisalmer	4.40	4.04
Total	4.16	3.84

The main objectives of this sub-theme “prevention of HIV” were to develop understanding of HIV epidemic, its modes of transmission and its prevention; and empower adolescents to practice informed and responsible behaviours. With regard to prevention of HIV, items on its ‘prevalence, transmission and prevention’ and its ‘diagnosis and services’ were analyzed. In terms of its prevalence, transmission and prevention, overall mean score of 4.16 was recorded. Amongst them, 7 venues were those which recorded mean score between 3 and 4. In terms of its diagnosis and services, overall mean score of 3.84 was observed. Bhopal-II recorded the highest mean score of 4.35 where as Umaria-II recorded the lowest at mean score of 3.00.

Table12: Mean Scores for “Prevention of HIV” by School System

School System	Prevalence, Transmission and Prevention	Diagnosis and Services
JNV	3.92	3.67
KV	4.28	3.99
CBSE	4.20	3.80

With regard to prevalence, transmission and prevention, both KV and CBSE recorded similar mean scores (above 4) while JNV recorded lower than them at 3.92. In terms of its diagnosis and services, all systems scored less than 4. However, KV gave higher score than other systems.

Table13: Mean Scores for “Substance Abuse” by Venue

Venue	Understanding Causes and Consequences	Protection
Umaria-I	4.11	4.04
Umaria-II	3.80	4.20
Cuttack	3.83	3.85
Kolhapur	4.16	4.00
Kota	3.62	3.40
Samastipur	3.62	3.64
Ahmednagar	4.23	3.97
Bolangir	3.94	3.83
Tatanagar	4.25	4.20
Mayurbhanj	4.33	4.15
Varanasi	4.32	4.18
Bhopal-I	4.03	4.13
Bhopal-II	4.65	4.38
Munger	4.27	4.32
Jhunjhunu	3.89	3.96
Sambalpur	4.16	4.22
Navi Mumbai	2.94	2.68
Aurangabad	3.14	2.86
Udaipur	4.09	4.18
Patna	3.28	3.19
Jodhpur	3.89	3.74
Balasore	3.63	4.20
Indore	4.48	4.52
Nawada	3.94	3.67
Nalanda	4.12	4.27
Jaisalmer	4.38	4.24
Total	4.00	3.95

The major objectives behind the transaction of this sub-theme were to let children be aware of the reasons and consequences of substance abuse and be able to effectively protect themselves; and to develop appropriate attitudes and skills to deal effectively with situations that increase young people’s vulnerability to substance abuse.

With regard to understanding causes and consequences of substance abuse, an overall mean score of 4 (very good) was reported. Amongst the venues, Bhopal-II reported the highest and Navi Mumbai reported the lowest mean score. In case of seeking protection from substance abuse, 2 venues – Navi Mumbai and Aurangabad gave the mean score of less than 3. However, the overall mean score was close to 4.

Table14: Mean Scores for “Substance Abuse” by School System

School System	Understanding Causes and Consequences	Protection
JNV	3.86	3.80
KV	4.20	4.12
CBSE	3.90	3.87

KV school system gave the mean score of more than 4 to both the sub-themes i.e. “understanding causes and consequences of substance abuse” and “protection”. However, other school systems were found to be much behind in giving the scores for both sub-themes.

Table 15: Mean Scores of Five Constructs by Venue (Master Trainers’ Feedback)

Venue	Coverage of Content	Quality of Training	Participation of Trainees	Clarity among Trainees	Logistics of Training Programme
Goa	4.14	4.33	4.27	4.23	3.95
Bhubaneshwar	3.97	4.30	4.01	4.03	3.96
Jaipur	3.79	4.23	3.68	4.00	3.82
Gwalior	3.94	4.00	4.00	4.16	3.90
Ghaziabad	3.81	3.79	3.85	3.92	3.90
Total	3.98	4.19	4.03	4.10	3.93
	<i>N= 109</i>				

With regard to the feedback received from master trainers’ feedback on broad constructs data in the above table were recorded.

In the above table, mean scores of the five constructs exhibiting the quality of training of nodal teachers have been shown. In all, data from 5 venues and 3 school systems were obtained.

Coverage of Content: The average or mean score for coverage of content lies close to very good (3.98). Out of 5, only Goa gave the average score of more than 4 (very good) to the coverage of content. Lowest mean score of 3.81 was recorded at Ghaziabad.

Quality of Training: The average score for quality of training was recorded at 4.19 which is in between very good and excellent feedback. The participants gave highest average score to quality of training amongst all broad constructs. Amongst the venues, highest mean score was recorded at Goa (4.33). Ghaziabad recorded the lowest mean score of 3.79 amongst the venues where training was given to master trainers.

Participation of Trainees: The average score for the feedback on participation of trainees was touch more than 4. In this construct, the highest and lowest mean scores were recorded by Goa and Jaipur respectively.

Clarity among Trainees: In this construct, trainees’ clarity on transacting activities with students was observed. The average score recorded for this construct was also found to be 4.10 i.e. very good. All venues except Ghaziabad recorded mean score of 4 or more.

Logistics of Training Programme: Amongst all constructs, the least mean score was recorded for logistics of the training programme. Its mean score is 3.93. Highest mean score was recorded at Bhubaneshwar while the lowest score was recorded at Jaipur.

Cumulatively speaking, participants from Goa gave the most favourable feedback considering all the five constructs together. On the other hand, Ghaziabad gave mean score of less than 4 across five constructs. Relatively, Jaipur also gave less favourable feedback across the five constructs.

Table16: Mean Scores of Five Constructs by School System (Master Trainers' Feedback)

School System	Coverage of Content	Quality of Training	Participation of Trainees	Clarity among Trainees	Logistics of Training Programme
JNV	4.14	4.33	4.27	4.23	3.95
KV	3.92	4.50	3.97	4.17	3.96
CBSE	3.91	3.94	3.92	3.97	3.89
	N=109				

School system-wise analysis of data show that CBSE respondents gave the most consistent scores across all constructs. The difference between highest and lowest score was lower in case of CBSE than other school systems. Also CBSE respondents gave lesser score in all constructs than their counterparts. Participants from JNV school system rated the training programme in excess of 4 i.e. very good across all constructs except programme logistics. In case of logistics of programme, all systems gave it a score of less than 4.

Table17: Overall Mean Score of Quality of Training by Five Constructs

Construct	Mean Score
Coverage of Content	3.98
Quality of Training	4.19
Participation of Trainees in Interactive Process	4.03
Clarity among Trainees for Transacting Activities	4.10
Logistics of the Training Programme	3.93

The overall mean score for the five broad constructs of training show that participants rated the programme between 3 and 4 i.e. good and very good. The least mean score was given to logistics of the training where as quality of training received the highest mean score. Participation of trainees in interactive process and clarity among trainees for transacting activities were given the mean score of touch more than 4 i.e. very good.

Table 18: Mean Scores for “Gains from Interaction” and “Duration of Training” by Venue

State	Gains from Interaction	Duration of Training
Goa	4.03	3.44
Bhubaneshwar	4.17	3.74
Jaipur	3.64	3.45
Gwalior	4.21	3.47
Ghaziabad	3.67	3.33
Total	4.03	3.53
	N=109	

The overall mean score for the perceived gain from interaction with students was 4.03 meaning very good. Amongst the venues, highest mean score was recorded by the participants from Gwalior (4.21) whereas the lowest mean score was recorded by participants from Jaipur (3.64).

The mean score for duration of training programme was 3.53 (between good and very good). The most dissatisfied participants in terms of programme's duration were from Ghaziabad who gave the mean score of 3.33. No venue gave the mean score of 4 or above. Bhubaneshwar (3.74) recorded relatively higher score for training's duration.

Table 19: Mean Scores for “Gains from Interaction” and “Duration of Training” by School System

School System	Gains from Interaction	Duration of Training
JNV	4.03	3.44
KV	4.11	3.59
CBSE	3.98	3.56

In terms of gains from interaction, participants from both JNV and KV school systems gave the mean score of more than 4. With regard to duration of the training programme, all systems gave score in between 3 and 4. Least mean score was given by the participants from CBSE system and highest from KV school system.

In the remaining tables of this section, the first construct (coverage of content) is further analyzed by breaking it into 4 sub-themes. The sub-themes included –

Growing up Healthy: It included two items in it viz - Establishing and Maintaining Relationships; and Understanding Adolescence.

Gender and Sexuality: It included the item - Understanding and Challenging Stereotypes, Discrimination and Abuse.

Prevention of HIV: It included two items – Prevalence, Transmission and Prevention; and Diagnosis and Service.

Substance Abuse: It included two items – Understanding Causes and Consequences; and Protection from substance abuse

Table 20: Mean Scores for “Growing up Healthy” by Venue

Venue	Establishing and Maintaining Relationships	Understanding Adolescence
Goa	4.16	4.34
Bhubaneswar	4.11	4.31
Jaipur	3.82	3.55
Gwalior	3.84	4.05
Ghaziabad	3.83	3.92
Total	4.02	4.16
	N=109	

In case of growing up healthy, two items viz - “establishing and maintaining relationships” and “understanding adolescence” were analyzed. The mean score for establishing and maintaining relationships was 4.02 (marginally more than very good). Goa recorded the highest mean score (4.16) and Jaipur recorded the lowest mean score (3.82). With regard to “understanding adolescence”, overall mean score was recorded to be 4.16. Apart from Jaipur and Ghaziabad, all venues recorded mean scores of 4 or above.

Table 21: Mean Scores for “Growing up Healthy” by School System

School System	Establishing and Maintaining Relationships	Understanding Adolescence
JNV	4.16	4.34
KV	4.11	4.00
CBSE	3.88	4.12

System-wise, JNV and KV respondents gave the mean score of more than 4 in case of both ‘establishing and maintaining relationships’ and ‘understanding adolescence’.

Table 22: Mean Scores for “Gender and Sexuality” by Venue

Venue	Understanding and Challenging Stereotypes, Discrimination and Abuse
Goa	4.25
Bhubaneshwar	3.91
Jaipur	3.91
Gwalior	4.16
Ghaziabad	3.75
Total	4.04

With regard to the item ‘understanding and challenging stereotypes, discrimination and abuse’ overall mean score of 4.04 was recorded. Highest mean score was recorded by Goa (4.25) and lowest by Ghaziabad (3.75).

Table 23: Mean Scores for “Gender and Sexuality” by School System

School System	Understanding and Challenging Stereotypes, Discrimination and Abuse
JNV	4.25
KV	3.93
CBSE	3.96

Both KV and CBSE systems gave the mean score of less than 4 to the item ‘understanding and challenging stereotypes, discrimination and abuse’.

Table 24: Mean Scores for “Prevention of HIV” by Venue

Venue	Prevalence, Transmission and Prevention	Diagnosis and Services
Goa	4.13	3.91
Bhubaneshwar	4.20	3.71
Jaipur	4.18	3.64
Gwalior	4.37	3.68
Ghaziabad	4.00	4.00
Total	4.18	3.79

With regard to prevention of HIV, items on its ‘prevalence, transmission and prevention’ and its ‘diagnosis and services’ were analyzed. In terms of its prevalence, transmission and prevention, overall mean score of 4.18 was recorded. All venues recorded mean score or 4 or above. In terms of its diagnosis and services, overall mean score of 3.79 was observed. Ghaziabad recorded the highest mean score of 4.00 where as Jaipur recorded the lowest at mean score of 3.64.

Table 25: Mean Scores for “Prevention of HIV” by School System

School System	Prevalence, Transmission and Prevention	Diagnosis and Services
JNV	4.13	3.91
KV	4.15	3.48
CBSE	4.24	3.88

With regard to prevalence, transmission and prevention, all systems recorded similar mean scores (above 4). In terms of its diagnosis and services, all systems scored less than 4. However, JNV gave higher score than other systems.

Table26: Mean Scores for “Substance Abuse” by Venue

Venue	Understanding Causes and Consequences	Protection
Goa	3.91	4.06
Bhubaneshwar	3.97	3.97
Jaipur	4.18	3.18
Gwalior	3.89	3.95
Ghaziabad	4.17	3.92
Total	3.98	3.91

With regard to understanding causes and consequences of substance abuse, an overall mean score of 3.98 was reported. Amongst the venues, Jaipur reported the highest and Gwalior reported the lowest mean score. In case of seeking protection from substance abuse, except Goa all venues gave the mean score of less than 4.

Table27: Mean Scores for “Substance Abuse” by School System

School System	Understanding Causes and Consequences	Protection
JNV	3.91	4.06
KV	4.11	3.70
CBSE	3.96	3.92

With regard to the sub-theme “understanding causes and consequences of substance abuse”, highest mean score was reported by KV school system. With regard to “protection”, highest mean score was recorded by JNV system.

Section 2: Pre-Post Survey Analysis

Table 28: Knowledge – Venue wise (Nodal Teachers)

Venue	System	Changes during Adolescence				Nutrition				RTI/STI and HIV/AIDS			
		Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
Umaria	JNV	8.40	7.68	0.72	2.34**	2.10	1.54	0.56	3.57***	10.90	6.46	4.44	8.89***
Cuttack	JNV	8.91	7.52	1.39	5.05***	1.84	1.32	0.52	2.82***	9.23	6.64	2.59	5.33***
Kolhapur	JNV	8.66	6.87	1.79	4.56***	1.61	1.47	0.14	0.65	9.11	5.82	3.29	5.69***
Kota	JNV	8.90	7.40	1.50	5.33***	2.21	1.74	0.47	2.78***	10.00	7.26	2.74	4.93***
Samastipur	JNV	7.74	7.13	0.61	1.75*	1.91	1.76	0.15	0.87	9.07	7.98	1.09	1.92*
Pune	KV	8.05	7.55	0.50	1.43	2.28	1.95	0.33	1.96*	9.15	7.78	1.37	2.94***
Ahmednagar	KV	8.46	7.69	0.77	1.92*	2.21	1.82	0.39	2.65**	10.03	8.18	1.85	2.53**
Bolangir	KV	8.33	8.28	0.05	0.14	2.17	1.97	0.19	1.02	9.53	7.86	1.67	2.67**
Tatanagar	KV	8.65	7.93	0.72	2.86***	2.53	2.10	0.43	3.08***	8.95	8.45	0.50	1.09
Mayurbhanj	KV	--	7.79	--	--	--	1.63	--	--	--	6.42	--	--
Varanasi	KV	8.80	7.86	0.94	2.20**	2.40	2.17	0.23	1.54	10.69	8.14	2.54	3.80***
Bhopal-I	KV	8.59	7.87	0.72	2.07**	2.21	1.54	0.67	2.48**	10.54	5.41	5.13	6.98***
Bhopal-II	KV	8.79	8.53	0.26	0.79	2.61	2.32	0.29	1.87*	10.87	9.08	1.79	3.73***
Munger	KV	8.76	7.41	1.34	4.36***	2.34	1.78	0.56	3.42***	10.39	8.22	2.17	4.24***
Jaisalmer	KV	8.90	7.98	0.92	3.99***	2.22	1.98	0.24	1.85*	10.36	8.82	1.54	3.91***
Jhunjhunu	KV	8.33	7.89	0.44	1.39	2.17	1.44	0.72	3.81***	9.17	7.09	2.07	3.37***
Sambalpur	CBSE	7.91	7.56	0.35	0.76	1.82	1.78	0.04	0.25	10.33	7.84	2.49	5.11***
Navi Mumbai	CBSE	9.33	7.89	1.44	4.21***	2.20	1.73	0.46	2.38**	10.68	8.51	2.17	5.09***
Udaipur	CBSE	8.70	7.82	0.88	2.90***	1.95	1.93	0.02	0.11	10.20	8.09	2.11	4.04***
Patna	CBSE	8.51	7.17	1.34	3.05***	2.11	1.89	0.22	1.21	8.91	7.11	1.80	3.07***
Jodhpur	CBSE	--	8.10	--	--	2.13	1.75	0.38	2.03**	9.63	7.85	1.77	3.14***
Balasure	CBSE	8.03	6.62	1.41	2.29**	1.93	1.48	0.45	2.36**	9.07	7.03	2.04	2.46**
Indore	CBSE	8.31	7.38	0.93	2.33**	2.28	1.90	0.38	2.17**	11.00	7.93	3.07	7.40***
Total		8.15	7.66	0.49	4.99***	2.14	1.78	0.36	9.37***	9.90	7.62	2.28	18.62***
<i>Score</i>		<i>(0-10)</i>				<i>(0-3)</i>				<i>(0-13)</i>			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

Under knowledge, sub-themes of changes during adolescence; nutrition; and RTI/STI and HIV/AIDS have been analyzed. The t-test results for knowledge on changes during adolescence are significant. Barring Pune, Bolangir, Bhopal-II, Jhunjhunu and Sambalpur the t-test findings for knowledge on changes during adolescence are significant in all venues. Navi Mumbai (9.33) recorded the highest mean score in post test. Kolhapur (1.79) recorded the highest mean difference.

In case of nutrition, the findings are also found to be significant. Majority venues' participants recorded significant t-test results except Kolhapur, Samastipur, Bolangir, Varanasi, Sambalpur, Udaipur and Patna.

The t-test results for knowledge on RTI/STI and HIV/AIDS were found to be significant. All venues except Tatanagar showed significant results. Indore recorded the highest post test mean score i.e. 11.00 while Bhopal-I registered the highest mean difference of 5.13.

Table 29: Knowledge – System wise (Nodal Teachers)

School System	Changes during Adolescence				Nutrition				RTI/STI and HIV/AIDS			
	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
JNV	8.51	7.34	1.17	8.14***	1.94	1.58	0.36	4.60***	9.68	6.91	2.77	11.18***
KV	8.57	7.89	0.68	6.34***	2.30	1.89	0.41	7.50***	9.94	7.90	2.04	10.84***
CBSE	7.17	7.57	-0.40	-1.59	2.05	1.78	0.27	3.74***	10.03	7.79	2.24	10.82***
<i>Score</i>	<i>(0-10)</i>				<i>(0-3)</i>				<i>(0-13)</i>			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

School system-wise, the t-test result for knowledge on changes during adolescence was found to be significant in case of JNV and KV systems. In case of knowledge on nutrition, the disaggregated analysis shows the findings in all systems to be significant.

School system-wise t-test result for knowledge on RTI/STI and HIV/AIDS was found to be significant in all systems. CBSE recorded the highest post test mean while JNV recorded the highest mean difference score.

Table 30: Knowledge – Venue wise (Master Trainers)

Venue	System	Changes during Adolescence				Nutrition				RTI/STI and HIV/AIDS			
		Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
Goa	JNV	8.94	7.42	1.52	3.84***	2.39	2.21	0.18	1.06	10.33	8.88	1.45	3.67***
Bhubaneshwar	KV	8.86	8.36	0.50	1.03	2.36	2.25	0.11	0.49	11.25	9.54	1.71	2.44**
Jaipur	KV	9.17	8.46	0.71	1.57	2.21	2.08	0.13	0.47	10.67	9.54	1.13	1.76*
Gwalior	CBSE	7.58	7.79	-0.21	--	2.47	1.58	0.89	3.14***	9.63	8.32	1.32	1.22
Ghaziabad	CBSE	8.11	8.11	0.00	0.00	2.44	1.78	0.67	1.63	10.44	7.89	2.56	2.12*
Mumbai	CBSE	9.18	8.55	0.64	1.58	2.36	2.00	0.36	1.89*	10.86	8.23	2.63	3.56***
Bhubaneshwar	CBSE	8.84	7.95	0.89	1.73*	2.11	2.16	-0.05	--	10.00	8.53	1.47	1.92*
Total		8.77	8.06	0.71	3.95***	2.33	2.06	0.27	3.00***	10.51	8.84	1.67	6.10***
<i>Score</i>		<i>(0-10)</i>				<i>(0-3)</i>				<i>(0-13)</i>			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

With respect to master trainers, the t-test findings for the knowledge on changes during adolescence as well as nutrition were found to be significant. However, disaggregated analysis don't show many venues in both items to have significant t-test result.

In case of knowledge on RTI/STI and HIV/AIDS, the findings for master trainers were significant. All venues separately showed significant t-test result except Gwalior. Bhubaneshwar registered highest post test mean score where as Bhubaneshwar and Jaipur recorded highest mean difference.

Table 31: Knowledge – System wise (Master Trainers)

System	Changes during Adolescence				Nutrition				RTI/STI and HIV/AIDS			
	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
JNV	9.00	7.59	1.41	3.90***	2.43	2.16	0.27	1.57	10.54	8.65	1.89	3.90***
KV	9.00	8.40	0.60	1.80*	2.29	2.17	0.12	0.69	10.98	9.54	1.44	3.02***
CBSE	8.45	8.06	0.39	1.56	2.31	1.91	0.40	2.93***	10.11	8.38	1.73	3.83***
<i>Score</i>	<i>(0-10)</i>				<i>(0-3)</i>				<i>(0-13)</i>			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

School system-wise, JNV and KV showed significant t-test result for changes during adolescence where as in case of nutrition only CBSE recorded significant t-test result.

With regard to knowledge on RTI/STI and HIV/AIDS, all systems registered significant results. All systems had similar post test means as well as mean differences.

Table 32 (A): Attitude – Venue wise (Nodal Teacher)

Venue	System	Changes during Adolescence				Gender Issues				RTI/STI and HIV/AIDS			
		Post (Mean)	Pre (Mean)	Mean Diff.	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Diff.	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Diff.	t-value (sig.)
Umariya	JNV	2.92	2.38	0.54	3.83***	9.82	8.04	1.78	4.34***	2.20	1.74	0.46	4.13***
Cuttack	JNV	2.82	2.18	0.64	4.07***	9.82	8.16	1.66	4.21***	2.20	1.91	0.29	2.23**
Kolhapur	JNV	2.66	2.39	0.26	1.30	9.66	8.29	1.37	2.74***	2.03	1.76	0.26	1.50
Kota	JNV	2.90	2.57	0.33	2.05**	9.55	8.33	1.22	2.56**	2.31	2.00	0.31	2.17**
Samastipur	JNV	2.93	2.59	0.34	2.00*	9.52	8.33	1.19	2.90***	2.07	1.91	0.15	1.36
Pune	KV	3.00	2.78	0.22	1.01	10.25	8.80	1.45	4.16***	2.38	2.28	0.10	0.78
Ahmednagar	KV	3.13	2.79	0.33	1.70*	10.56	9.21	1.36	3.06***	2.41	2.10	0.31	2.31**
Bolnagar	KV	3.08	2.58	0.50	2.14**	10.25	9.19	1.06	2.25**	2.31	2.14	0.17	1.14
Tatanagar	KV	3.28	2.63	0.65	3.74***	9.23	9.18	0.05	0.12	2.23	2.20	0.03	0.27
Mayurbhanj	KV	--	2.58	--	--	--	--	--	--	--	--	--	--
Varanasi	KV	3.11	2.86	0.26	1.24	11.14	9.09	2.06	4.45***	2.60	2.09	0.51	2.71*
Bhopal-I	KV	3.15	2.46	0.69	3.22***	9.72	8.00	1.72	2.55**	2.31	1.05	1.26	6.50***
Bhopal-II	KV	3.32	3.03	0.29	1.60	10.89	9.66	1.24	2.94***	2.18	2.21	-0.03	-0.21
Munger	KV	3.27	2.61	0.66	3.25***	11.17	8.98	2.19	5.27***	2.12	2.02	0.10	0.78
Jaisalmer	KV	2.90	2.80	0.10	0.57	10.24	8.98	1.26	3.54***	2.26	2.18	0.08	0.81
Jhunjhunu	KV	2.76	2.67	0.09	0.52	9.81	8.22	1.59	2.98***	1.94	1.93	0.01	0.14
Sambalpur	CBSE	2.58	2.13	0.44	2.34**	9.80	8.62	1.18	2.87***	2.27	1.93	0.33	2.14**
Navi Mumbai	CBSE	3.32	2.83	0.49	2.46**	10.41	8.66	1.76	3.25***	2.29	2.07	0.22	1.46
Udaipur	CBSE	2.73	2.70	0.02	0.12	10.20	8.59	1.61	3.68***	2.20	2.18	0.02	0.13
Patna	CBSE	3.06	2.37	0.69	3.29***	9.26	7.91	1.34	2.19**	1.91	1.80	0.11	0.81
Jodhpur	CBSE	0.00	2.83	-2.83	--	9.48	8.35	1.13	1.66	2.20	2.05	0.15	0.92
Balasure	CBSE	2.72	2.00	0.72	2.87***	10.34	7.90	2.45	3.12***	2.21	1.83	0.38	2.37**
Indore	CBSE	3.00	2.90	0.10	0.44	10.55	8.10	2.45	4.38***	2.34	2.17	0.17	1.04
Total		2.84	2.59	0.25	5.28***	10.05	8.57	1.48	14.17***	2.22	1.98	0.24	7.63***
<i>Score</i>		<i>(0-4)</i>				<i>(0-19)</i>				<i>(0-3)</i>			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

Under attitude, sub-themes of changes during adolescence; gender issues including domestic violence; RTI/STI and HIV/AIDS; substance abuse; and relevance of AEP have been analyzed. First three sub-themes are shown in the above table while remaining two in the following table. The t-test results for attitude on changes during adolescence were found to be significant. Disaggregated analysis showed most venues to have significant t-test result.

In case of attitude towards gender issues, all venues except Tatanagar and Jodhpur showed significant results. Overall, the t-test result for attitude towards gender issues was found to be significant. Munger registered highest post test mean (11.17) whereas Balasure and Indore registered highest mean difference of 2.45.

The t-test result for attitude on RTI/STI and HIV/AIDS was also found to be significant. However, only 8 venues out of 23 showed significant t-test result individually.

Table 32 (B): Attitude – Venue wise (Nodal Teacher)

Venue	System	Substance Abuse				AEP			
		Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
Umaria	JNV	3.10	2.16	0.94	4.42***	1.66	1.00	0.66	3.35***
Cuttack	JNV	2.50	1.89	0.61	2.47**	1.30	0.91	0.39	2.47**
Kolhapur	JNV	3.42	2.16	1.26	4.41***	1.53	1.21	0.32	2.23**
Kota	JNV	3.02	2.07	0.95	4.94***	1.60	1.19	0.41	2.37**
Samastipur	JNV	2.63	2.28	0.35	1.33	1.39	1.39	0.00	0.00
Pune	KV	2.93	2.03	0.90	4.60***	1.70	1.58	0.12	0.67
Ahmednagar	KV	2.69	2.21	0.48	2.13**	1.64	1.49	0.15	0.70
Bolangir	KV	2.81	1.83	0.97	4.57***	1.97	1.56	0.42	2.12**
Tatanagar	KV	2.93	2.63	0.30	1.37	1.73	1.43	0.30	1.53
Mayurbhanj	KV	--	--	--	--	--	--	--	--
Varanasi	KV	2.77	1.91	0.86	3.52***	1.69	1.23	0.46	2.94***
Bhopal-I	KV	2.62	0.79	1.82	6.20***	1.69	1.08	0.61	3.03***
Bhopal-II	KV	3.05	2.34	0.71	3.33***	2.21	1.74	0.47	2.69**
Munger	KV	2.49	2.37	0.12	0.52	1.83	1.37	0.46	2.27**
Jaisalmer	KV	2.98	2.24	0.74	3.53***	1.82	1.46	0.36	2.11**
Jhunjhunu	KV	2.96	2.15	0.81	2.82***	1.48	1.02	0.46	2.32**
Sambalpur	CBSE	2.22	1.69	0.53	2.81***	1.47	1.24	0.23	1.30
Navi Mumbai	CBSE	2.63	2.12	0.51	1.96*	1.95	1.66	0.29	1.18
Udaipur	CBSE	2.84	2.27	0.57	1.99*	1.91	1.59	0.32	1.50
Patna	CBSE	2.80	1.91	0.89	3.34***	1.80	1.43	0.37	2.07**
Jodhpur	CBSE	0.00	1.93	-1.93	--	1.80	1.83	-0.03	-0.12
Balasure	CBSE	2.24	2.03	0.21	0.80	1.24	1.21	0.03	0.14
Indore	CBSE	3.00	2.31	0.69	2.34**	2.24	1.59	0.65	3.08***
Total		2.67	2.06	0.61	10.93***	1.70	1.36	0.34	8.31***
<i>Score</i>		<i>(0-5)</i>				<i>(0-3)</i>			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

In case of attitude on substance abuse and relevance of AEP, the t-test shows findings to be significant. In case of substance abuse, even disaggregated findings of most venues showed significant results. Amongst venues, Kolhapur recorded highest post test mean of 3.42 whereas Bhopal-I reported highest mean difference of 1.82.

Table 33(A): Attitude – System wise (Nodal Teacher)

School System	Changes during Adolescence				Gender Issues				RTI/STI and HIV/AIDS			
	Post (Mean)	Pre (Mean)	Mean Diff.	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Diff.	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Diff.	t-value (sig.)
JNV	2.84	2.41	0.43	5.65***	9.68	8.26	1.42	7.46***	2.16	1.87	0.29	4.82***
KV	3.08	2.72	0.36	5.79***	10.30	8.90	1.40	9.38***	2.26	2.02	0.24	5.10***
CBSE	2.46	2.55	-0.09	--	9.99	8.32	1.67	7.66***	2.21	2.01	0.20	3.36***
<i>Score</i>	<i>(0-4)</i>				<i>(0-19)</i>				<i>(0-3)</i>			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

Table 33(B): Attitude – System wise (Nodal Teacher)

School System	Substance Abuse				AEP			
	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
JNV	2.91	2.14	0.77	7.09***	1.50	1.15	0.35	4.69***
KV	2.83	2.06	0.77	9.78***	1.76	1.38	0.38	6.29***
CBSE	2.21	2.00	0.21	1.95*	1.77	1.51	0.26	3.25***
Score	(0-5)				(0-3)			

Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)

School system-wise analysis of data show that the t-test result for all sub-themes covered under attitude is significant. Except in the sub-theme “changes during adolescence” where CBSE system showed negative mean difference. Though the difference was found to be marginal.

Table 34 (A): Attitude – Venue wise (Master Trainer)

Venue	Changes during Adolescence				Gender Issues				RTI/STI and HIV/AIDS			
	Post (Mean)	Pre (Mean)	Mean Diff.	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Diff.	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Diff.	t-value (sig.)
Goa	3.33	3.03	0.30	1.72*	14.45	13.15	1.30	2.77***	2.33	2.09	0.24	1.97*
Bhubaneswar (KV)	3.11	3.04	0.07	0.32	14.00	13.00	1.00	1.40	2.39	2.14	0.25	1.57
Jaipur	3.08	2.75	0.33	1.16	13.96	13.29	0.67	1.37	2.54	2.21	0.33	2.56**
Gwalior	2.89	2.68	0.21	0.89	14.21	11.37	2.84	3.79***	2.32	1.95	0.37	1.20
Ghaziabad	3.22	2.78	0.44	1.08	14.67	13.89	0.78	0.76	2.33	2.33	0.00	0.00
Mumbai	3.27	2.95	0.32	1.05	14.18	13.77	0.41	0.64	2.23	2.05	0.18	1.07
Bhubaneswar (CBSE)	2.89	2.47	0.42	1.71	14.63	13.42	1.21	1.71*	2.26	2.26	0.00	0.00
Total	3.13	2.85	0.28	2.94***	14.26	13.09	1.17	4.70***	2.35	2.13	0.22	3.38***
Score	(0-4)				(0-19)				(0-3)			

Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)

In case of master trainers, findings for the attitude on changes during adolescence, gender issues and RTI/STI and HIV/AIDS show significant t-test results. However, under “changes during adolescence” sub-theme, only Goa showed significant result. Under “gender issues” sub-theme, Goa, Gwalior and Bhubaneswar (CBSE) showed significant result. Under “RTI/STI” sub-theme, Goa and Jaipur showed significant result.

Table 34 (B): Attitude – Venue wise (Master Trainer)

Venue	Substance Abuse				AEP			
	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
Goa	3.21	2.55	0.67	2.64**	1.79	1.64	0.15	0.77
Bhubaneswar (KV)	2.46	2.18	0.29	0.98	2.21	1.79	0.42	1.94*
Jaipur	3.04	2.13	0.92	3.70***	2.25	2.04	0.21	1.00
Gwalior	2.84	1.68	1.16	3.21***	1.95	1.11	0.84	2.73**
Ghaziabad	2.33	2.00	0.33	1.00	2.22	1.89	0.33	0.76
Mumbai	2.77	2.05	0.72	2.01*	2.00	1.68	0.32	1.50
Bhubaneswar (CBSE)	2.84	2.00	0.84	2.82**	2.00	1.68	0.32	1.55
Total	2.84	2.14	0.70	6.07***	2.04	1.69	0.35	3.91***
Score	(0-4)				(0-3)			

Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)

The t-test result for attitude on substance abuse as well as AEP was found to be significant. Further, under “substance abuse”, most venues showed significant t-test result individually too. Under “AEP” sub-theme, Bhubaneswar (KV) and Gwalior had significant findings.

Table 35(A): Attitude – System wise (Master Trainer)

Venue	Changes during Adolescence				Gender Issues				RTI/STI and HIV/AIDS			
	Post (Mean)	Pre (Mean)	Mean Diff.	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Diff.	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Diff.	t-value (sig.)
JNV	3.38	3.05	0.33	1.92*	14.68	13.24	1.43	3.27***	2.32	2.07	0.29	2.44**
KV	3.10	2.90	0.20	1.08	13.98	13.13	0.85	1.91*	2.46	2.17	0.29	2.77***
CBSE	3.02	2.69	0.32	2.19**	14.25	12.97	1.28	3.18***	2.28	2.15	0.12	1.11
Score	(0-4)				(0-19)				(0-3)			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

School system-wise, JNV recorded significant results in three sub-themes of attitude – changes during adolescence, gender issues and RTI/STI.

Table 35(B): Attitude – System wise (Master Trainer)

Venue	Substance Abuse				AEP			
	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
JNV	3.22	2.51	0.70	2.95***	1.86	1.57	0.29	1.54
KV	2.73	2.15	0.58	2.93***	2.23	1.90	0.33	2.15**
CBSE	2.72	1.91	0.82	4.45***	1.98	1.58	0.40	2.93***
Score	(0-4)				(0-3)			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

Further, all school systems showed significant t-test result under the sub-theme substance abuse (attitude). In case of AEP, KV and CBSE showed significant result.

Table 36: Skills / Experiential Learning – Venue wise (Nodal Teacher)

Venue	System	Gender Issues				Sexual Harassment and Abuse				Relationship with Students			
		Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
Umaria	JNV	2.16	1.78	0.38	2.28**	2.76	2.26	0.50	2.35**	2.12	1.28	0.84	6.08***
Cuttack	JNV	1.89	1.84	0.05	0.23	2.70	2.20	0.50	2.36**	1.80	1.36	0.43	2.87***
Kolhapur	JNV	2.18	1.66	0.53	2.99***	2.61	2.05	0.55	2.19**	1.42	1.34	0.08	0.41
Kota	JNV	2.38	1.93	0.45	2.81***	3.26	2.55	0.71	2.98***	1.86	1.40	0.46	2.82***
Samastipur	JNV	2.04	1.85	0.19	1.54	2.65	2.54	0.11	0.51	1.74	1.54	0.20	1.32
Pune	KV	2.10	1.98	0.12	0.68	3.33	2.85	0.48	2.09**	2.13	1.78	0.35	1.93*
Ahmednagar	KV	2.28	2.03	0.25	1.66	3.41	3.08	0.33	1.28	1.77	1.69	0.08	0.44
Bolangir	KV	2.42	2.17	0.25	1.25	3.14	2.42	0.72	2.62**	1.86	1.97	-0.11	--
Tatanagar	KV	2.03	1.85	0.18	1.06	3.23	2.78	0.45	2.09**	2.13	1.60	0.53	3.20***
Mayurbhanj	KV	--	--	--	--	--	--	--	--	--	--	--	--
Varanasi	KV	2.23	2.00	0.23	1.21	3.43	2.54	0.89	3.27***	2.09	1.66	0.43	2.26**
Bhopal-I	KV	2.23	1.62	0.62	2.97***	3.05	2.18	0.87	3.01***	2.08	1.23	0.85	3.15***
Bhopal-II	KV	2.58	2.26	0.32	2.63**	3.74	3.29	0.45	1.96*	2.13	1.82	0.32	1.45
Munger	KV	2.12	2.10	0.02	0.16	3.54	3.00	0.54	2.26**	2.15	1.76	0.39	2.57**
Jaisalmer	KV	2.28	1.82	0.46	3.49***	3.36	2.78	0.58	2.50**	1.92	1.62	0.30	1.97*
Jhunjhunu	KV	2.09	1.72	0.37	2.36**	3.04	2.20	0.84	3.40***	1.94	1.26	0.68	4.06***
Sambalpur	CBSE	2.04	1.98	0.07	0.48	2.42	2.27	0.15	0.69	1.91	1.40	0.51	2.91***
Navi Mumbai	CBSE	2.22	1.88	0.34	1.89*	3.41	2.76	0.66	2.76***	1.80	1.44	0.36	2.19**
Udaipur	CBSE	2.07	1.93	0.14	0.69	2.89	2.98	-0.09	--	1.93	1.73	0.20	0.95
Patna	CBSE	1.80	1.74	0.06	0.33	2.69	2.51	0.17	0.85	1.69	1.17	0.51	3.01***
Jodhpur	CBSE	1.95	1.95	0.00	0.00	2.90	2.90	0.00	0.00	1.70	1.60	0.10	0.53
Balasure	CBSE	2.34	2.07	0.27	1.39	3.34	2.31	1.03	3.60***	1.66	1.55	0.11	0.49
Indore	CBSE	2.17	1.79	0.38	2.49**	3.48	2.83	0.65	1.98*	2.07	1.52	0.55	2.82***
Total		2.16	1.90	0.26	7.11***	3.09	2.60	0.49	9.29***	1.91	1.53	0.38	9.82***
Score		(0-3)				(0-5)				(0-3)			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

With regard to skills and experiential learning, three sub-themes viz- gender issues sexual harassment & abuse and relationship with students were analyzed.

Relationship with students was gauged by asking the participating teachers about their reaction and advice to students during a situation, wherein young people are asked by parents to marry someone who is of parent's choice and is against their wish.

In all sub-themes, the overall t-test results were found to be significant. In case of skills/ experiential learning on gender issues, 9 venues had significant t-test results. In case of sexual harassment and abuse, apart from 7 venues, all venues recorded significant t-test result. In case of relationship with students, 14 venues reported significant t-test result.

Table 37: Skills / Experiential Learning – System wise (Nodal Teacher)

School System	Gender Issues				Sexual Harassment and Abuse				Relationship with Students			
	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
JNV	2.12	1.83	0.29	3.90***	2.79	2.36	0.44	4.34***	1.81	1.40	0.41	5.71***
KV	2.23	1.94	0.29	5.50***	3.32	2.70	0.62	7.85***	2.01	1.62	0.39	6.59***
CBSE	2.08	1.90	0.18	2.68***	2.99	2.64	0.35	3.40***	1.82	1.48	0.34	4.71***
Score	(0-3)				(0-5)				(0-3)			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

System-wise, t-test of all systems showed significant results. Mean difference in case of gender issues was equal for JNV and KV i.e. 0.29. In case of sexual harassment and abuse, KV reported highest mean difference of 0.62 whereas in sub-theme relationship with students, JNV registered highest mean difference of 0.41.

Table 38: Skills / Experiential Learning – Venue wise (Master Trainer)

Venue	Gender Issues				Sexual Harassment and Abuse				Relationship with Students			
	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
Goa	1.97	1.97	0.00	0.00	3.21	2.94	0.27	0.90	2.24	1.91	0.33	1.77*
Bhubaneshwar (KV)	2.32	2.32	0.00	0.00	3.39	3.18	0.21	0.74	2.07	1.96	0.11	0.42
Jaipur	2.33	2.17	0.17	0.94	3.29	3.00	0.29	1.02	2.08	1.67	0.42	1.55
Gwalior	1.95	1.53	0.42	1.64	2.79	2.42	0.37	1.02	2.16	1.53	0.63	2.19**
Ghaziabad	2.67	2.56	0.11	0.32	3.67	3.67	0.00	0.00	2.22	2.00	0.22	0.69
Mumbai	2.59	2.18	0.41	2.11**	3.68	3.32	0.36	1.14	2.23	1.77	0.46	1.80*
Bhubaneshwar (CBSE)	2.21	2.26	-0.05	--	3.74	3.16	0.58	1.50	2.37	1.89	0.48	1.69
Total	2.25	2.11	0.14	1.76*	3.36	3.05	0.31	2.53**	2.19	1.82	0.37	3.81***
<i>Score</i>	<i>(0-3)</i>				<i>(0-5)</i>				<i>(0-3)</i>			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

In case of master trainers, the t-test result for skills or experiential learning on gender issues, sexual harassment & abuse and relationship with students were found to be significant. In case of gender issues, both Goa and Bhubaneshwar (KV) showed no mean difference. Only Mumbai showed significant t-test result. In sexual harassment and abuse, no venue recorded significant t-test result.

Table 39: Skills / Experiential Learning – System wise (Master Trainer)

School System	Gender Issues				Sexual Harassment and Abuse				Relationship with Students			
	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
JNV	2.03	1.92	0.11	0.58	3.24	2.89	0.35	1.15	2.32	1.86	0.46	2.44**
KV	2.33	2.25	0.08	0.63	3.35	3.10	0.25	1.24	2.08	1.83	0.25	1.36
CBSE	2.31	2.11	0.20	1.72*	3.45	3.11	0.34	1.94*	2.20	1.78	0.42	2.92***
<i>Score</i>	<i>(0-3)</i>				<i>(0-5)</i>				<i>(0-3)</i>			

System-wise analysis shows CBSE to be reporting significant t-test result in all three sub-themes. On the other hand, KV did not report significant result under any sub-theme.

Table 40: Skills / Experiential Learning – System wise (Nodal Teacher)

Changes and Perceptions during Adolescence	JNV		KV		CBSE	
	Post (Percent)	Pre (Percent)	Post (Percent)	Pre (Percent)	Post (Percent)	Pre (Percent)
Curiosity	64.1	56.8	65.8	60.4	61.8	49.6
Maturity	24.2	24.9	16.1	21.8	26.4	22.9
Joy	10.4	8.7	7.5	5.5	5.9	7.1
Self-Expression	34.6	26.6	25.8	23.9	26	21.4
Seeking Independence	23.8	27.9	31.1	35.6	33.1	39.8
Major Bodily Changes	64.5	59.4	63.4	68	60.2	61.3
Lots of Interest in Looks	14.3	16.2	15.9	18.4	19.7	20.7
Attraction to Others	32.5	39.7	33.3	40	33.5	35
Crisis	4.3	7.9	6.6	4	3.9	2.6
Danger	3.5	3.5	3.1	2.5	2.4	1.5
Stress	40.3	31.4	41.9	31.4	29.9	26.3
Bad Habits	22.1	27.9	20.1	22	12.6	16.9
Anxiety	22.9	15.3	23.4	17.2	28.3	19.5
Trouble with Parents	3.9	14.8	12.6	16.7	12.2	19.9
Mood Swings	12.6	14.4	21	18.4	22	23.3
N	231	229	453	472	254	266

*: Percentages may not add upto 100 due to multiple responses

The participants were asked about the responses that best describe the experiences of adolescence and growing up. The responses have been categorized as positive and negative in the table. Positive responses include – curiosity, maturity, joy, self-expression, seeking independence, major bodily changes, lots of interest in looks and attraction towards others. Negative responses include – crisis, danger, stress, bad habits, anxiety, trouble with parents and mood swings.

Figures reveal considerable positive change (in terms of percentage) only in case of curiosity. JNV reported a change of 8% in case of self-expression. However, in most positive responses negative trend was observed across the school systems.

In case of trouble with parents, considerably lower percentage of respondents from JNV and CBSE opted for it in the post test as against pre test.

Table 41: Behaviour – Venue wise (Nodal Teacher)

Venue	System	Relationship with Adolescents			
		Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
Umaria	JNV	3.50	2.72	0.78	3.40***
Cuttack	JNV	3.45	2.86	0.59	2.86***
Kolhapur	JNV	3.21	2.87	0.34	1.33
Kota	JNV	3.21	2.64	0.57	2.68**
Samastipur	JNV	3.11	3.04	0.07	0.31
Pune	KV	3.38	3.05	0.33	1.30
Ahmednagar	KV	3.54	3.41	0.13	0.54
Bolangir	KV	3.69	3.31	0.39	1.30
Tatanagar	KV	3.53	3.10	0.43	1.86*
Mayurbhanj	KV	--	--	--	--
Varanasi	KV	3.77	3.14	0.63	2.95***
Bhopal-I	KV	3.41	3.13	0.28	1.18
Bhopal-II	KV	3.89	3.32	0.57	3.16***
Munger	KV	3.76	3.37	0.39	2.01*
Jaisalmer	KV	3.58	3.12	0.46	2.23**
Jhunjhunu	KV	3.39	2.94	0.44	2.07**
Sambalpur	CBSE	2.96	2.98	-0.02	--
Navi Mumbai	CBSE	3.37	3.22	0.15	0.61
Udaipur	CBSE	3.30	3.11	0.19	0.81
Patna	CBSE	3.26	2.66	0.60	2.58**
Jodhpur	CBSE	1.60	3.18	-1.58	--
Balasore	CBSE	3.34	2.79	0.55	2.45**
Indore	CBSE	3.59	3.14	0.45	1.94*
Total		3.35	3.05	0.30	6.05***
<i>Score</i>		<i>(0-5)</i>			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

The overall t-test result for behaviour (teacher relationship with students) for nodal teachers across the venues was found to be significant. Disaggregated data show 12 venues having significant t-test result. Sambalpur and Jodhpur showed negative mean difference. Bhopal-II showed highest post test mean score while Umaria reported highest mean difference.

Table 42: Behaviour - System wise (Nodal Teacher)

School System	Relationship with Adolescents			
	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
JNV	3.30	2.83	0.47	4.77***
KV	3.58	3.18	0.40	5.67***
CBSE	3.02	3.03	-0.01	-0.04
<i>Score</i>	<i>(0-5)</i>			

*Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)*

The t-test result for behaviour across the school systems was found to be significant except CBSE which had negative mean difference and t-test result.

Table 43: Behaviour - Venue wise (Master Trainer)

Venue	Relationship with Adolescents			
	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
Goa	3.76	3.21	0.55	2.25**
Bhubaneshwar (KV)	3.39	3.14	0.25	0.91
Jaipur	3.33	3.42	-0.09	--
Gwalior	3.37	2.63	0.74	2.93***
Ghaziabad	3.56	3.44	0.12	0.21
Mumbai	3.95	3.18	0.77	2.77**
Bhubaneshwar (CBSE)	3.74	3.32	0.42	1.36
Total	3.59	3.18	0.41	3.59***
Score	(0-5)			

Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)

The overall findings for the master trainers' vis-à-vis behavior (relationship with students) were found to be significant. Venue-wise, Goa, Gwalior and Mumbai recorded significant results. Mumbai reported highest post test mean as well as mean difference.

Table 44: Behaviour - System wise (Master Trainer)

School System	Relationship with Adolescents			
	Post (Mean)	Pre (Mean)	Mean Difference	t-value (sig.)
JNV	3.76	3.22	0.54	2.34**
KV	3.37	3.27	0.10	0.45
CBSE	3.68	3.09	0.58	3.66***
Score	(0-5)			

Significance: ***0.01level (2-tail); **0.05 level (2-tail); *0.10 level (2-tail)

With regard to school systems, JNV and CBSE reported significant t-test result for behavior (relationship with students).

Table 45: Behaviour - System wise (Nodal Teacher)

Changes in the manner in which parents relate with adolescents in comparison with younger children	JNV		KV		CBSE	
	Post (Percent)	Pre (Percent)	Post (Percent)	Pre (Percent)	Post (Percent)	Pre (Percent)
Parents are more friendly with adolescents	41.1	47.2	40.4	35.8	33.1	32.3
Parents and adolescents respect and listen to each other	29.0	28.8	30.9	24.2	24.0	19.5
Parents ask adolescents more questions	33.8	29.3	43.7	38.1	45.3	45.9
Parents are more strict with adolescents and do not listen to them	42.9	39.3	49.9	51.7	48.8	48.9
Parents scold adolescents more	19.5	21.0	26.5	22.5	26.0	25.6
N	231	229	453	472	254	266

*: Percentages may not add upto 100 due to multiple responses

In order to assess the nodal teachers' views on the change in relationships of students with their parents, teachers were asked if they notice any changes in the manner in which parents relate with adolescents in comparison with younger children. Among the

options given to the participants, the first two responses in the table are “desirable” or positive options while the other three are “not so desirable” or negative options.

In KV, difference in percentage (around 5%) between the post and pre test result was observed in case of – Parents are more friendly with adolescents. On other hand, JNV respondents showed negative trend and marginal difference was observed in case of CBSE.

Table 46: Behaviour - System wise (Nodal Teacher)

Interaction with Adolescents	JNV		KV		CBSE	
	Post (Percent)	Pre (Percent)	Post (Percent)	Pre (Percent)	Post (Percent)	Pre (Percent)
Physical Changes in the Body						
Mother	42.0	48.5	51.4	49.8	51.2	52.6
Father	10.0	7.9	13.2	12.9	8.3	5.6
Friends / Siblings	70.6	58.1	71.3	65.0	66.9	55.6
Teacher	14.3	5.7	13.9	7.0	9.4	4.5
Interests like Films, Music, TV Programme, Books, etc						
Mother	16.0	14.8	21.6	16.5	21.3	16.9
Father	13.4	11.8	16.3	14.2	15.4	12.0
Friends / Siblings	92.6	86.5	93.8	87.7	89.8	86.5
Teacher	16.5	9.6	18.1	18.4	15.0	9.4
Romance and Love						
Mother	7.4	4.8	7.9	8.9	10.2	9.8
Father	3.5	1.7	3.3	4.7	2.4	3.0
Friends / Siblings	93.1	91.7	97.1	93.6	94.1	90.6
Teacher	3.5	0.9	2.4	1.9	3.1	1.5
Friendship and Relationships						
Mother	25.5	22.7	35.1	33.5	31.1	30.5
Father	12.6	11.8	15.5	14.6	9.8	8.6
Friends / Siblings	84.0	71.6	80.6	73.9	78.7	68.4
Teacher	12.1	12.2	19.0	11.7	18.1	9.0
Studies and School Work						
Mother	25.5	23.6	34.0	30.5	37.4	30.8
Father	31.2	27.9	32.7	31.6	29.1	19.5
Friends / Siblings	32.9	29.7	43.3	33.1	41.3	25.2
Teacher	71.9	59.0	71.1	69.3	63.8	64.3
Harassment and Bullying						
Mother	28.6	31.9	41.9	44.7	34.6	41.7
Father	23.4	27.9	28.5	29.9	23.6	22.2
Friends / Siblings	46.3	38.9	45.0	37.9	47.2	30.1
Teacher	37.2	20.5	36.9	22.5	42.1	21.1
Consumer Items Advertized on TV						
Mother	25.5	21.8	27.4	27.1	25.6	29.7
Father	32.5	24.9	30.5	29.7	27.2	27.1
Friends / Siblings	68.8	59.4	74.0	64.0	68.9	56.8
Teacher	20.3	12.7	20.1	11.9	18.1	8.6
National and International News						
Mother	18.2	14.8	23.2	18.2	16.9	13.9
Father	45.5	44.5	47.5	41.1	51.2	51.9
Friends / Siblings	42.0	38.0	51.7	41.3	40.2	28.2
Teacher	61.5	52.0	61.1	57.6	55.9	48.9
Dreams and Inspirations About Life						
Mother	33.8	33.6	41.3	36.2	39.8	38.3
Father	38.5	36.7	42.2	36.9	42.5	38.3
Friends / Siblings	57.6	48.0	62.3	53.2	51.6	38.7
Teacher	47.6	38.0	50.6	46.4	53.1	40.6
	231	229	453	472	254	266

In the above table, nodal teachers' perception about whom adolescents like to interact with on certain topics was observed.

With respect to physical changes in body, relative change in percentage between pre and post was observed in case of interaction with friends / siblings in all school systems.

In terms of interests of films, music etc, considerable change in percentage between post and pre test finding was observed in case of interaction with friends / siblings in KV and JNV.

In case of romance and love, not much of a difference in percentage was observed in the pre and post test result.

With regard to friendship and relationships, relatively lower percentage of respondents from JNV shared that children interact with their mothers (in both pre and post test). However, all school systems reported considerable percentage difference between post and pre test vis-à-vis friends and siblings as people children interact with on the issue of friendship and relationships.

With regard to studies and school work, difference of 10% between post and pre test finding was observed in CBSE in case of interaction with father. KV and CBSE respondents showed considerable change between post and pre test while naming friends/siblings as people children interact with. JNV and KV teachers named teachers highly during post test as people children interact with for studies and school work.

With respect to harassment and bullying, negative difference between post and pre was observed in all school systems in case of interaction with mothers. Higher percentage difference was observed across systems in case of interaction with friends/siblings.

With regard to consumer items advertized on TV, the difference between post and pre was observed in all school systems in case of interaction with friends/siblings.

In terms of national and international news and dreams and aspirations about life, notable difference in percentage was observed in all systems in case of interaction with friends/siblings and teachers.

Overall, across most topics of interaction, it was observed that adolescents mostly interact, converse, discuss and seek suggestion from their friends and siblings. Regardless of differences in percentage between the post and pre test, in all school systems friends and siblings emerged as the most accessed source of interaction with adolescents.

Table 47: Behaviour – System wise (Nodal Teacher)

Self-esteem and Confidence	JNV		KV		CBSE	
	Post (Percent)	Pre (Percent)	Post (Percent)	Pre (Percent)	Post (Percent)	Pre (Percent)
Advise Chinmaya to discuss his preference for long hair, jeans, etc with his father	48.5	46.3	60.5	48.7	52.4	53.4
Talk to Chinmaya's parents, if possible, about clothes preferences and lifestyles.	71.4	65.5	80.1	76.7	68.1	68.8
Advise Chinmaya to ask his mother to speak to his father on his behalf	21.6	20.1	26.0	18.2	18.5	10.5
Advise Chinmaya to cut his hair short and wear whatever his father wants	17.3	17.5	19.2	18.4	18.9	27.1
Say nothing as it is Chinmaya's family problem	1.3	2.2	1.8	1.9	2.0	3.0
N	231	229	453	472	254	266

Case Study:

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

In response to the above case study question, five options were given to the participants. Of the responses, first three responses were "desirable or positive" and the bottom two responses "were not so desirable and negative".

In KV system, considerable difference in percentage (around 12%) was observed between post and pre test result finding in case of – advise Chinmaya to discuss his preference for long hair, jeans, etc with his father.

CBSE system teachers shifted their view from pre to post test while sharing - advise Chinmaya to cut his hair short and wear whatever his father wants. This showed a positive shift in respondents' view.

Annexure I

Analysis Plan - AEP 2011

I. Teachers' Feedback

The feedback from the teachers will be measured on the following five constructs:

- Coverage of content
- Integration of life skills
- Participation of trainees in interactive process
- Clarity among trainees for transacting activities among school students
- Logistics of the training program

Across each of these five constructs, quality will be measured across a 5-point scale ranging from 'Unsatisfactory' to 'Excellent.'

The variables from the teachers' feedback that have been used to create each of these five constructs are provided below:

<i>Broad Construct being Measured (based on the following variables from the questionnaire): Coverage of content</i>
2. Adolescence Education Program in India, including the conceptual framework
<u>Growing up Healthy:</u>
3. Establishing and maintaining positive and responsible relationships
4. Understanding adolescence
<u>Gender & Sexuality:</u>
5. Understanding and challenging stereotypes, discrimination and abuse
<u>Prevention of HIV:</u>
6. HIV and AIDS: Prevalence, transmission and prevention
7. HIV/AIDS: Diagnosis and services
<u>Substance Abuse:</u>
8. Understanding causes and consequences of Substance/Drug Abuse
9. Protection from Substance /Drug Abuse
11. Advocacy
12. Training of Peer Educators
<i>Broad Construct being Measured (based on the following variables from the questionnaire): Quality of Training</i>
10. Skills of Facilitator
15. Methodology of the three day training program (interactive and participatory)
<i>Broad Construct being Measured (based on the following variables from the questionnaire): Participation of trainees in interactive process</i>
1. Introductory session and rapport building
13. Gains from the interaction with the students

16. Opportunity for you to participate 17. Opportunities for doubts clarification
<i>Broad Construct being Measured (based on the following variables from the questionnaire): Clarity among trainees for transacting activities among school students</i>
14. Effective communication of key messages 18. Adequacy of training and resource materials
<i>Broad Construct being Measured (based on the following variables from the questionnaire): Logistics of the training program</i>
19. Duration of the training program 20. Punctuality and time management 21. Other logistics: Training room and infrastructure, Food etc 22. Utility and application of training for conducting school based sessions

Separate analyses should be done for the following two items:

Item 9: Gains from interaction with students

Item 17: Duration of training program

II. Pre and post test proformas

Overall: Basic tabulation on comparison of pre and post test scores across each venue, school system, sex and subject specialization of the teacher to compare change in knowledge and attitudes as well as perceived change in skills and behavior related to real-life situations.

Themes	Adolescence: changes, perceptions	Nutrition	Gender Issues, including Domestic Violence	Teacher Relationship with Adolescents	Sexual Harassment / Abuse	Prevention of RTIs/ STIs/ HIV/AIDS	Prevention of Substance Abuse	Relevance of AEP
Knowledge	6,7,10	23				25,26,27,28,29,30,31,32	36	
Attitude	8,9		11,13,14,15,16,18			33,34	35	24
Skills/ Experiential Learning	1		17,20	22	19,21		37	
Behavior	2,3,4			5,12				

**ADOLESCENCE EDUCATION
PROGRAMME: QUESTIONNAIRE
FOR MASTER TRAINERS AND
TEACHERS**

PRE AND POST-TEST

Venue of Training:

Date:

Dear Respondent,

As you may be aware, the Adolescence Education Program (AEP) aims to respond to concerns and questions that young people may have as they develop a sense of identity and prepare for adulthood. In order to achieve this aim, it is important for program planners and implementers to understand their world. It is important to emphasize that as teachers you have an important role in providing young people with accurate, age appropriate and culturally relevant information, promoting healthy attitudes and promoting skills to enable them to respond to real-life situations effectively. In a nationally representative survey conducted by Population Council and Indian Institute of Population Sciences, 45% boys and 27% girls in the age group of 15-24 years reported that teachers were the most appropriate person to transact education on themes covered in the AEP. (Source: *Youth in India: Situation and Needs Study 2006-07*. Published in 2010)

The questions below are an effort to simulate real-life situations that you may face and provide options for you to make informed choices. Please provide your honest opinion without any hesitation as these responses will help the program planners to enable you to address young people's concerns more effectively. Please be assured that your responses will remain confidential. Hence, you are not required to write your name anywhere on the questionnaire.

Thank you for your cooperation.

PERSONAL INFORMATION SHEET

1. **Name of School:** _____

2. **Complete Address (including dist., state)** _____

3. **Sex**
(CIRCLE ONE OPTION ONLY)

1. Male
2. Female

4. **Category of School:**
(CIRCLE ONE OPTION ONLY)

1. Kendriya Vidyalaya Sangathan
2. Navodaya Vidyalaya Samiti
3. Central Board of Secondary Education
4. State Board
5. Any Other

5. **Type of School:**
(CIRCLE ONE OPTION ONLY)

1. Co-educational
2. Only boys
3. Only girls

6. **How old are you?**
(CIRCLE ONE OPTION ONLY)

1. Less than 30 years old
2. 30-40 years old
3. 40-50 years old
4. More than 50 years old

**7. What is your educational qualification?
(CIRCLE ONE OPTION ONLY)**

1. Completed graduation
2. Completed post graduation (masters degree)
3. Doctorate
4. Any other. Please specify....

**8. What is your professional qualification?
(CIRCLE ONLY ONE OPTION)**

1. Bachelors in Education (B.Ed.)
2. Masters in Education (M.Ed.)
3. Any other. Please specify...

**9. What is your overall teaching experience?
(CIRCLE ONLY ONE OPTION)**

1. Less than 5 years
2. 6-10 years
3. 11-20 years
4. More than 20 years

**10. What subject/(s) do you teach?
(YOU MAY CIRCLE MORE THAN ONE OPTION)**

1. Science
2. Social Science
3. Languages
4. Math
5. Music
6. Physical Education
7. Any other. Please specify....

**11. For how many years have transacted/ facilitated sessions in the Adolescence Education Program (AEP)?
(CIRCLE ONLY ONE OPTION)**

1. No experience
2. 1-2 years
3. 3-4 years
4. 5 or more years

12. In which of the following ways did you gain training for AEP?

1. Participated in AEP Nodal Teacher training
2. Was trained by a teacher who had received AEP Nodal Teacher training
3. Some other way: specify what _____
4. Have received no training for teaching AEP

AEP QUESTIONNAIRE

This section has items on three major components of *Adolescence Education*: (A) Process of Growing up, (B) Prevention of HIV/AIDS, and (C) Prevention of Drug Abuse. Kindly read them and provide answers as per the guide provided

1. In your opinion which of the following best describes the experience of adolescence?

(YOU MAY CIRCLE UP TO 4 OPTIONS)

1. Crisis
2. Curiosity
3. Danger
4. Stress
5. Bad Habits
6. Maturity
7. Anxiety
8. Joy
9. Self Expression
10. Seeking Independence
11. Major Bodily Changes
12. Trouble with Parents
13. Lots of Interest in Looks
14. Attraction to Others
15. Mood Swings

2. Are there any changes you notice in the manner in which parents relate with adolescents in comparison with younger children?

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. Parents scold adolescents more
2. Parents ask adolescents more questions
3. Parents are more strict with adolescents and do not listen to them
4. Parents are more friendly with adolescents
5. Parents and adolescents respect and listen to each other

3. Whom do adolescents talk to on the themes given below

(MARK A TICK (✓) IN EACH OF THE RELEVANT BOXES IN THE FOLLOWING TABLE)

Items	Mother	Father	Friends/siblings	Teachers
1. Physical changes in their body				
2. Interests like films, music, TV Programs, books				
3. Romance and love				
4. Friendship and relationships				
5. Studies and school work				
6. Harassment and bullying				
7. Consumer items advertised on TV				
8. National and international news				
9. Dreams and aspirations about their life				

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

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. Advise Chinmaya to discuss his preference for long hair, jeans and t-shirts, with his father
2. Advise Chinmaya to ask his mother to speak to his father on his behalf
3. Advise Chinmaya to cut his hair short and wear whatever his father wants
4. Say nothing as it is Chinmaya's family problem
5. Talk to Chinmaya's parents, if possible, about clothes preferences and hairstyles

- 5. If you disagree with something your students are saying, do you usually:**

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. Scold or shout at them
2. Listen and discuss
3. Ignore them
4. Accept that there are different points of view
5. Tell them to keep quiet

- 6. Mark which of the following changes generally take place during adolescence
(YOU MAY TICK (✓) MORE THAN ONE OPTION FOR EACH CHANGE)**

Changes	Girls	Boys	Both	Don't know
1. Increase in height and weight				
2. Menstruation				
3. Nocturnal emissions (wet dreams)				
4. Change in voice				
5. Growth of hair on private parts				
6. Widening of shoulders				
7. Broadening of hips				
8. Development of breasts				

- 7. What is a nocturnal emission (wet dream)?**

(CIRCLE ONE OPTION ONLY)

1. Release of semen because of sexual arousal
2. Passing urine in the bed when sleeping
3. Pus coming out of the genitals
4. A natural overflow of semen from the body while sleeping
5. Sexually arousing oneself

- 8. Which of the following statements about menstruation do you agree with?**

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. It is a normal process for adolescent girls and women of childbearing age
2. During menstrual periods a girl/ woman can continue with sports activities
3. During menstruation a girl/woman should not visit sacred places
4. During menstruation a girl/woman should not touch pickles
5. During menstruation a girl/woman should not be isolated
6. Don't know

9. Is experiencing physical attraction a normal part of growing up?

(YOU MAY CIRCLE MORE THAN ONE)

1. Yes, experiencing physical attraction is normally a part of growing up
2. Only some young people experience physical attraction
3. Most persons experience physical attraction only after marriage with one's partner
4. Don't know

10. A women can suspect that she is pregnant if she

(CIRCLE ONE OPTION ONLY)

1. Finds that her thighs are enlarged
2. Observes loss of weight
3. Misses her periods
4. Has constant itching on abdomen

11. Rajan likes to do housework like cutting vegetables, washing dishes and cleaning. But when his friends come home, he hides this from them. He fears that the boys will tease him and call him a 'sissy' or a girl. Which of the following statements do you agree with?

(YOU MAY CIRCLE MORE THAN ONE)

1. Rajan should stop doing housework
2. Rajan is right in hiding the house work from his friends
3. If he tells his friend Rajan might be a good influence on them
4. Rajan should feel proud that he does housework and not hide it

12. If you notice one of your students smoking in the market, what will you do?

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. Try and talk to him/her in a friendly way
2. Scold him/her

3. Do not react immediately but keep an eye on the student
4. Report to parents
5. Ask a close friend of the student to counsel him/her

13. Arif and Niloufer are twins and both want to become artists. Their parents encourage Niloufer but discourage Arif. They feel that Arif needs to think about earning enough to support a family in the future. What do you think?

(YOU MAY TICK MORE THAN ONE OPTION)

1. Arif should give up art as his parents are right
2. Arif should carry on pursuing his interest in art.
3. Both Arif and Niloufer can explore study as well as career options as artists
4. Arif should continue painting secretly

14. Kavita has been good in sports. Suddenly, when she turned fourteen she became shy and embarrassed to wear sports clothes, or to run, play or cycle. What do you think Kavita should do?

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. Wear whatever she feels comfortable in and continue to run, play or cycle
2. Stop playing as there is no future in sports for girls
3. Discuss with her teacher or anyone she trusts why she is feeling like this
4. Push herself to wear what all other sportsmen/women wear

15. The following are some statements related to boys and girls that you may have often heard. Some of these statements are based on biological difference, while others are not true, as these are based on people's mindsets. Give your opinion, on each statement.

(CHOOSE ONLY ONE OPTION FOR EACH STATEMENT)

S. No.	Statement	Based on people's mindsets	Based on biological difference
1.	Girls find mathematics difficult. They are better suited for Home Sciences		
2.	The voice cracks in a majority of boys in growing up years		
3.	Boys can handle technical abstract things much better than girls		
4.	Women are better care givers than men.		
5.	Boys are stronger and more muscular than girls		
6.	Women give birth to babies		
7.	Men are better than women at controlling their emotions and therefore do not cry		
8.	Girl's bodies mature earlier than boys of their own age		
9.	Girls begin to menstruate during adolescence		
10.	Girls are interested in cooking, decorating and managing the home		

16. Which are the circumstances where you think a man is justified in beating his wife ? (YOU MAY CIRCLE MORE THAN ONE OPTION)

1. She argues with him or the family
2. She dresses in a manner to attract attention of others
3. She is unfaithful to her husband
4. She cooks food badly
5. She spends money without permission
6. She gives birth only to daughters
7. She neglects her children
99. None of the above

17. Domestic Violence is present most in

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. Poor families
2. Middle class families
3. Elite, prosperous families
4. All of the above
99. None of the above

18. Some parents hit or slap their children. In your opinion, this is:

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. A form of domestic violence and hence it must not happen
2. Necessary to keep the child in control
3. An expression of the parent's love and concern for the child
4. Harmful for the child

19. Monica and Sabina go to see a film. On the way out of the hall, they are teased and harassed by a man who passes obscene comments. Your advice to Monica and Sabina would be to:

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. Confront the man and warn him
2. Seek support from others around
3. Not go to see films in cinema halls
4. Go with parents or brothers, who can protect them
5. Complain to the cinema manager and insist that they act to make the hall safe for women.

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

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. Talk to Vishal and explain to him that she is not interested in becoming his girlfriend

2. Stop talking to Vishal and ignore him
3. Complain to his parents about his letter
4. Suggest that they continue as friends
5. Agree out of fear as he might say or do nasty things about her if rejected

21. Mohit is ten years old. His uncle comes over to stay quite frequently. He brings lots of toffees and biscuits for him. He also insists that he will sleep in Mohit's room. At times he tries to touch him in ways Mohit does not like. Mohit's parents notice that he has become very quiet and withdrawn. Which of the following statements in your opinion are correct?

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. Mohit is misunderstanding his uncle's affectionate behaviour
2. Mohit's uncle is trying to sexually abuse him
3. Mohit's parents should talk to him and try to understand why he is so quiet
4. Mohit's parents should keep quiet and not ask any questions as this could upset the uncle.

22. If parents decide to get their son/daughter married against their wishes, what will be your advice to the young man or woman?

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. Follow the decision made by parents
2. They try and convince the parents of their wishes
3. They request help from other family members to convince the parents
4. They ask their friends to help and think of how to convince the parents
5. They refuse to marry even if it means going against their parents' wishes

23. Which of the following statements regarding anemia do you agree with?

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. Anemia patients have low hemoglobin count in their blood
2. Anemia is not a serious health concern
3. Majority of Indian adolescents suffer from anemia

4. It is important to include green leafy vegetables and other iron-rich vegetable in the diet of anemia patients
5. Anemia patients should take iron tablets, and not bother about nutritious diet

24. Young people who are informed about the reproductive system, and family planning will.

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. Get distracted and not focus on their studies
2. Become too aware of the opposite sex
3. Be responsible in their behaviour
4. Build their self-confidence to deal with difficult situations
5. Become too self-conscious about their bodies
6. Have fewer fears and confusions about their body
7. Get encouraged to experiment

**25. What are Reproductive Tract Infections (RTIs)?
(CIRCLE ONE OPTION ONLY)**

1. Infection in reproductive organs
2. Skin infection
3. Infections that spread through sexual contact
4. Itching in private body parts
5. Don't know

**26. Reproductive Tract Infections may show in the following symptoms:
(YOU MAY CIRCLE MORE THAN ONE OPTION)**

1. White/colourless discharge
2. Burning sensation while passing urine
3. Abnormal / foul smelling discharge from genitals
4. Boils/Sores in genital area
5. Lower abdominal pain

6. Wet dreams/nocturnal emission
7. Don't know

**27. What are sexually Transmitted Infections (STIs)?
(CIRCLE ONE OPTION ONLY)**

1. Infection in reproductive organs
2. Skin infection
3. Infections that spread through sexual contact
4. Itching in private body parts
5. No obvious symptoms

**28. If someone is suffering from an STI, he/she will always show symptoms.
(CIRCLE ONE OPTION ONLY)**

1. Yes
2. No
3. Don't know

**29. What do you think is the difference between Human Immuno-deficiency Virus (HIV)
and Acquired Immuno Deficiency Syndrome (AIDS)?
(CIRCLE ONE OPTION ONLY)**

1. HIV and AIDS are same
2. HIV is the virus and AIDS is the stage (syndrome) where multiple infections can be seen in a person
3. HIV is the syndrome and AIDS is the virus
4. HIV and AIDS both are different types of diseases
5. Don't know

**30. HIV can spread in the following ways:
(YOU MAY CIRCLE MORE THAN ONE OPTION)**

1. Having sex with HIV infected person without a condom
2. From mosquito bites
3. From HIV infected mother to her baby

4. Sharing food with a person infected with HIV
5. Sharing toilet with person infected with HIV
6. Transfusion of infected blood
7. Sharing HIV infected syringes and needles
8. Hugging people infected with HIV
9. Kissing persons living with HIV

31. Roshan works with a private company. The company decided to test all its employees for HIV as part of the annual medical examination. Do you think that the employees can be tested for HIV without their consent?

(CIRCLE ONE OPTION ONLY)

1. Definite yes
2. Maybe Yes
3. Don't know
4. Maybe No
5. Definite No

32. Roshan consented for HIV testing and was found to be HIV positive. Should Roshan's HIV status be disclosed to his colleagues?

(CIRCLE ONE OPTION ONLY)

1. Definite yes
2. Maybe Yes
3. Don't know
4. Maybe No
5. Definite No

33. In your opinion, should Roshan continue working in the company?

(YOU MAY CIRCLE MORE THAN ONE OPTION)

1. No, because he is risking the health of others.

2. Yes, because it is his right to continue working in the company
3. Yes, because he is not a threat to the health of his colleagues
4. No, because he will be too weak to work

**34. In the school where Roshan's children are studying people get to know about Roshan's HIV positive status. What do you think the school authorities should do?
(CIRCLE ONE OPTION ONLY)**

1. Suspend Roshan's children from the school
2. Assure Roshan that school will ensure that his children continue schooling
3. Arrange separate seating arrangement and tuition classes for Roshan's children
4. Cannot do anything

**35. Which of the following in your views are the most powerful influences that encourage young people to take intoxicants (e.g. tobacco, alcohol, etc.) for the first time?
(YOU MAY CIRCLE MORE THAN ONE OPTION)**

1. Print media like magazines, billboards, newspapers etc.
2. Electronic media like TV, radio, internet etc.
3. Friends
4. Family members
5. Acquaintances
6. Any other (specify) _____

**36. What do you think are the different symptoms associated with cigarette smoking, and gutka/tobacco chewing?
(YOU MAY CIRCLE MORE THAN ONE OPTION)**

<ol style="list-style-type: none"> 1. Smokers' cough 2. Breathlessness 3. Chronic bronchitis 4. Premature and abundant face wrinkles 5. Heart disease 	<ol style="list-style-type: none"> 6. Sleeplessness 7. Cancer of mouth, lung, 8. Tuberculosis 9. Any other (specify) 10. Don't know
--	--

37. Why do some young people in your view, try different types of intoxicants?

(YOU MAY CIRCLE UPTO THREE OPTIONS)

<ol style="list-style-type: none"> 1. Helps to work better 2. Increases concentration 3. Cool thing to take or to do 4. Pressure from friends 5. Someone in the family takes it 6. Natural instinct 	<ol style="list-style-type: none"> 7. Easily available 8. Cheaper cost/affordability 9. Better acceptance among friends 10. Increases stamina 11. No effects 12. Don't know
---	---

Annexure III

ADOLESCENCE EDUCATION PROGRAMME

NODAL TEACHERS TRAINING PROGRAMME

NODAL TEACHER'S FEEDBACK

Venue of Training:

Date:

We would appreciate your feedback on the 3 days training program. Please mark (✓) in the relevant column

	Unsatisfactory	Satisfactory	Good	Very Good	Excellent
1. Introductory session and rapport building					
2. Adolescence Education Program in India, including the conceptual framework					
3. Establishing and maintaining positive and responsible relationships					
4. Understanding adolescence					
5. Understanding and challenging stereotypes, discrimination and abuse					
6. HIV and AIDS: Prevalence, transmission and prevention					
7. HIV/AIDS: Diagnosis and services					
8. Understanding causes and consequences of Substance/Drug Abuse					
9. Protection from Substance/Drug Abuse					
10. Skills of a Facilitator					
11. Advocacy					
12. Training of Peer Educators					
13. Gains from the interaction with the students					
14. Effective communication of the key messages					
15. Methodology of the three day training program (interactive and participatory)					
16. Opportunity for you to participate					
17. Opportunities for doubts clarification					
18. Adequacy of training and resource materials					
19. Duration of the training program					
20. Punctuality and time management					
21. Other logistics: Training Room and Infrastructure, Food etc					
22. Utility & application of training for conducting school based sessions					