

Assessment Study of the Activities, Functions & Management of KGBVs & Jawahar Navodaya Vidyalaya related to addressing the issues Adolescent Education & Life Skills in Udaipur, Ajmer & Churu districts of Rajasthan

Report



Submitted to:
UNFPA Rajasthan Field Office, Jaipur

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(19 December 2013)



“We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the foundation of life. Many of the things we need, can wait. The children cannot. Right now is the time his bones are being formed, his blood is being made and his senses are being developed to him we cannot answer “Tomorrow”. His name is “Today”.

Gabriela Mistral, 1948



Acknowledgement

CDECS would like to acknowledge the support and contribution of the Rajasthan Council of Elementary Education, GOR, Regional Navodaya Vidyalaya Samiti (NVS) and UNFPA for providing us an opportunity to take up the study titled '*the Activities, Functions & Management of Jawahar Navodaya Vidyalayas & KGBVs related to addressing the issues Adolescent Education & Life Skills of Adolescents in Udaipur, Ajmer & Churu districts of Rajasthan*'.

We are grateful to Mr. Bhaskar Samant, IAS Commissioner, RCEE, GOR and Mr. P.S. Rana, Deputy Commissioner for providing us an opportunity for the study on assessment of Jawahar Navodaya Vidyalayas & KGBVs. Our thanks are due to Ms. Abha Beniwal, Deputy Commissioner (Research), Dr. Shubhash Kaushik, Assistant Director, (Research) for providing us the timely permission for carrying out the study.

We are thankful to Mr. Sunil Thomas, State Programme Coordinator, UNFPA Rajasthan Field Office for guiding us in planning the study in desired manner. His concern for the study kept challenge before us for the concern for the quality. He also helped us in visualizing the study planned for 03 districts of State. We are thankful to Mr. Rajnish Ranjan Prasad, State Programme Officer who helped in finalizing the various parameters and questionnaire and tools of the study. We are also thankful to Mr. Pankaj Saxena, Finance Manager for timely supporting the study in administrative matters and timely releases.

We are grateful to Additional District Project Coordinator of SSA of the sampled districts namely, Mr. Bharat Joshi, ADPC Udaipur, Mr. Mahaveer Singh Rathore, ADPC, Ajmer & Mr. Govind Singh Rathore, ADPC, Churu who helped in understanding the activities, functions and management of KGBVs in the district. We are also thankful for the support we received from BEEOs, APCs, PA & RPs of SSA. At the institution level we are thankful to Principals, Vice Principals, Master Trainers and Teachers of JNV Sardarsahar (Churu), Mavli (Udaipur) & Nasirabad (Ajmer) who have spared time and discussed with the whole plan and implementation of AE&LS in the schools. We owe our gratitude to Headmistresses, wardens, & Teachers of the KGBVs whose efforts are commendable for the study. Lastly, we thank the support of school students of JNVs and KGBVs for their cooperation and sparing time for discussions. They really added value in the study by narrating and informing us about the AE&LS intervention in the school.

We wish to acknowledge the Consultants and team members of CDECS for contributing their best in this study as a result of which it has been completed in time.

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Date: 19 December 2013
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Abbreviations

ADPC	: Additional District Project Coordinator
AEP	: Adolescent Education Programme
AE&LS	: Adolescent Education & Life Skills
APC	: Assistant Project Coordinator
AS	: Administrative Sanction
BEEO	: Block Elementary Education Officer
CDECS	: Centre for Development Communication & Studies
DCF	: Data Capturing Format
DEEO	: District Elementary Education Officer
DISE	: District Information System for Education
DPC	: District Project Coordinator
DPO	: District Project Office
FS	: Financial Sanction
JNV	: Jawahar Navodaya Vidyalaya
KGBV	: Kasturba Gandhi Balika Vidyalaya
HMs	: Headmasters/ Headmistresses
IEC	: Information Education & Communication
NA	: Not Applicable
NR	: No Response
NVS	: Navodaya Vidyalaya Samiti
PA	: Programme Assistant
PAP	: Perspective Academic Plan
PGTs	: Post Graduate Teachers
PTC	: Parent Teacher Committee
RCEE	: Rajasthan Council of Elementary Education
RP	: Resource Persons
SMC	: School Management Committee
SC	: Scheduled Castes
SFG	: School Facility Grant
SPO	: State Project Office
ST	: Scheduled Tribes
SSA	: Sarva Shiksha Abhiyan
TLM	: Teaching & Learning Materials
TGTs	: Trained Graduate Teachers
TS	: Technical Sanction
UCs	: Utilization Certificates
UPS	: Upper Primary School
UEE	: Universalization of Elementary Education
UNFPA	: United Nation's Population Fund

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Chapter - I

Executive Summary

Executive Summary

Adolescence education is a new education area, emerging in response to the pressing demands for introducing in the school curriculum the elements relating to critical problems that confront adolescents during the process of growing up. The period of adolescence, usually characterized by the youthful exuberance as its most endearing hallmark, is a distinct phase of dramatic physical, emotional and behavioral changes. The suddenness of these changes coupled with the non-availability of authentic information, results in anxieties and causes confusion and unrest among adolescents. It has, therefore, been advocated that education in these concerns should be imparted in schools. The demand has gained momentum in view of the growing problems relating to sexual behavior of adolescents. The arrival of the AIDS pandemic has also added the element of urgency to this need. Moreover, the growing incidence of drug abuse, tobacco and alcohol among adolescents has also generated demands to incorporate preventive education in the school curriculum.

Any period of life tends to be characterized by a group of developments which are physical, psychological and social in origin and timing. But the period of adolescence, more than any other, is characterized by an upsurge of these changes and behavioral contradictions. It should be noted that these changes are normal and universal.

The study titled ***‘Assessment Study of the Activities, Functions & Management of Jawahar Navodaya Vidyalaya related & KGBVs to addressing the issues Adolescents Education & Life Skills in Udaipur, Ajmer & Churu districts of Rajasthan’***, to explore the opportunities for integration of Life Skills Education in regular school activities has been taken up with support from UNFPA, Rajasthan Council of Elementary Education (RCEE), & Deputy commissioner Office, Navodaya Vidyalaya Samiti, Regional Office Jaipur. The key purpose of the study is to assess the activities, functions and management of JNV and KGBV and also assess the interventions related to Adolescent Education & Life skills.

The major focus of the analysis is to analyze the activities, functions and management of KGBVs and JNVs & how it is addressing the issues of Adolescent Education & Life Skills. The study focuses on the activities & initiatives of actions at KGBVs & JNVs, quality of facilities and academics, how it is addressing the issues of AE&LS, its Strengths, Weaknesses, Opportunity & Gaps in the functioning of educational institutions and undertaking the programme of AE&LS, career guidance of students, assess how the curriculum addressing the need of adolescents for preparing them with proper Life skills, communication design, how effective is the system in addressing the need of the adolescents & how the school level & district level stakeholders supporting the quality intervention of the issues related to the adolescents.

State Perspective

In State of Rajasthan, both Jawahar Navodaya Vidyalaya (JNV) and Kasturba Gandhi Balika Vidyalaya (KGBVs) are residential schools catering the need of poor, deprived and largely the rural children in the age group of 11 years & above. Also, adolescents form the 22 percent of the State population hence, the responsibilities to shape their life and educate them with required life skills is the need of time. These residential schools can be control group to demonstrate and pilot any interventions related to adolescents.

Objectives of the Study

- To assess the quality of activities, actions and quality of interventions in the residential schools in terms of infrastructure, teaching and non-teaching staffs, facilities.
- To identify the gaps, strengths and weaknesses in the functioning of educational institutions.
- To critically analyze the role of Head, support staffs and activities undertaken under the JNVs & KGBVs.
- To study the level of involvement of school children in various activities and initiatives.
- To undertake the review of curriculum in the light of addressing the need of adolescents for preparing them with proper Life skills.
- To assess the on going monitoring system and feedback mechanism at various levels i.e. Block, District.
- To study the various inputs in the functioning of effective JNVs & KGBVs.
- To analyze the level of enrolment and achievements.
- To develop the functional strategies to improve the functioning and effectiveness of JNVs & KGBVs.

Methodology

A combination of quantitative and qualitative research techniques (plurality of tools and technique) has been used to assess “***the Activities, Functions & Management of Jawaharlal Navodaya Vidyalaya & KGBVs related to addressing the issues Adolescents Education & Life Skills in Udaipur, Ajmer & Churu districts of Rajasthan***”.

The quantitative tools used for the study are structured and semi-structured questionnaires, which have been canvassed amongst different types of respondents namely, Questionnaire for assessment of KGBVs and JNVs, Interview Schedule for Principal/ Vice-principal/ Headmistress and teachers and Focus Group Discussion guide/ checklists

Sampling & sample size

- In total, 3 districts will be covered including the Divisional headquarter, tribal district and desert district (various category district).

- One Jawaharlal Navodaya Vidyalaya per district and 3 KGBVs per district. The KGBVs in a district will be selected based on their physical location i.e. deprived and backward area, SC/ST/Minority population. Thus, in total, 09 KGBVs & 03 JNVs will be studied.

Key Findings, Observations & Suggestions

The findings of the study are the outcome of the field visits to the sample districts, visiting the KGBVs and Jawahar Navodaya Vidyalaya (JNV), interacting with district level functionaries of Sarva Shiksha Abhiyan, interacting with Principals, Vice-principals, teachers & students of JNVs and Headmistresses, teachers and students of KGBVs. They are stated hereunder:

Key Findings & Observations

A. Quality of Facilities, Activities & Functions -KGBVs & JNVs

- KGBVs girl-students were satisfied with the facilities as they found the facilities better than what they had at their home. But looking to adequacy and quality the facilities related to bedding, classroom, computers need to be improved. There are KGBVs which do not have subject teachers, specially of Maths, Science and English.
- The students at JNVs both boys and girls are comfortable with the facilities in the schools for academic arrangement i.e. teachers, their regularity. Also they are comfortable with school building & Facilities –classroom, boards, computers, hostel facilities, food, uniform, first aid, etc. In the school campus there is some problem of water.
- Also, sports and co-curricular activities are the integral part of activities organized both at JNVs and KGBVs.
- The JNVs were located at the Block headquarter or nearby semi-urban areas namely Sardarsahar in Churu district, Mavli in Udaipur and Nasirabad in Ajmer district. The KGBVs were located at the Blocks.
- On an average the JNV operated for about 295 days in a year with about 70 days vacations. Similarly in KGBVs, there were 02 months vacations during summer and winter.
- In all the JNVs the infrastructure are sufficient. Also in both the KGBV and JNVs the available infrastructures namely, hostels, classrooms etc. are well ventilated and have proper lighting inside the rooms.
- In KGBVs at Udaipur & Churu the infrastructure facilities at 1 KGBVs in each of the 02 districts were insufficient looking to the number of girls and required facilities as per the norms.
- As per availability, furniture and classroom furniture was reported adequate in 8 KGBVs out of 09 sample units. Similarly, in all the JNVs the furniture and classroom furniture were reported adequate.
- The availability of first aid kit was reported in all the 3 JNVs and 9 KGBVs. Also, the medical facilities were made available to KGBVs from local government dispensary/ PHC/CHC/ hospital. In case of JNVs the medical

facilities were available in the JNV as one female nurse was posted in each JNV.

- The weekly menu was available in both JNVs and KGBVs in all the visited sample units. But in case of KGBVs the menu was not adhered due to increase in the cost of the daily required commodities. But in case of JNV it was reported adhering to menu in all the 3 JNVs to a great extent.
- The meals, facilities and quality of facilities at the JNVs and KGBVs were reported average in all the sample schools of JNVs and KGBVs.
- The classrooms were reported good in 3 KGBVs and average in 6 KGBVs. Similarly, classrooms in all the 03 JNVs were reported of good quality. The quality of dining hall has been reported good in all the 3 JNVs. Similarly, it was reported of average quality in 4 KGBVs out of 9 KGBVs and in 5 KGBVs it was not available. In the KGBVs the dining room / hall had been constructed but it was not in use as dining hall.
- Quality of school campus, kitchen and bedding was reported average in all the 9 KGBVs of Udaipur, Ajmer & Churu districts. In the JNVs the quality of the available facilities namely campus, kitchen and bedding was reported good in all the three districts.
- Physical availability of all computers and other accessories for computer aided learning programme was reported in all the 09 KGBVs. Regarding functional status of computers and other accessories at KGBVs, in Udaipur some of computers and other accessories were functional at 02 KGBVs, whereas none of computers and other accessories were functional at 01 KGBV. In Udaipur, the DPO, SSA has not appointed the computer operator/ teacher. In Ajmer all computers and other accessories were functional at 02 KGBVs, whereas some of computers and other accessories were functional at 01 KGBV. In Churu, some of computers and other accessories were functional at all the 03 KGBVs.
- Availability and functionality of Computers and other accessories was reported available and functional at all the three JNVs in all the three districts.
- The availability of required manpower is necessary for the institutions to give proper output in terms of academic and management of the institutions whether they are the KGBVs or the JNVs. The cent percent sanctioned posts as per the department were reported filled. Also the available teaching staff is trained in case of both, the JNVs and KGBVs. There is a provision of contractual staff both at the JNVs and KGBVs. At KGBVs the headmistresses and 1-2 teachers posted are on deputation from Government department and the rest are working on contract. At JNVs the system analyst and a few teachers are working on contract basis.

B. Planning & Management of KGBVs & JNVs in district

- In JNVs the Annual Perspective Academic Plan is prepared by the Navodaya Vidyalaya Samiti which is used by all the JNVs. Also, in all the 3 visited JNVs they have annual plan which covers their academic planning, cultural activities, sports, co-curricular activities etc. But it has been observed that in the annual plan of each JNV, the space for AE&LS was not included. During interactions with Principals & Vice-principals it was reported that the AEP/

AEP&LS programme was initiated only after training which was held in October this year. All 3 JNVs follow their plan to a greater extent.

- The visited KGBVs reported that they have not prepared any annual action plan for the schools as they follow the State Government *shivira*.
- In each of KGBVs and JNVs there is management body who looks after operation and management of the institution. In KGBVs, the school level management committee has been constituted of 15 members called **School Management Committee**. In JNVs, the school level committee has been formed in the chairmanship of District Collector called **Vidyalaya Management Committee**.

C. Functionaries & Functions - Role of Principals, Teachers & Support staffs at JNV & KGBVs

- Almost all the teaching staffs at JNV live in the school campus. At KGBVs, the teachers on deputation in Ajmer and Udaipur districts were not residing in the school campus but in Churu teachers on deputation live in the school campus.
- All the contractual teachers live in the school campus in KGBVs in all the 3 sample districts.
- Principals & Vice –principals were proactive at JNVs and they were delegating their roles with enthusiasm and determination.
- The teachers posted at JNVs and KGBVs are reported trained (B.Ed/STC/M.Ed).
- The training on AE&LS has been imparted to the selected teachers both males and females in JNVs.
- The issues related to adolescents were discussed by female teachers in their house. It was more symptomatic.
- The stakeholders (trained teachers) opined that all the teachers should be involved in the programme related to adolescents.
- Teachers do not have much exposure as they are more hesitant on the issues of AE&LS in KGBVs.
- All teachers are not equally conversant with the issues related to AE&LS.
- Teachers were sensitized on the issue of adolescence education by the trained teachers.

D. Intervention of AE&LS and its status at KGBVs & JNVs : Strengths & Weaknesses

- At JNVs the Adolescence Education Programme (AEP) has been introduced. It aims to provide young people with accurate, age appropriate and culturally relevant information; promote healthy attitude and develop skills to enable them to respond to real life situations effectively. The AE&LS programme has been initiated as per PAP.
- In the State of Rajasthan 200 KGBVs are operational having enrolment capacity of 18000 girls. As per the reports the programme related to Gender has been initiated in addition to other activities. The teacher/warden in the school guides and supports on the issues related to adolescent education

- informally. The formal intervention related to AE&LS has not been initiated in the KGBVs.
- The AE&LS programme is the part of the PAP (Perspective Academic Plan) in all the 03 JNVs. The schools under the leadership of Principals and Vice-principals have undertaken the adolescent education programme in the Jawahar Navodaya Vidyalayas. But the systematic efforts were not reported / observed where the frequency of Adolescent education programme was given space in the school plan.
 - The teachers in all the 03 sample JNVs were trained at least 2-5 teachers of different classes namely, the PGTs & TGTs. Also in the JNVs the incharges were made amongst the trained teachers both for boys and girls.
 - AE&LS related programme in the JNVs is at nascent stage/ initial stage which needs very specific support, guidance and directions in order to be really taken at the ground level i.e. amongst adolescent children.
 - Also, it has been observed that in the JNV the class IX, X, XI & XII children were the target group for AE&LS programme. It can be said that JNVs cover children in the age group of 14+ years under the Adolescent education programme.
 - It was reported that for girls the nurse and lady teachers discuss their problem and guide them as and when required in groups and in person when needed.
 - The principals & incharges at the JNVs reported that they have to execute 16 hours of adolescence education programme in the school may be associated with various occasions may be school assembly, classroom, integrated with co-curricular activities in the schools.
 - It can be concluded that JNVs have initiated the adolescence education and life skills programme with a vision for the same but it really needs to be taken up in a planned and systematic manner similar to other activities.
 - In the KGBVs it has been reported that no such programme of AE&LS is in the process of execution in KGBVs. They reported that they discussed the girl related problem personally and in groups as & when needed. The age group of the children in the KGBVs is 11-14 years. It has been reported that there was no in-charge for adolescent education in the KGBVs.
 - In KGBVs, the Teachers were not trained and those who were trained in Ajmer districts KGBVs were not using their skills.
 - Physiological & biological growth and development, sanitation and hygiene topics were discussed informally.
 - Saturday sessions were organized called '*Saniwariya Karyakaram*' in the KGBVs.
 - In Ajmer district KGBVs, the AE& LS programme is being implemented in the school formally recently for 2-3 months. The teachers were also trained on adolescent education in Ajmer KGBVs.
 - The teachers of KGBVs were imparted about a session on Gender in the refresher training/ CCE training organized at State level every year.
 - The Adolescent education & Life skills programme at JNVs has been undertaken periodically by the trained teachers. They mostly undertake the role play related to life skills i.e. goal setting.

- Peer group of adolescents has been formed in the classes in JNVs.
- Integration of issues related to AE&LS with classroom interaction was not much in both KGBVs and JNVs.
- Gender related issues were taken up & discussed in the classes.
- Classes 7 & 8 girls were involved more and guided by lady teachers in KGBVs.
- At JNVs, in every class 2-4 boys and girls were selected for the AE&LS intervention.
- AE&LS is not much taken as initiatives in KGBVs. Also, in JNVs, the class XI XII students had undergone some session by the trained teachers on AE&LS. In other classes at JNVs, it is linked to subjects of science where chapters related to adolescents and reproduction were taught.
- The programme related to AE&LS has not been taken up in KGBVs but on piece meal basis gender issues have been discussed – *Meena manch* has been formed which talks about the girls education, regular attending schools etc.
- In Ajmer district, some topics related to adolescent education have been taken up but Life Skills topics were lacking in the KGBVs but in other 2 sample districts no such initiatives have been taken up.
- The AE&LS programme has been initiated in the JNVs but it was reported that it has not been focused in a broader perspective. Also, the AE&LS was treated as sex education. In the AE&LS, all the adolescent children of the JNVs were covered under the programme.
- It has not covered entire target group. Teachers reported difficulty to take combined classes on AE&LS issues due to mature boys and girls.
- Documents have been shared on adolescent education (Udaipur JNV).
- No systematic arrangement for execution of AE&LS programme has been reported in JNVs and KGBVs.
- No record for the session initiated / organized (except Udaipur & Ajmer).
- No IEC / reference materials for the children accessible to children.
- The records were not available showing planned intervention of AE&LS programme at JNVs except some document has been shared at Udaipur JNV. At KGBVs no records of AE&LS related activities has been prepared.
- The focus of adolescence education was more on growth and changes in the body, hygiene etc.
- Career guidance has been reported as children of secondary classes were aware of various jobs and professional education at JNVs.
- The children of lower classes were not much mobilized on the issue related to adolescence education and life skills programme i.e. classes VI, VII, VIII etc.

E. Textbooks –scope for Adolescent Education & Life Skills integration

- The text books of both JNV & KGBVs of middle classes and secondary classes contain AE&LS topics in social science and science subjects. The topic in social science subject is related to position of gender in the society and how to respect women and roles of women in the family and society etc. discussed in the textbooks. Similarly, in Science the topics like changes namely biological and physiological in both boys and girls have been discussed. In addition, the topics like AIDS/HIV and drug addiction have been covered.
- The social science books of KGBV class VII contain lesson '*Bhedbhao Ki Samaj*' starts with story of two girls narrating their plight. How they are discriminated at households by their parents. They are not allowed to go to school, play outside etc, whereas their brothers are given all freedom. They are only involved in household work like brooming, cleaning utensils etc. In spite of doing all these works they are being scolded by their parents. Afterwards "Gender" has been defined in detail. How males and females are discriminated by their roles decided by the society.
- The class VIII science books of KGBV contain chapter '**Towards Adolescence (Kishorawastha ki Oar)**' which discusses about various changes and growth in body during adolescence, right age when adolescence starts etc. The chapter explains in detail about change in height, physical structure, voice, reproductive organs etc. during adolescence. Attainment of mental, intellectual and emotional maturity during adolescence has also been discussed in the chapter. Development of secondary sexual symptom has also been explained.
- The review of books both of science and social science subjects gives an overview that the issues related to AE&LS have been incorporated into the textbooks of middle school level classes and secondary level classes specially from classes VII to X.
- The KGBV also follows the NCERT books like JNVs.
- The issue of adolescent and gender has been discussed from classes VII to X with introducing reproductive and hormonal changes in human, animals and plants. In the opinion of researcher, the issues like gender, reproduction and adolescent may be driven towards enlarging the thoughts, expanding the horizon by way of bringing change in attitude and facilitating good practices in life. It will help adolescents to get rid of myths and misconception and adapt with the situation of adolescents and adopt positive behavior.

F. Monitoring & Feedback Mechanism for AE&LS

- No system of any follow up on the issue of AE&LS was reported in JNVs and KGBVs.
- The records were not available showing planned intervention of AE&LS programme.
- Lack of proper support system for AE&LS in the schools.
- Milestone for AE&LS was not made in the school such as, what is the situation and where we are and where to go in terms of AE&LS.

- In the JNVs & KGBVs no cell has been constituted to address the need of AE&LS.
- In Udaipur JNV, monthly report is sent to Regional Office on the programme related to AE&LS.

G. Students performance in academics in KGBVs & JNVs

- The total number of girls enrolled in bridge courses in the three districts was 162, whereas the total number of girls enrolled in class VI, VII & VIII was 262, 286 and 218 respectively. The total number of girls attending the bridge course on the day of visit was 131, whereas the total number of girls present on the day of visit in classes VI, VII & VIII was 228, 264 and 209 respectively.
- In KGBVs the total number of girl - students in class VI, VII and VIII was 240, 206 and 176 respectively. Against the total students, number of girl-students appeared in annual examination in Class VI, VII and VIII was 229, 200 and 176 respectively.
- In KGBVs, achievement in the annual examination, total number of girl-students with less than 60% marks in Class VI, VII and VIII was 131, 101 and 60 respectively. Total number of girl- students with more than 60% marks in classes VI, VII and VIII was 98, 99 and 116 respectively.
- In JNVs, the total number of students enrolled at JNVs was 1508. The total students present on the day of visit at JNVs were 1454. Similarly, total number of students appeared at examination at JNVs in three districts was 1040. Total students appeared at annual exam at JNVs was 1040 (100%). The total number of students with less than 60% marks was 320, whereas total number of students with more than 60% marks was 716. The academic level of children at JNV was much better than that of the KGBVs.
- Education in KGBVs is good for rural and poor girls. It is providing opportunity to girls whose parents are not ready to send them to school situated in the distant locations. It is a good place for learning and practice positive behavior. The initiatives of KGBVs have given hope for education and better education accessible to poor family children and also in the families who are not sending their girls in regular schools.
- The students at JNVs get admission after competing the admission tests. The schools are providing the education to rural weaker section children who have interest and talent. The children who complete their studies will be placed better in their upcoming career. They also learn good habits and practice positive behaviour. These children will certainly push their family and give good name to the families and society.

H. Knowledge, Attitude & Practice on AE&LS of adolescent

- The understanding of teachers was more of sex education when it was talked about the adolescence education.
- The capacity of teachers and awareness on AE& LS was reported low.
- The children interacting during FGD feel AE&LS should be kept at forefront so that they get better guidance and mobilization to become good and informed citizen. There can be some sessions and role play to build confidence.

- The students of rated the level of interventions related to AE&LS in the schools (KGBVs & JNVs), it was 3 out of 10 in KGBVs and 4 out of 10 in JNVs.
- The problem with which the adolescent suffers certainly looks forward for the answer. In KGBVs, it was reported that some girls concentrate less on the study. There are girls who take less interest in the study. If they go home then they come even after 10-15 days of opening of schools. The girls were not very vocal and have shy nature. In JNVs, career guidance is very much required in the schools right from the beginning so that the children should have direction in their studies.

I. IEC & reference Materials availability accessible to teachers and adolescents

- The IEC materials/ reference materials on AE&LS were not reported available in JNVs & KGBVs.
- The teachers trained at JNVs on AE&LS were given training module/ document in the training prepared by NCERT The document is excellent in terms of available information.
- No IEC material was developed by the Master trainers / trained teachers on AE&LS to be used in the session to be held on AE&LS in the schools.
- Also, in KGBVs the reference materials/ IEC materials were not available.

J. Facilities and Support for AE&LS

- AE&LS is at nascent at JNVs in spite of the fact that it is in the PAP developed by the Navodaya Vidyalaya Samiti, New Delhi. In terms of facilities and support, it can be said that in JNVs the teachers are trained and trying to execute the Adolescent Education & Life skills programme. The materials given in the training were kept with the trained teachers. The Heads of institutions were supporting and guiding to execute the AE&LS programme. But it needs systematic support and requires facilities in addition to school level support in terms of IEC materials in various languages, digital CDs, integrating the AE&LS programme in regular curriculum and sessions, co-curricular activities etc.
- Reference materials for students on AE&LS were not available in both the residential institutions i.e. KGBVs & JNVs.

Key Suggestions

A. Quality of Facilities, Activities & Functions

- In JNV Udaipur and Churu they need additional infrastructure-may be some classrooms, hostels, perennial water sources and purchase of latest computers. Similarly, in KGBVs, the computers need to be made functional in Udaipur & Churu districts.
- The infrastructures in KGBVs in Churu district need to be improves in terms of adequate maintenance of furniture, toilets and water supply. The

accommodations available in Churu & Udaipur district KGBVs dormitories were insufficient due to which on one cot 2 girls were adjusted to sleep during night.

- The available bedding and quilt was in bad shape which needs to replace as per the norms of the department.
- Looking to the menu of KGBVs the cost needs to be revised otherwise one has to comprise with food not meeting the required calories and micronutrients. The cost of maintenance of girl in KGBV is Rs.900 per girl per month.
- The facilities of medical check-up in the KGBVs need to be improved and there should be facilities of screening of girls in the hostel. The assessment team has identified some girls who have vision problem but were not screened to spectacles.

B. Planning & Management

- There should be space in the annual plan of the JNV for AE&LS. The importance of AE&LS needs to be understood by the school administration in shaping the school discipline and guiding the students in better and productive way.
- The KGBVs should have their annual calendar/ plan to execute the activities related to academic and non-academic /co-curricular.
- There is strong need to integrate the AE&LS programme related activities in the curriculum and school level activities.
- The AE&LS should be seen beyond sex education in order to drive the adolescents with proper grooming, information, education and life skills.
- The AE&LS programme needs to be reflected properly so that it should be organized with greater preparation and mission.
- Efforts should be made to decide the way forward in the school beyond training and capacity building on AE&LS.
- The inputs and activities for each of the groups of students in various classes and age group need to be planned rather organizing a talk/ session on any issues of AE&LS without any context and concept.
- The State & District level officials may be oriented to initiate the AE&LS programme for girls in KGBVs in addition to education of girls. The AE&LS activities may be integrated with classroom session & school level activities.

C. Functionaries & Functions - Role of Principals, Teachers & Support staffs at JNV & KGBVs

- The school administration/ Heads of institutions of KGBVs and JNVs need to plan the execution of AE&LS in the schools.
- The Principals, Teachers & Support staffs at JNV & Headmistresses, wardens and teachers at KGBVs should treat this AE&LS beyond an activity and event as Life skills for students.
- The trained Master trainer & teacher on AE&LS in the schools should be facilitated to undertake the execution of adolescent education and life skills

programmes otherwise, it will be conceptual and remain on plan document only rather than providing first hand benefits to school students.

- There should be regular programme on AE&LS rather than based on symptoms in order to regularly hitting on the issue at crosscutting edge.
- All the teachers need to be sensitized and oriented on the importance with positive approach, so that the relevance of AE&LS cannot be denied.
- The school institution and staffs should really plan the different doze of AE&LS with different age group and need to be integrated with classroom subjects and also an issue of discussion and dissemination through co-curricular activities.

D. Intervention of AE&LS - capacity building & integration

- AE&LS programme needs to be introduced with an aim to provide young people with accurate, age appropriate and culturally relevant information; promote healthy attitude and develop skills to enable them to respond to real life situations effectively.
- The intervention of AE&LS in the KGBVs needs to be planned with proper orientation of teachers, wardens, Headmistresses and managerial staffs of the districts and Blocks in order to initiate in a stronger way. Further, a plan may be developed for intervention of AE&LS programme.
- AE&LS related programme in the JNV is at nascent stage/ initial stage which needs very specific support, guidance and directions in order to be really taken at the ground level i.e. amongst adolescent children.
- All the children need to be covered under AE&LS from age group 11 years to 18 years rather than only working for IX and onwards classes.
- There is strong need to have systematic and planned intervention of AE&LS with proper orientation and vision which should really make difference in the life of students in real sense.
- The AE&LS should not be started and ended with sex education, because it is not the limit of adolescent education. It should be thought as an instrument to shape the positive behavior and provide sufficient information to improve the knowledge, bring change in the attitude and affect practice level.
- The children group may be formed/ peer group in order to draw adolescent participation in the AE&LS programme. The school adolescents should be made equal partner in the programmes and made responsible with required power.
- Record for the AE&LS should be maintained in the classes/ schools in order to see how and where the programme is moving and simultaneously monitor what changes it all has brought in the behavior of adolescent children in real sense.
- Rigorous training and refresher training need to be organized-may be 2-3 in a year followed by monthly reflection session with teachers and students in order to have more clarity on the subject of AE&LS.
- There is strong need to develop IEC and reference materials, CDs, visual instruments for AE&LS so that client can refer as and when required based on

gravity of subject along or in group. The materials in Hindi may be more useful.

- The IEC materials, specific to the class, age and type of children (males and females) may be developed, pre-tested and multiplied/ printed.
- The children of lower classes i.e. classes VI, VII, VIII etc may also be mobilized on the issue related to adolescence education and life skills programme.
- The availability of parents' and teachers' support to the programme will be an added advantage in this direction.
- Need to develop curriculum material which will form the basis of our advocacy among curriculum planners and developers, textbook authors and such other target groups.
- In addition to strengthening the process of integration of reproductive health issues in the school curriculum, there should be Training Package which will help in creating awareness among students, and develop among them assertive skills, healthy attitudes and responsible sexual behaviour.
- We are aware that development of skills and responsible behaviour is a long drawn process. What is required is a supportive environment both within the school and the community with reinforcement from parents, teachers and peer groups.
- It is important to emphasize that in all the activities the focus should be on the active participation of students. It is through the participatory mode that we can stimulate thinking and interaction among young students, thereby influencing their attitudes and behaviour.

E. Textbooks –scope for Adolescent Education & Life Skills integration

- The efforts should be made to how to link the AE&LS issues with chapters of subjects in stronger and better planned manner so that each and every teacher should know how and when to integrate the AE&LS with classroom teaching.
- There is strong need to use a combination of curricular and co-curricular approaches, there is an accent on co-curricular approach to create an enabling environment for bringing about desirable changes in the school curriculum. The time-honoured strategy for institutionalising any concern in the school system is to integrate it into the school curriculum.

F. Monitoring & Feedback Mechanism for AE&LS

- There is strong need to set a system and mechanism to monitor and follow – up on the issue of AE&LS reported in JNVs and KGBVs.
- There is strong need to keep records of the intervention of AE&LS programme, problems and actions needed at various point, of time.
- There is strong need to provide handholding support-may be 2-3 years to establish a well defined and strong system for implementation of AE&LS in the schools.

- The milestone for AE&LS needs to be framed to know - what is the situation and where we are and where to go in terms of AE&LS.
- In the JNVs & KGBVs there should be a cell of teachers and students which will address the need of AE&LS.
- There is need to enquire and assess the efforts and resources putting on AE&LS to improve the quality as well as coverage. Hence, there should be regular system of monitoring meetings at State, district & institution level. Thus, there can be monthly meeting to assess the performance and achievements.
- Also, it is really important to have regular monitoring and review meetings of State & District level and institutional level stakeholders in which the need and demand of AE&LS amongst target clients and problem of clients can be discussed. This will help in having consensus on the issues and problems of AE&LS and would help in improving the coverage and quality at personal and institutional level.

G. Knowledge, Attitude & Practice on AE&LS of adolescent

- The understanding of teachers was more of sex education when it was talked about the adolescence education. This needs to be understood beyond sex education in crucial for development of adolescents.
- The capacity of teachers and awareness on AE& LS need to be improved by proper training, capacity building and follow-up.
- There is strong need to mobilize adolescents, build their capacity so that they keep AE&LS in forefront. This will help in building their confidence and will positively increase their knowledge, bring change in attitude and their practice level regarding healthy and positive behaviour.

H. IEC & reference Materials

- The IEC materials/ reference materials on AE&LS should be made available to JNVs & KGBVs with age and level.
- The IEC materials/ reference materials in Hindi language may be developed based on local requirement.
- The teachers trained may also be supported to develop IEC materials as per the requirement of adolescent.
- The IEC & reference materials/ IEC materials need to be kept accessible to adolescents-may be personal and in group.

Chapter - II

Introduction Background & Objectives

Introduction, Background & Objectives of the Study

2.1 BACKGROUND

Human life passes through various stages namely, infant, childhood, adolescence, adult and old age. Amongst all the stage Adolescence is of great importance due to its special character as it drives the whole life while adopting a positive attribute and behavior. Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability. It is all a matter of reflection, interaction and introspection to choose better and effective and responsible options to enjoy better position in one's own life, amongst the peer, in the family and society.

2.2 ADOLESCENCE EDUCATION

Adolescent form the 22 percent of the population in Rajasthan. The major problems are more related to health, nutrition & misbehavior. In the state the major problem contributing to social, economic and health resulting into critical problem are early marriages, school dropouts, sexually active and bad companion.

Adolescence education is a new education area, emerging in response to the pressing demands for introducing in the school curriculum the elements relating to critical problems that confront adolescents during the process of growing up. The period of adolescence, usually characterized by the youthful exuberance as its most endearing hallmark, is a distinct phase of dramatic physical, emotional and behavioral changes. The suddenness of these changes coupled with



the non-availability of authentic information, results in anxieties and causes confusion and unrest among adolescents. It has, therefore, been advocated that education in these concerns should be imparted in schools. The demand has gained momentum in view of the growing problems relating to sexual behavior of adolescents. The arrival of the AIDS pandemic has also added the element of urgency to this need. Moreover, the growing incidence of drug abuse, tobacco and alcohol among adolescents has also generated demands to incorporate preventive education in the school curriculum.

The term adolescence is derived from the Latin word *adolescere* which literally means 'to grow to maturity'. This is a transition between childhood and adulthood; it begins with pubescence and terminates with adulthood. Pubescence refers to biological changes of adolescence that precede sexual maturity. Puberty is defined as a period of transformation from a stage of reproductive immaturity to a stage of full reproductive competence. This encompasses a number of physical, physiological, emotional and psychological changes. The age of onset of puberty varies from individual to individual; the girls on an average reach puberty earlier than the boys. The geographic, ethnic and genetic factors interact with socio-economic status, health, nutrition and emotional levels to determine the age of onset of puberty for any single individual. The duration of adolescence varies greatly; it may start at nine years and end at around 18 years in some, and it may start at 14 and end at around 25 years in others. Everybody grows up in a different way and at different rates. According to WHO, the adolescence period is from 10 to 19 years.

2.3 CHARACTERISTICS OF ADOLESCENCE

Any period of life tends to be characterized by a group of developments which are physical, psychological and social in origin and timing. But the period of adolescence, more than any other, is characterized by an upsurge of these changes and behavioral contradictions. It should be noted that these changes are normal and universal. The following significant characteristics of adolescence make this phase of life distinct from all other phases.

PHYSICAL

It is during adolescence that rapid physical growth and changes in the physiological process take place. Arising from hormonal changes, these developments produce reproductive maturation in individuals. These are highly co-related with the sexual development. It is a period exclusively identified with the development of secondary sexual characteristics. Adolescents have to learn to accept these changes and come to terms with them.

PSYCHOLOGY

Adolescence is also a period of progress towards mental, intellectual and emotional maturity. An adolescent displays a tendency to be independent like an adult, rather than remaining dependent on others like a child. During this period individuals experience intense sex drive for the first time and begin to define their relationship with the opposite sex. It is presumed to be a psychologically stressful and critical period.

SOCIO-CULTURAL

The interaction of adolescents with the existing socio-cultural milieu results in some new developments. It initiates a process of redefining their social relationships. Society generally does not define a distinctively definite role for adolescents. And hence, they are caught in the ambiguous overlap between the reasonable and categorically defined roles of childhood and adulthood. Their psychological needs also are not appreciated in proper perspective by the society. This, at times, generates among them aggressive and reactionary behavior, many of which are socially disapproved. Individuals during adolescence experience anxiety or emotional stress to an unusual degree.

BEHAVIOURAL

In view of the above developments, the adolescents reflect the following characteristics in their behavioral patterns.

A. INDEPENDENCE

The process of physical, psychological and social maturity initiates among adolescents a tendency to be independent. They start distancing themselves from the adult world. They begin to shift from parents to peers and from existing to new belief systems. In societies where adolescence is prolonged, adolescents tend to form subcultures to support their strive for independence. These sub-cultures gradually influence the existing culture of the society.

B. IDENTITY

Adolescents struggle to define themselves and in the process tend to assert themselves. They display the gender role identity, a positive body image and a sense of esteem and competence through their behavior.

Self – awareness helps adolescents understand themselves and establish their personal identity. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image and sound career perspective.

C. INTIMACY

During adolescence, some basic changes occur in defining relationship, particularly in the area of heterosexual relations. Adolescents suddenly discover their special interest in the opposite sex. Invariably they find it difficult to distinguish between infatuations and love with and/or without sexual orientation. They tend to feel sex urge for physical pleasure and satisfaction and do not generally appreciate its sublime orientation.

D. PEER-GROUP DEPENDENCE

In an effort to assert their identity and reflect their independence, adolescents tend to break away from the close emotional ties of parents and prefer the company of their friends. Wherever the socio-cultural milieu does not permit interaction between boys and girls, adolescents of each gender group develop homo-social orientation and form gender-specific peer groups. While at home, they often prefer being alone and demonstrate their insistence inclination for privacy. These developments promote their dependence on the peer group, from which they derive approval and support for their changed behavioral pattern. At times, the peer pressure leads to substance/drug abuse, sex and violence.

E. EXPERIMENTATION

Adolescents are prone to experiment. With increasing exposure to mass media, and satellite and cable TV, they come to know about various patterns and kinds of sexual behavior. In the absence of guidance from elders, they are confused. Sometimes, they are involved in risky behavior.

F. INTELLECT

The development of intellectual capacity in adolescents is also reflected through their behavior. They become capable of conceptual thinking and of understanding logic, and deductive reasoning. All these result in the heightening of their self-esteem.

G. EMOTIONS

Adolescents have frequent mood changes reflecting feelings of anger, sadness, happiness, fear, shame, guilt, and love. Very often, they are unable to understand the emotional turmoil. They do not have a supportive environment in order to share their concerns with others. Counseling facilities are not available.

2.4 Life skills Education and Schools

Life skills help young people navigate the challenges of everyday life. They enable them to develop into healthy, responsible, and productive adults. Adolescent life skills are central to psychological theories that aim to understand how skills and competencies develop. From a practical standpoint, the promotion of life skills has been identified as a key resource for enhancing positive and productive development in youth.

In India, education has become institutionalized. Schools need to be recognized as the single most important and recognized forum to reach out to the young population. Any program to reach the adolescents/youth has to be incorporated into the educational system to be feasible, effective, and cost-effective. In a country like ours, where resources and trained professionals are sparse and few, it is more be practical to involve and work with the teachers. The teachers are the personnel who interact with the adolescents closely. They could be trained to transfer these skills to the adolescents.

India has a large young population. Over one-fifth is adolescents in the age group of 10 -19 years.

Because of the expansion of educational opportunities the number of boys and girls getting education is increasing. It has contributed to the rise in average age at marriage. On the other hand, because of improvements in nutrition and healthcare, the age of the onset of puberty is advancing. As a consequence, young people now

WORKING DEFINITION OF LIFE SKILLS IN YOUNG PEOPLE

For young people, life skills are the abilities that enable them to deal with the challenges of their lives in a manner that is adequate for their age and experience. They facilitate healthy, positive and productive personal development and enable meaningful contributions to society. These intra- and interpersonal abilities are interrelated, and collectively they provide a basis for identifying core skills. These skills can be applied to the self or to others. Central to this life skills framework is the need for young people to demonstrate moral and cognitive maturity by thinking for themselves and taking responsibility for their actions and their social and emotional development; life skills transcend the knowledge and abilities taught by others.

have a longer interval between the onset of sexual maturity and marriage, increasing the possibility of their engagement in pre-marital sexual relations. Studies conducted in different cultural settings have found growing incidence of pre-marital sexual relations among adolescents.

2.5 The Concept –Life Skills

Life skills have been defined as *“the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”* (WHO). **‘Adaptive’** means that a person is flexible in approach and is able to adjust in different circumstances. **‘Positive behavior’** implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

The terms **‘Livelihood skills’** or occupational/vocational skills refer to capabilities, resources and opportunities to pursue individual and household economic goals and relate to income generation. Thus, Life skills are distinct from livelihood skills.

In an effort to identify the skills needed to maintain the quality of civic life, a successful and meaningful personal life, and positive social relationships, authors have proposed various definitions and conceptualizations of life skills. This chapter focuses on the development of life skills in young people. The World Health Organization (1997) defines youth as people between the ages of 15 and 24 years and adolescents as people between the ages of 10 and 19 years.

The term “young people” can be used as short hand for these groups combined (ages 10 to 24). These definitions have been adopted for the remainder of the chapter. In general, life skills are considered to be those abilities that help promote well-being, positive health outcomes, and productive development. They comprise a set of core skills that empower young people to take positive steps to

Defining Life Skills

Life skills are abilities for **adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.**

Skills that can be said to be life skills are innumerable, and the nature and definition of the life skills are likely to differ across culture and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health & well being of children and adolescents. They are listed below:

- Decision making
- Problem solving
- Creative thinking
- Critical thinking
- Effective communication
- Interpersonal relationship skills
- Self-awareness
- Empathy
- Coping with emotions
- Coping with stress

promote health, positive social relationships, and positive contributions to society. The question is what young people must have to function well in society as they find it. Life skills are important in helping them shape their world, not just cope with it. Thus, the concept of life skills transcends previous concepts such as coping and adaptation to circumstances; it presupposes an active, autonomous, and responsible stance towards the self in the social world (Rychen & Salganik, 2003).

According to the World Health Organization (1997), life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. By emphasizing adaptation and a positive orientation, this commonly used definition is consistent with the skills-based, positive approach to youth development (e.g. Benson, 2007).

Key Life Skills

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills -those related to thinking termed as **"thinking skills"**; and skills related to dealing with others termed as **"social skills"**. While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behavior and negotiating effectively. **"Emotional"** can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, self management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

The Life Skills programme is a school based programme where Life Skills are imparted in a supportive learning environment. They are applicable for all ages of children and adolescents in school. However, the age group targeted is mainly 10-18, adolescent years, since young people of this age group seem to be most vulnerable to behavior related health problems.

Life skills-Commandments to Remember

I read, I forget, I discuss, I remember, I do, I inculcate.

1. Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life.
2. Life skills are the beginning of wisdom which focuses on behaviour change or developmental approach designed to address a balance of three areas- knowledge, attitude and skills.
3. Life skills enable individuals to translate knowledge, attitude and values into actual abilities i.e. what to do and how to do it, given the scope and opportunity to do so.
4. Life skills however are not a panacea of **"how to do abilities"** as they are not the only factors that affect behavior. There are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways.
5. Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self confidence and self esteem.
6. Life skills for psychosocial competence needs to be distinguished from other important skills that young people will acquire as they grow up such as reading, numbers, technical and livelihood skills.
7. Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes working in small groups and pairs, brainstorming, role plays, games and debates.
8. We all use Life Skills in different situations such as:
 - a) To negotiate effectively at home, school or work place, we need to have thinking skills as well as social skills
 - b) When faced with difficult situations we tend to think critically, to analyze all the pros and cons of the situation to think out of box to find a solution to seemingly difficult problems.
9. Many life skills are required to manage a particular situation effectively. In a way, various Life Skills work best in conjunction. In fact, the appropriate combination of Life Skills in a given moment is an art.
10. Children learn their Life Skills from parents, teachers and significant others who act as their role model. They gradually learn to use a particular skill effectively in diverse situation to cope with challenges of life.

2.6 KEY ISSUES & CONCERNS OF ADOLESCENTS

Thinking & Developing an Identity

1. Self – awareness helps adolescents understand themselves and establish their personal identity. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image and sound career perspective.

Managing Emotions

2. Adolescents have frequent mood changes reflecting feelings of anger, sadness, happiness, fear, shame, guilt, and love. Very often, they are unable to understand the emotional turmoil.
3. They do not have a supportive environment in order to share their concerns with others. Counseling facilities are not available.

Building Relationships

4. As a part of growing up, adolescents redefine their relationships with parents, peers and members of the opposite sex. Adults have high expectations from them and do not understand their feelings.
5. Adolescents need social skills for building positive and healthy relationships with others including peer of opposite sex. They need to understand the importance of mutual respect and socially defined boundaries of every relationship.

Resisting Peer Pressure

6. Adolescents find it difficult to resist peer pressure. Some of them may yield to these pressures and engage in experimentation.
7. Aggressive self conduct; irresponsible behavior and substance abuse involve greater risks with regard to physical and mental health.
8. The experiment with smoking and milder drugs can lead to switching over to hard drugs and addiction at a later stage.

Acquiring Information, Education and Services on issues of Adolescence

9. Exposure to media and mixed messages from the fast changing world have left adolescents with many unanswered questions.
10. The widening gap in communication between adolescents and parents is a matter of great concern.
11. Teachers still feel inhibited to discuss issues frankly and sensitively.
12. Adolescents seek information from their peer group who are also ill informed and some may fall prey to quacks.
13. Fear and hesitation prevents them from seeking knowledge on preventive methods and medical help if suffering from RTIs and STIs.

Communicating and negotiating safer life situations

14. Girls may also face mental and emotional problems related to early sexual initiation.
15. Resisting the vulnerability to drug abuse, violence and conflict with law or society.
16. Sexually active adolescents face greater health risks.

2.7 The Ten core Life Skills as laid down by WHO

1. Self-awareness – It includes recognition of ‘self’, our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

2. Empathy - To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples’ needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either! We grow up in relationships with many people – parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours.

When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding.

Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity.

Empathy can also help to encourage nurturing behavior towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

3. Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behavior, such as values, peer pressure and the media.

4. Creative thinking is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective

easily), originality (conceiving of something new), and elaboration (building on other ideas).

5. Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.

6. Problem solving helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

7. Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

8. Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.

9. Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.

10. Coping with emotions means involving recognizing emotions within us and others, being aware of how emotions influence behavior and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

2.8 Steps for Life Skills

Defining and Promoting Life Skills

- Defining the skills: What skills are most relevant to influencing a targeted behaviour or condition; what will the student be able to do if the skill-building exercises are successful?
- Generating positive and negative examples of how the skills might be applied
- Encouraging verbal rehearsal and action
- Correcting misperceptions about what the skill is and how to do it.

Promoting Skills Acquisition and Performance

- Providing opportunities to observe Life skills being applied effectively

- Providing opportunities for practice with coaching and feedback.
- Evaluating performance.
- Providing feedback and recommendations for corrective action.

Fostering Skill Maintenance/ Generalisation

- Providing opportunities
- Fostering self – evaluation and skill adjustment.

2.9 Some more Life Skills amongst Adolescents

In addition to various skills as per WHO, there has been experience of more skills in order to lead better life and

1. Motivation for personal goals: initiative, engagement, willingness to try new things, persistence, work ethic, commitment, and a drive to pursue interests and personal development. Qualifier: The teen’s zeal may be for DJ skills, not physics.

2. Executive functioning skills: planning ahead; organization; execution and completion of projects; informed decision making; judgment; concentration; and self-monitoring. Qualifier: Half of the neuronal connections in the prefrontal cortex will be sloughed off in early adolescence, so harebrained inconsistency is the norm with teens.

3. Independent living skills and self-reliance: self-management with regard to money, cooking, laundry; public transportation; and job experience (with job application, interviewing, working hard, accepting criticism and following directions). Qualifier: Kids will squawk, but parents should insist on this stuff anyway.

4. Academic skills: basic skills to achieve age-appropriate educational goals; intellectual curiosity; study habits; and value on learning. Qualifier: Especially in middle school and during puberty, school performance may get a bit sketchy, but education is such a high priority that parents should go to the mat to make sure teens are “bonded” to school, establish homework habits, connect with teachers and do required work.

5. Physical fitness and healthful habits: value and self-care in relation to exercise, sleep, eating, health maintenance, and limitations on risk taking, substance use and media overuse. Qualifier: Parents can only control so much, but they control resources, so they can supply healthful food, yank media, insist on full-year athletic participation, and give consequences for problem substance use.

6. Emotional awareness, reflection and regulation: recognition and appropriate expression of feelings; empathy for others; ability to control impulses; and coping with negative emotions. Qualifier: Due to mood disturbance brought on by hormones and the immaturity of the “impulse control” center in the teen brain, teens will have tizzies, and parents need to focus on being supportive coaches and role models for these skills.

7. Social skills: ability to size up interpersonal situations; cooperation with others; communication skills; conflict resolution skills; gaining perspective; and accurate self-appraisal in groups. Qualifier: Since teens are individuating from their parents and constantly irritated with siblings, motivated practice of these skills will occur in other pro-social settings (e.g., school, service, extracurricular activities and friendships).

8. Relationship skills and values: ability to maintain relationships over time; friendship development; conversational ability; balancing needs of self and other in romantic relationships; and intimacy skills. Qualifier: Temperament plays a huge role in determining a person's appetite for social interaction, but parents can encourage, model and provide a rich web of relationships for their teens, including those with wise elders.

9. Moral behavior, integrity and character: standing up for what's right; conscientiousness; and responsibility for oneself and the less fortunate. Qualifier: Although the majority of teens will take risks, lie and break rules during these arousal-seeking years, they will also show remarkable attachment to "what's right" — according to them. By the time these kids reach their mid-twenties, values have shifted, morphed, matured and become integrated into a system that usually reflects a lot of their parents' values.

10. Spirituality and a purposeful life: ability to accept and cope with adversities; emotional resilience; drive for a meaningful life; and a value on reflection and growth over time. Qualifier: Patience and parental role modeling are key here (again).

The worst thing a parent could do with this list of qualities is to preach, lecture and talk too much about them to their teen. That would be like pelting a teen with fruits and vegetables and expecting it to provide good nutrition.

2.10 NEED FOR ADOLESCENCE EDUCATION

It is in this context that the need for educational response at the school stage is strongly felt. The aim is to provide scientific knowledge to adolescents about various aspects of the process of growing up, in particular reference to the reproductive health needs, and thus enable them to cope with the problems during this transitional phase. This need is particularly felt in India, because the school curriculum has not been able so far to incorporate several elements of reproductive health such as sexual development during adolescence, HIV/AIDS and drug abuse, which are closely interrelated concerns having decisive bearing on their reproductive health. The education in these elements cannot be complete by giving biological information alone. There is a need to make educational efforts primarily aimed at influencing attitudes, behaviours and value orientation. Moreover, a number of studies lend support to the fact that adolescents desire and seek authentic knowledge on sex-related matters. But sex being a taboo in our society, like many others, there has been an absence of any authentic source of accurate knowledge on it. This creates anxieties and confusion among adolescents who fall prey to prevailing myths and misconceptions that are carried over to their adulthood, subsequently creating problems with serious implications for family and marital relationships.

2.11 Institution Level intervention related to Adolescent Education & Life Skills amongst Adolescents – Kasturba Gandhi Balika Vidyalaya (KGBV) & Jawahar Navodaya Vidyalaya (JNV)

In order to cater immediate need of education of deprived, SC, ST and other disadvantaged group of the country, Ministry of Human Resource Development, Department of School Education & Literacy, Government of India has initiated various education schemes covering backward districts and Blocks namely, Jawahar Navodaya Vidyalaya.

Kasturba Gandhi Balika Vidyalaya are residential schools which covers hard to reach girls especially the deprived ones belonging predominantly to the SC, ST, OBC community and minority groups. This is an intervention for girls residing in small and scattered habitations far off from the nearest school.

I. Jawahar Navodaya Vidyalaya (JNV)

In accordance with the National Policy of Education (1986) Government of India started Jawahar Navodaya Vidyalayas (JNVs). Presently the JNVs are spread in 27 States and 7 Union Territories. These are co-educational residential schools fully financed and administered by MHRD, Government of India. The Navodaya Vidyalaya System is a unique experiment unparalleled in the annals of school education in India and elsewhere. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in a residential school system. Such children are found in all sections of society, and in all areas including the most backward. But, so far, good quality education has been available only to well-to-do sections of society, and the poor have been left out. It



was felt that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it. These talented children otherwise would have been deprived of quality modern education traditionally available only in the urban areas. Such education would enable students from rural areas to compete with their urban counterparts on an equal footing. The National Policy on Education-1986 envisaged the setting up of residential schools, to be called Jawahar Navodaya Vidyalayas that would bring out the best of rural talent.

The uniqueness of Navodaya Vidyalayas has assured that they have been enjoying this strong brand equity over a period of time due to the consistent and top performance in CBSE. Navodaya Vidyalayas are well recognized as focal points of learning and all round development. The currency of the Navodaya Brand, derived from the academic performance, and success of the Alumni, has ensured that NAVODAYAS are one of the foremost and successful institutions in the country. The shortcoming faced by many Govt. Institutions, that they are almost unheard of, is no longer relevant in the context of Navodayas. Brand equity is nothing but the association made by people when they hear the name 'Navodaya' or 'JNV'. Today the Navodaya Brand enjoys an unprecedented level of acknowledgement from the society in the field of secondary and higher secondary education. The teachers and students associated with the Navodaya Brand have been successful in creating significant and noticeable changes in the quality of human lives in the Indian Society. Thus the Navodaya Brand has become synonymous with exemplary education and all round development. However, to ensure continued brand equity, we need to move with the times and keep our skills updated with the modern innovations and latest developments in the field of imparting modern quality education.

The Vision of the Navodaya Vidyalaya Samiti Headquarters, coupled with the efforts of the Officers, Principals and Teachers has assumed proportions of a healthy coalition, thus enabling Navodayas to continually churn out young and aspirant citizens possessing not just the requisite knowledge to succeed in various spheres, but also to develop a responsible, compassionate, dedicated and devoted attitude towards the society. Navodaya citizens definitely will be the ones most suited to lead the country in future since they are mentally alert, physically fit, psychologically balanced, emotionally mature and spiritually sound. They will be multi tasking, creative, innovative and eco friendly who are the most desirable attributes for the 'Knowledge Society' into which the world is marching.

OBJECTIVES OF JNV

- To serve the objectives of excellence coupled with equity and social justice.
- To promote national integration by providing opportunities to talented children, largely rural, from different part of the country, to live and learn together and develop their full potential.
- To provide good quality modern education, including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education.
- To ensure that all students of Navodaya Vidyalayas attain a reasonable level of competence in three language as envisaged in the Three Language Formula; and
- To serve, in each district, as focal point for improvement in quality of school education through sharing of experiences and facilities.

PLAN FOR ADOLESCENT EDUCATION & LIFE SKILLS OF JNV

Developing Institutional Plan in the beginning of the financial year has been very well sought by the NVS Samiti. It is a planned document prepared before the commencement of a new academic session by every Vidyalaya to realize the goals

of organization keeping in view of objectives, felt needs, local resources available and likely to be available, constraints, previous years' feedback from the stake holders and priorities of JNVs. As it is a roadmap to the institution all stakeholders such as teachers, parents, students, local community members etc are to be involved in its preparation. It allows a comprehensive and long term perspective based on a clear assessment and understanding of the JNV activities. Areas like Academics, Administration, Adolescent Education & Life Skills, Developing Physical Facilities, Community Linkage, Pace Setting Activities, Campus Beautification etc. should find due place in it. It can be used as a document for the decentralization of administration through formation of various committees for ensuring participatory management. The Perspective Annual Plan (PAP) has been prepared to serve the objectives of excellence coupled with equity and social justice.

ADOLESCENCE EDUCATION PROGRAMME

Adolescence Education Programme (AEP) has been introduced as part of NCF 2005. AEP aims to provide young people with accurate, age appropriate and culturally relevant information; promote healthy attitude and develop skills to enable them to respond to real life situations effectively. NCERT is the implementing agency in India for AEP and works with the funds provided by UNFPA. So far five states have been brought under the purview of the AEP. In implementing the AEP Master Trainers were trained who further trained the nodal teachers. The nodal teachers involved the remaining teachers of the Vidyalaya and also the peer. As per the plan of action a minimum of 16 hours of activities in a year (Jan to Dec) are to be conducted. The Staff Nurses should be involved fully in all these activities and also in counseling. Clear cut guidelines have been given in the trainings organized. Principals also have been exposed to AEP trainings and are capable of monitoring the AEP activity.

All the trainings and activities are conducted centrally for which fund is released to the R.Os. During this year (2013-14) the focus should be on counseling, utilizing the services of the Staff Nurses effectively. It is to be noted that where AEP activities are organized effectively there may not be so many problems related to suicidal cases, substance abuse, also problems related to self-esteem, growing up etc. The guiding principles of AEP as given by NCERT are given here below for further information and guidance:

Following are the areas to be covered during the programme of AEP.

- Changes occurs in adolescents during their growth and development
- Reproductive and sexual health, myths and misconceptions
- Gender issue, Eve-teasing and sexual harassment
- Preventing HIV/ AIDS/ STD
- Preventing Drug abuse
- Developing life skills such as self-awareness, Problem solving, Decision making, critical thinking, creative thinking, Interpersonal relationship effective communication, empathy, critical thinking, managing emotions and dealing with stress.
- Providing minimum counseling.

Role of Head of Institutions / Principal under AEP in the JNV: The Principals of the concerned JNVs are required to prepare an action plan for the year for the effective conduct of the relevant AEP activities in the form of Lectures, demonstrations, discussions, role plays, handouts, charts, audio and video clippings, campaigns etc., and the report along with expenditure incurred statement for necessary reimbursement is to be submitted to the concerned regional offices by forwarding a copy to the Head Office.

GENDER SENSITIZATION PROGRAMME at JNV

Jawahar Navodaya Vidyalayas constitute a unique and large network of co-educational institutions in the country and residential culture is common to all of them. NVS expects all JNVs to strive for enhancing the quality of co-educational residential culture and its effectiveness by creating a safe environment for children and not to harm them in any way by any act of immoral behavior while in the custody of JNV. In order to enable all persons to participate effectively in a free and more human environment and to build awareness on gender equality, Samiti has planned to conduct gender sensitization programme through AEP with objectives as under:

- Creating positive and just gender environment among students in the JNVs.
- Establishing gender sensitization approach within school premises.

In order to achieve the above objectives, the following measures have to be taken:

Training modules

Training Modules will be prepared centrally at the level of NVS Hqrs in collaboration with AEP Training Programs. Training modules will contain specific objectives and activity based programme. The salient features/ outlines of the modules will be as under:

- Establishing & maintain positive and responsible relationship.
- Understanding and challenging straw types discriminations.
- Understanding and challenging sexual abuses & aggression.

Training Schedule

With the objective to impart training to the teachers of JNVs, following training schedule is to be undertaken:

- Centralized training programmes will be conducted in four phases for master trainers for identified teachers from all regions to act as Master trainers.
- Regional level training programmes will be conducted in three to four phases depending on the number of JNVs and number of teachers so as to cover all the JNVs. The training programme at the regional level will be conducted by the master trainers of AEP programmes.
- Gender sensitization sessions for the students of JNVs will be conducted by the trained teachers once in a week for each class.

Selection criteria for Teachers for Training

- At least one male and female teacher should be deputed from each school for training at initial stage.
- Preferably below 45 years of age to be identify for the training.
- Interested in such subjects and sensitize to concerns of young people.
- Sensitive to cultural sensibilities.
- Friendly with students.
- Good knowledge of local culture.
- Excellent communication skills (English, Hindi & Local dialect)
- Experience of imparting participatory training in education and development related issues.

Conducting sensitization sessions in the JNVs for the students

- Each JNV will allot 45 minutes per week to each class for conduct of Sensitization Sessions to the students once in a week.
- The time frame may be decided by the JNV on the basis of the need of concerned target groups and local situations.
- The programme materials need to be adapted as per the local needs without making changes in the topics/ activities.
- The resource person/trained teacher will be well prepared and should be fully aware of all training needs/contents.
- The teacher/resource persons is expected to aware of the profile of target group/participants and will facilitate better communication among the resource person and students.
- The participatory and interactive approaches are at core of the entire session.
- Efforts will be required to ensure to every students gets necessary motivation and opportunities for active participation and learning.
- Keeping the contents/resource material and transactions relevant to the concern of students and their needs will be given special focus.
- The period should be allotted to the teachers who are trained in AEP Programs.

Conduct of awareness program in other activities

In addition to the above the Principals of the JNVs are required to prepare an action plan for the year 2013-14 for gender sensitization awareness in the JNVs in the form of debates, demonstrations, discussions, chalks, hand outs, audio & video clipping, campaigning, essay writing competitions, stage activities, lectures in the morning assembly and programmes in the co-curricular activities on the following topics.

- Educate a woman- Educate a nation.
- To share experience of working with ladies.
- To help men recognize the importance of women in society.
- Familiarize students with gender issues.
- To encourage Girls to examine their personal beliefs on life and work – A reflection on values.

- Multiple roles of women in society.
- Some facts about women in society.
- Gender equality.
- Factors hampering the progress of Girls.
- Value Education.

II. Kasturba Gandhi Balika Vidyalaya (KGBV)

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. The scheme of the KGBV ran as a separate scheme but in harmony with the Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL) and Mahila Samakhya (MS) for the first two years, but has since 1st April, 2007 merged with the SSA programme as a separate component of that programme.



Group Discussion with Girls

Scope/ Coverage of the scheme

The scheme was applicable since inception in 2004, in Educationally Backward Blocks (EBBs) where the rural female literacy is below the national average (46.13%: Census 2001) and gender gap in literacy is more than the national average (21.59%: Census 2001). Among these blocks, schools may be set up in areas with:



Visit to KGBV

- concentration of tribal population, with low female literacy and/or a large number of girls out of school;

- concentration of SC, OBC and minority populations, with low female literacy and/or a large number of girls out of school;
- areas with low female literacy; or
- areas with a large number of small, scattered habitations that do not qualify for a school

The Objective

Gender disparities still persist in rural areas and among disadvantaged communities. Looking at enrolment trends, there remain significant gaps in the enrolment of girls at the elementary level as compared to boys, especially at the upper primary levels. The objective of KGBV is to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools at upper primary level i.e. of 11-14 years.

Strategies

2180 KGBV residential schools have been sanctioned over the X Plan period all over the country at an estimated cost of Rs. 19.05 lakh as recurring cost and Rs. 26.25 lakh as non recurring cost, per school. Initially, the proposed schools shall be opened in rented or other available Government buildings after deciding the location.

In the State of Rajasthan, there were 200 KGBVs operational during the financial year 2013-14. Of these 163 is Model I and 37 are Model III. The total enrolment was 17822 against targeted enrolment of 18800. The State of Rajasthan covers 186 qualifying EBBs and 14 minorities dominated urban areas through KGBVs.

Activities & Initiatives

1. The capacity building of KGBVs teachers is an important strategy in which they undergone training on gender, CCE, subject based trainings etc.
2. Sports & cultural competitions: The sports and cultural competitions were organized at school, district, regional and State levels.
3. Inter and intra District exposure visits: Inter & Intra district exposure visits were organized to get an exposure for broadening the horizons of girls. They were taken to historical places, Industries, Research centres and local public places like PHC, Post office, Police Stations, Gram Panchayats and Zoos etc.
4. Meena Manch have been formed for developing leadership qualities. This Manch initiated talking on child rights, discourages discriminatory practices on class, caste and category grounds. Also looks after nutritious food, sanitation and hygiene habits amongst KGBV girls.
5. Training on computer basic course.
6. Skill development through NIOS.

Both, Jawahar Navodaya Vidyalaya and Kasturba Gandhi Balika Vidyalaya (KGBVs) are catering the education needs of the children who are adolescents. KGBVs are exclusively for girls in the class 6-8 (age group of 11-14 years of age) and JNV for the children in the class 6-12 (11-18 years age group). Both of the institutions are residential schools (except KGBV Model 3). These institutions aimed to provide good

quality education including a strong component of culture, values, environment awareness and physical education in their milieu.

The Assessment study

The study titled '**Assessment Study of the Activities, Functions & Management of Jawahar Navodaya Vidyalaya related & KGBVs to addressing the issues Adolescents Education & Life Skills in Udaipur, Ajmer & Churu districts of Rajasthan**', to explore the opportunities for integration of Life Skills Education in regular school activities has been taken up with support from UNFPA, Rajasthan Council of Elementary Education (RCEE), & Deputy commissioner Office, Navodaya Vidyalaya Samiti, Regional Office Jaipur. The key purpose of the study is to assess the activities, functions and management of JNV and KGBV and also assess the interventions related to Adolescent Education & Life skills.

The subsequent section of the report will give detail about the Objectives of the study, methodology, key findings and conclusions and suggestions as an outcome of the study.

2.12 Objectives of the Study

1. To assess the quality of activities, actions and quality of interventions in the residential schools in terms of infrastructure, teaching and non-teaching staffs, facilities.
2. To identify the gaps, strengths and weaknesses in the functioning of educational institutions.
3. To critically analyze the role of Head, support staffs and activities undertaken under the JNVs & KGBVs.
4. To study the level of involvement of school children in various activities and initiatives.
5. To undertake the review of curriculum in the light of addressing the need of adolescents for preparing them with proper Life skills.
6. To assess the on going monitoring system and feedback mechanism at various levels i.e. Block, District.
7. To study the various inputs in the functioning of effective JNVs & KGBVs.
8. To analyze the level of enrolment and achievements.
9. To develop the functional strategies to improve the functioning and effectiveness of JNVs & KGBVs.

Chapter - III

The Methodology of the Study

The Methodology of the Study

3.1 In any research specially the assessment study of the activities, functions and management, the research methodology plays an instrumental role. The research methods have been defined as tools to be used for answering specific questions and for solving different scientific and practical problems. It is the substance of the matter- the question to be answered- that must guide the selection of methods not vice versa. Methodology under the research study is not fixed just like straitjackets but it is flexible and adopted looking to the need for collection of authentic data, problems and experiences related to any programme/activity.

Thus methodology of any study is important to judge real situation of any programme i.e. achievement of the programme and its quality. It also helps the policymakers and implementers to decide the way forward in order to ensure the required quality and coverage. Therefore, it is necessary for a study to be scientific and rational. The research & evaluation study also aims to develop certain conceptual and theoretical premises to describe and explain facts and laws. Science has also appeared as a problem solving activity. Since scientific studies are based on empirical methods, the findings of studies can be used to prepare problem-solving mechanisms. The organizers of activities can also frame such problem solving mechanisms. This role of science reminds us about the presence of three methods as well as three levels of knowledge:

1. Non empirical,
2. Empirical non scientific, and
3. Empirical scientific refers to methods while theology, meter physics and positivism refer to sphere of knowledge



Assessment Team interacting with adolescents on AE&LS

The knowledge structures transmitted from one generation to another (the principle of succession) constitute non-empirical method. We accept this knowledge structure because of pressures of any authority, particularly socio-religious authority. Empirical method does not accept such knowledge structure and its patterns of construction. The empirical scientific method refers to that knowledge structure which is based on realities but such realities have not been assessed by using cause-effect procedures along with related other objective enquiries. The logics constructed in non-empirical method are important for the advancement of knowledge but for policy planners and educators, this structure of knowledge cannot be used for societal construction. Empirical method incorporates scientific principles, which play instrumental roles in constructing generalizations based on cause-effect relations. Since science is

always progressive, it stimulates researchers to use the findings for advancing knowledge and society. This proposition is the guiding principle of our team members in each and every study. Our team in every study gives equal importance to qualitative and quantitative modes of presentation so that reliability, replication and validity could occur as criteria of study.

It is a reality that methodological devices make a study organized, systematic and scientific-rational. The selection of methods also expresses the research aptitude of the researcher and his/ her objectivity towards the whole exercise of study. By using this objectivity, i.e. inter-subjective agreement, social researcher establishes the relationship between (1) ideas and ideas, (2) ideas and experiences, and (3) experiences and experiences. This 'triple synthesis' is necessary for making evaluative and assessment studies particular. In the present study, we have constructed these triple syntheses in case of both the qualitative and the quantitative assessments. Since our purpose is to **"Assessment Study of the Activities, Functions & Management of Jawahar Navodaya Vidyalayas & KGBVs related to addressing the issues Education & Life Skills of Adolescents in Udaipur, Ajmer & Churu districts of Rajasthan"**, Our study-team decided to discuss in detail the nature of tools of data collection. The primary data related to functions, activities & management have been collected from various stakeholders involved in management of the Jawahar Navodaya Vidyalaya (JNV) & Kasturba Gandhi Balika Vidyalaya (KGBV). Also, the core stakeholders are those involved in the execution of adolescent education and Life skills activities in the residential schools namely, the trained teachers on gender, Adolescent Education & Life Skills (AE&LS). The heads of institutions namely Principal of JNV and Headmistress of KGBV were key stakeholders as they are involved in the quality intervention of the Adolescent Education & Life Skills (AE&LS). The school children in the adolescence are also the key stakeholders for whom the whole programme related to adolescent education & Life skills have been taken up. Focus Group Discussions were organized for school teachers and school children of both the sexes in JNVs to know the initiatives, processes, methodology of imparting Adolescent Education & Life Skills (AE&LS). The JNV School principal, Master trainers and the in charge trained under Adolescent Education & Life Skills (AE&LS) were interviewed. At KGBV, the school Headmistress, warden and school teachers were interviewed based on the developed questionnaire to know the actions, initiatives, processes, methodology related to execution of interventions of Adolescent Education & Life Skills (AE&LS). The secondary data related to functions, activities, management of KGBV and JNV were collected from the in-charge of the sampled institutions based on developed questionnaire for the study.

However, the main purpose of the assessment study is to assess **'the Activities, Functions & Management of Jawahar Navodaya Vidyalayas & KGBVs related to addressing the issues Adolescents Education & Life Skills in Udaipur, Ajmer & Churu districts of Rajasthan'**. The key task is to see the initiatives in the sample schools of JNVs and KGBVs related to Adolescent Education & Life Skills (AE&LS), assess the inputs, processes, output and outcome based on the levels of intervention on adolescent students in the residential schools (JNVs & KGBVs). The study tried to assess the knowledge, attitude, practice levels of the students on the issue of Adolescent Education & Life Skills (AE&LS) and how the positive behavior can be developed amongst the students. It can also be assessed how the AE&LS can be taken up for young people, how they can ensure that the life skills are the abilities that enable them to deal with the challenges of their lives in a manner that is

adequate for their age and experience. Also, how present system of intervention facilitating healthy, positive and productive personal development and enables meaningful contributions to society through intra- and interpersonal abilities. How the young people demonstrate moral and cognitive maturity by thinking for themselves and taking responsibility for their actions and their social and emotional development.

The study team also tried to collect the various methodologies and processes adopted for undertaking the execution of AE & LS in order to see, how it has been integrated with classroom teaching, school activity and co-curricular activities. Simultaneously, the study also made efforts to find out the occasion when the AE&LS has been taken, how the capsules can be developed which can be taken up in the schools amongst different groups of adolescents, what is the strengths and weaknesses, challenges and opportunities of various interventions, etc.

The School Principal/ Headmaster, Vice-principal, Class teachers, subject teachers, trained teachers on AE &LS, students' peers, teachers etc. along with children in 'informal' space have also been given importance. The efforts of the team are also associated with providing status of methods through the elements of flexibility, consistence and coherence so that study may not lack direction. Such aspects in assessment are strongly needed because missing links between causes and effects can be understood only when flexibility, consistence and coherence continue in the methodological efforts.

3.2 Methodology

A combination of quantitative and qualitative research techniques (plurality of tools and technique) has been used to assess ***“the Activities, Functions & Management of Jawaharlal Navodaya Vidyalaya & KGBVs related to addressing the issues Adolescents Education & Life Skills in Udaipur, Ajmer & Churu districts of Rajasthan”***.

The quantitative tools used for the study are structured and semi-structured questionnaires, which have been canvassed amongst different types of respondents namely,

- Questionnaire for assessment of KGBVs and JNV
- Interview Schedule for Principal/ Vice-principal/ Headmistress and teachers
- Focus Group Discussion guide/ checklists

The Qualitative technique viz. facilities assessments, in-depth interviews, Focus Group discussions (FGD)

The qualitative research technique will be adopted to get an insight into the 'why' and 'wherefore' of the qualitative findings. It will involve in-depth discussions with key stakeholders.

Research methods have been defined as tools to be used for answering specific questions and for solving different scientific and practical problems.

The Research methods, tools and techniques used in the study are stated hereunder:

Methods	Quantitative: Empirical & Statistical Qualitative: Documentary, Cases,
<i>Techniques for collecting information</i>	<ul style="list-style-type: none"> • Secondary data, reports and records • Visit to JNVs & KGBVs, District office of SSA • Collecting first hand information from Principal/ Headmistress, Vice-principal, Master Trainer, Teachers, school children (adolescents) • Examining records, • Observing behavior, participants' observation Listening to or interrogating informants: <ul style="list-style-type: none"> - Structured - Semi Structured - Open interviews
<i>Tools</i>	<ul style="list-style-type: none"> • Questionnaire for assessment of KGBVs and JNVs • Interview Schedule for Principal/ Vice-principal/ Headmistress and teachers • Focus Group discussion guide/checklists • Case study • Observation schedule • Format for collecting data • Photographs
<i>Techniques for analysis</i>	<ul style="list-style-type: none"> • Computer based data processing • Statistical methods • Transforming qualitative information into quantitative data • Photo & picture analysis

3.3 Sampling & Sample size

- In total 3 districts will be covered including the Divisional headquarter, tribal district and desert district (various category district).
- One Jawaharlal Navodaya Vidyalaya per district and 3 KGBVs per district. The KGBVs in a district will be selected based on their physical location i.e. deprived and backward area, SC/ST/Minority population. Thus, in total, 09 KGBVs & 03 JNVs will be studied.
- Interview of DLOs from each district
- Interview of Principal/ Headmaster/ warden/ Teachers/ Management staffs/ Students at each institution.
- FGD with teachers & Students (at JNV –Boys, Girls & Mixed and at KGBVs FGD with Girls of various age group)

Sample Size

Proposed Dispersion of the samples

S. No.	Work site	Districts	Jawahar Navodaya Vidyalaya (JNV)	KGBVs
1.	Sample for Study	3 districts	01 x 03 districts =03	03 x 03 =09
2.	Interview of DLOs / Institution level officials and functionaries	-	8-10	4-5
3.	Students –both boys and girls in case of JNV	-	20	20
4.	FGD	-	2	1
5.	Observation	√	√	√
6.	Case study	-	3	6

Approach for the Study

Team for the Assessment study

The teams for "**the Activities, Functions & Management of Jawaharlal Navodaya Vidyalaya & KGBVs related to addressing the issues Adolescent Education & Life Skills in Udaipur, Ajmer & Churu districts of Rajasthan**" are mixed comprising Social scientists, Educationists and experts in Monitoring & Evaluation associated with Education & Adolescent Health & Life Skills Education. There are team members who are involved in execution of Girls education and adolescent Health programme. The team members for the study visited the district in order to study the **Activities, Functions & Management of Jawaharlal Navodaya Vidyalaya & KGBVs** related to Adolescent Education & Life Skills programmes, its mechanism of planning, implementation, monitoring and reporting of AE&LS. Similarly, the team visited the sample JNVs & KGBVs and interacted with the Principal/ Headmistress, Vice-principal, Master Trainer, Teachers, schools children (adolescents) to study the quality of and an extent of intervention of AE & LS programmes in the educational institutions, strengths, weaknesses and gaps in order to draw a strategy for effective AE&LS programmes in the schools.

The team members are quite experienced in the field of research and evaluation studies related to Girls education, Quality education, Adolescent Health, Adolescent education and social development programmes. The study has been taken up on the basis of terms of reference finalized in joint discussions with officials of RCEE, GOR,

Deputy Commissioner, NVS, Regional Office, Jaipur and UNFPA Rajasthan Field Office.

Parameters for the Study

The study in the sample districts is based on the well defined parameters in order to achieve the objectives of the study.

The parameters are:

- Activities & actions at KGBVs & JNVs
- Infrastructures
- Accessibility
- Quality
- Level of satisfaction
- Local specificity
- Meetings of management committee
- Strengths, Weaknesses, Opportunity & Gaps in the functioning of educational institutions
- INVOLVEMENT, CONSULTATION & Guidance.
- Participation of school students in school activities & other initiatives
- Review of curriculum in the light of addressing the need of adolescents for preparing them with proper Life skills.
- Flexibility of processes and procedures
- Communication design
- Effectiveness of the system

The Key issues in understanding "**the Activities, Functions & Management of Jawaharlal Navodaya Vidyalaya & KGBVs related to addressing the issues Adolescents Education & Life Skills in Udaipur, Ajmer & Churu districts of Rajasthan**" are defined and comprehensive sets of assessment parameters have been formulated for each key issue by the team. These are further trickled down to certain key and sub key questions to be addressed by each expert of the team engaged in the study. The parameters for study of related Adolescent education & Life Skills have also been accompanied by suggestive modes to obtain necessary information at institutional level.

Based on the above parameters, the Schedules/questionnaires focus discussion guides etc. were developed and approved. Before leaving for assessment to the Blocks and districts, each team was trained on using the format, background information about the Block, district and handed over the sample site list along with the various guidelines, circulars and reports obtained related to JNV & KGBV.

The detailed discussions with State level and district level officials associated with activities, Functions & Management of JNV & KGBV related to AE&LS were made in order to have clear understanding of the process of planning and management of Adolescent Education & Life skills in the educational institutions in the districts and across the State.

Sampling & Sampling Size

The selection of the number of KGBVs & JNVs to be covered under this study has been done in consultation with the state & district officials by using sampling techniques. The sampling for selection of KGBVs has been done at district level based on the performance and locations.

In the district, there is only one Jawahar Navodaya Vidyalaya (JNV), hence the same has been selected for the assessment study.

Sample for Study

In total, 03 districts have been covered in the study. There are one JNV & 03 KGBVs in each district. Thus in total, 09 KGBVs & 03 JNVs have been selected. The district-wise sample details are stated in the following table:

Districts	JNV	KGBVs	Remarks
Ajmer	01	03	
Churu	01	03	
Udaipur	01	03	
Total	03	09	

Assessment of Functions, Activities & Management

By and large, significant amount of time has been spent at each sample site by the study team. The team used this time in interacting with Principal/ Headmistress, Vice-principal, Master Trainer, Teachers, school children (adolescents) & also observing & examining records etc. The tools namely, questionnaire, focus group discussion guide/format (for interaction with target beneficiaries) have been used in order to collect available information related to AE&LS. Also the records were consulted showing the efforts, processes and outcome on AE&LS. Each member of the team looked into his specialized domain and confirmed cross linkages on the site itself. At the end of each field day, the day's findings were listed and discussed among the team members and necessary formats related to AE&LS were completed.

Teams for Study

In total, 02 teams were put to the task after extensive training. In each team, social scientists, Educationists, adolescent Health & gender experts were placed. At the organization level, there were consultants and experts from the Education, adolescent Health & Life skills, monitoring & evaluation background, Social Science/Management to monitor the study technicalities and findings. They also facilitated and undertook the data analysis and report preparation.

Interactions with Stakeholders

At the State & District level, discussions with the stakeholders namely, Commissioner, Rajasthan Council Elementary Education, GOR, Deputy Commissioner, JNV (Regional Office of NVS at Jaipur), district Project Coordinator & ADPC of Sarva Shiksha Abhiyan, etc. have been done to gather their

responses/views across the Districts. This helped us in assessing activities, functions and management of JNV & KGBVs in the district.

The Finalization of Draft Report & Final Report

The report has been prepared based on the findings of the field work and interactions with the stakeholders at State, District, sampled educational institutions (JNVs & KGBVs). The data gathered were cross-checked and tabulated. The analysis was done by the experts of the sector. The draft report has been prepared and submitted to RCEE, NVS, Regional Office, Jaipur & UNFPA for comments. The Final Report will be submitted after receiving comments and suggestions on the draft report.

Chapter - IV

Empirical Analysis & Findings

Empirical Analysis & Findings

The study titled *"assessment of the Activities, Functions & Management of Jawahar Navodaya Vidyalayas & KGBVs related to addressing the issues Education & Life Skills of Adolescents in Udaipur, Ajmer & Churu districts of Rajasthan"* was carried out with an aim to assess the Activities & actions at KGBVs & JNVs, Infrastructures, Accessibility, Quality, Level of satisfaction, Local specificity, assess the Strengths, Weaknesses, Opportunity & Gaps in the functioning of educational institutions and undertaking the Adolescent Education & Life Skills as per the provisions and mandate. The purpose is to assess the levels of interventions, spread, coverage & quality of AE&LS. The opportunity is also to understand how the AE&LS interventions can be taken up in the institutions more effectively and in a better way.

The data have been collected at various levels namely, State, District, and institutional level namely, KGBVs and JNVs. The data collection and discussions were done at 03 levels namely, State, DLOs, Educational Institutions (JNVs & KGBVs) namely, Principals/ Headmistresses (KGBVs), Vice-Principals, Master Trainers, trained teachers, teachers and students (target beneficiaries of AE&LS).

The major focus of the analysis is to analyze the efforts made at JNVs and KGBVs on AE&LS, activities, functions and management of institutions in the light of adolescent education, its strengths, weaknesses, and support of departments etc. with reference to the mobilization of various level activities related to adolescent education & life skills and technical and other support available for increasing the quality and coverage under AE&LS in the sample schools



in the district. In the process of study the analysis of secondary data regarding coverage under AE&LS, training of teachers, occasions for AE&LS in the schools, use of IEC materials, activities organized related to adolescent education and Life skills in the schools. The study has also focus on designing the strategies for better mobilization of target groups as well as provision of effective and desirable logistics, IEC support, capacity building and technical supports. The analysis under this chapter has taken into consideration the qualitative and quantitative aspects of roles and responsibilities of various officials & functionaries and their effectiveness in the overall management and improving the efficacy of intervention of AE&LS.

The findings of the study have been presented in six sections:

1. Analysis of Secondary data of AE&LS
2. Assessment of KGBVs & JNV institutions
3. Discussions and interviews of responses of DLOs
4. Analysis of responses of Head of Institutions – Principal/ Headmistress/ Vice-principal, Master Trainers / Teachers associated with AE&LS in the schools
5. Assessment of responses of adolescents (boys & girls)
6. Review of textbooks

This chapter will focus on the detailed analysis of the data collected through interviews, secondary data, focus group discussions, case study, reports, records and observations made during the study so that the strengths, weaknesses and gaps in better coverage under AE&LS, activities and functions of JNV & KGBVs may be assessed and would help in developing functional strategies for effective intervention of AE&LS in the KGBVs and JNVs. The functional strategies would be to improve the functioning and effectiveness of JNVs & KGBVs drawn after analyzing and focus will be laid on the perspective of the study for improving the execution organization and effectiveness of AE&LS across the districts.

The following sections of this chapter will separately present the data analysis of the data collected during the field study at various levels.

A. Analysis of Secondary data of AE&LS

In both JNVs and KGBVs the programme related adolescent education and Life Skills have been taken up at school level. The key purpose is to educate adolescents on the issues related to adolescence namely, physiological changes in the body, changes related to emotions and social.

Adolescent Programme at Jawahar Navodaya Vidyalaya

In JNV, Adolescent Education Programme (AEP) is the integral part of the Perspective Academic Plan in which complete academic, co-curricular, sports and daily routine at JNV is included. The Perspective Academic Plan talks details about the Adolescent Education Programme (AEP) which needs to be taken up for 16 hours in a year (as per JNV plan). There are Master trainers amongst the teachers who were involved in training of the teachers under AEP. In every school there were 2-4 trained teachers who had undergone AEP training organized by regional office.

In the PAP of 2013-14, Adolescence Education Programme (AEP) has been introduced as part of NCF 2005. AEP aims to provide young people with accurate, age appropriate and culturally relevant information; promote healthy attitude and develop skills to enable them to respond to real life situations effectively. NCERT is the implementing agency in India for AEP and works with the funds provided by UNFPA. So far five states have been brought under the purview of the AEP. In implementing the AEP Master Trainers were trained who further trained the nodal teachers. The nodal teachers involved the remaining teachers of the Vidyalaya and

also the peer. As per the plan of action a minimum of 16 hours of activities in a year (Jan to Dec) are to be conducted. The Staff Nurses should be involved fully in all these activities and also in counseling. Clear cut guidelines have been given in the trainings organized. Principals also have been exposed to AEP trainings and are capable of monitoring the AEP activity.

All the trainings and activities are conducted centrally as per direction of Regional Office. During this year (2013-14) the focus should be on counselling, utilizing the services of the Staff Nurses effectively. It is to be noted that where AEP activities are organized effectively there may not be so many problems related to suicidal cases, substance abuse, also problems related to self-esteem, growing up etc. The guiding principles of AEP have been given by NCERT. As per information the following areas are to be covered under the programme.

Areas to be covered:

- Reproductive and sexual health, myths and misconceptions
- Changes occur in adolescents during their growth and development
- Gender issue, Eve-teasing and sexual harassment
- Preventing HIV/ AIDS/ STD
- Preventing Drug abuse
- Developing life skills such as self-awareness, Problem solving, Decision making, critical thinking, creative thinking, Interpersonal relationship effective communication, empathy, critical thinking, managing emotions and dealing with stress.
- Providing minimum counseling.

Adolescent Education & Life skill Programme at Kasturba Gandhi Balika Vidyalyas (KGBVs)

In total there are 200 KGBVs (Model I-163 & Model III-37)) operational in 33 districts of Rajasthan having capacity of 18000 enrolments of girls' children. There are 02 types of KGBVs operational in the State, Model I (Residential school) & Model III (only residential hostel where girls go to nearby schools. As per the annual action plan for KGBVs training of KGBV teachers, Headmistress and warden have been planned. Every year the training/ refresher training of 4-7 days has been organized at State level based on CCE, Gender & subject based trainings.

Looking to the plan of KGBVs of the State amongst the AE&LS, the coverage of Gender component has been reported. Also, the Meena manch has been formed in every KGBV to develop confidence, leadership & decision making amongst the girls in the KGBV.

Table 3.1 Number of KGBVs, JNV and enrolment in the sample districts

Districts	JNV	Enrolment	KGBVs			
			Model I	Model III	Enrolment	% of enrolment
Ajmer	01	520	06	01	641	106
Churu	01	493	06	-	607	101
Udaipur	01	495	07	02	784	97.88
Total	03	1508	19	03	2032	

Summing up

- ✿ At, JNV the Adolescence Education Programme (AEP) has been introduced. It aims to provide young people with accurate, age appropriate and culturally relevant information; promote healthy attitude and develop skills to enable them to respond to real life situations effectively. *The AE&LS programme has been initiated as per PAP.*
- ✿ In the State of Rajasthan 200 KGBVs are operational having enrolment capacity of 18000 girls. As per the reports the programme related to Gender has been initiated in addition to other activities. The teacher/warden in the school guides and supports on the issues related to adolescent education informally. The formal intervention related AE&LS has not been initiated in the KGBVs.

B. Assessment of KGBVs & JNV institutions

B.1 Basic Information

In total 03 JNVs and 09 KGBVs have been taken up as sample units in the assessment study covering 03 districts namely, Udaipur, Ajmer & Churu. The JNVs were located at the Block headquarter or nearby semi-urban areas namely Sardarsahar in Churu district, Mavli in Udaipur and Nasirabad in Ajmer district. The KGBVs were located at the Blocks. On an average the JNV operated for about 295 days in a year with about 70 days vacations. Similarly in KGBVs, there were 02 months vacations during summer and winter. The details of sample schools, its establishment year and distance from district headquarter etc. are stated in the following table.

Table 3.1 Basic Information

Sl.no	Name of KGBVs/JNVs	Year of Establishment	Block	District	Distance from district headquarter	No. of days school functional in last academic year
1	KGBV, Nadeshma	2005	Gogunda	Udaipur	55kms.	300 days
2	KGBV, Dhol ki Patti	2007	Girwa	Udaipur	15kms	300 days
3	KGBV, Jawan ji ka kheda	2007	Mavli	Udaipur	40 kms	300 days
4	JNV, Mavli	2002	Mavli	Udaipur		295 days
5	KGBV, Tabiji	2001	Peesagan	Ajmer	20 kms	300 days
6	KGBV, Khatoli		Kishangarh	Ajmer	34 kms	300 days
7	KGBV, Srinagar	2005	Srinagar	Ajmer	20 kms	300 days
8	JNV Nandla	1987	Nasirabad	Ajmer	22 kms	295 days
9	KGBV, Churu	2008	Churu	Churu	0 km	300 days
10	KGBV, Churna	2007	Sardarsahar	Churu	55 kms	300 days
11	KGBV, Ratangarh	2008	Ratangarh	Churu	50 kms	300 days
12	JNV Sardarsahar	1986	Sardarsahar	Churu	55 kms	295 days

B.2 Infrastructure and Facilities

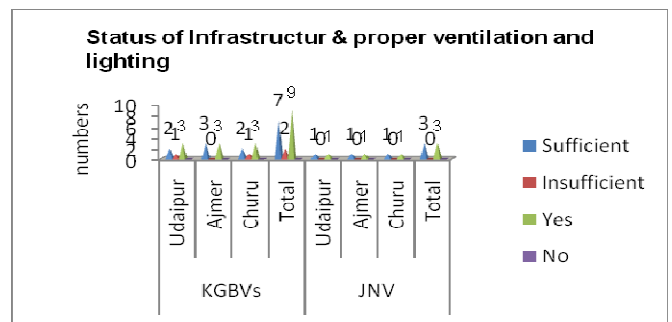
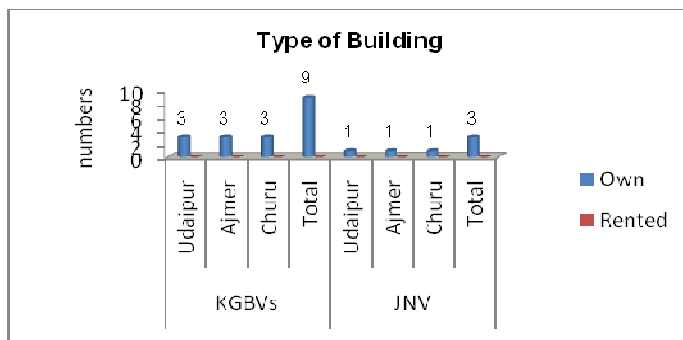
The infrastructures and facilities are the basic requirement for these residential schools which are too ambitious for providing education to the poor and deprived children, specially in the rural areas. The following table shows that the infrastructure facilities are to a great extent sufficient. But in KGBVs at Udaipur & Churu the infrastructure facilities at 1 KGBV in each of the 02 districts were insufficient looking to the number of girls and required facilities as per the norms.

In all the JNVs the infrastructure are sufficient. Also in both the KGBVs and JNVs the available infrastructures namely, hostels, classrooms etc. are well ventilated and have proper lighting inside the rooms.

Status of Facilities

Table 3.2: Status of available facilities

Institutions	District	Type of Building		Infrastructure		Ventilation/ lighting proper	
		Own	Rented	Sufficient	Insufficient	Yes	No
KGBVs	Udaipur	3	0	2	1	3	0
	Ajmer	3	0	3	0	3	0
	Churu	3	0	2	1	3	0
	Total	9	0	7	2	9	0
JNV	Udaipur	1	0	1	0	1	0
	Ajmer	1	0	1	0	1	0
	Churu	1	0	1	0	1	0
	Total	3	0	3	0	3	0



Status of Facilities

As per availability, furniture and classroom furniture was reported adequate in 8 KGBVs out of 09 sample units. Similarly, in all the JNVs the furniture and classroom furniture was reported adequate. The location of blackboard was reported proper in 8 KGBVs out of 9 KGBVs. In both JNVs and KGBVs the availability of water is average. The drinking water was reported available and it was of average quality in terms of requirement for the schools.

Table 3.3: Status of available facilities

Institutions	District	Adequacy of available desk/chairs		Location of blackboard appropriate		Water of daily use			Drinking water		
		Yes	No	Yes	No	Good	Average	Bad	Good	Average	Bad
KGBVs	Udaipur	3	0	3	0	0	3	0	0	3	0
	Ajmer	2	1	3	0	0	3	0	0	3	0
	Churu	3	0	2	1	0	3	0	0	3	0
	Total	8	1	8	1	0	9	0	0	9	0
JNV	Udaipur	1	0	1	0	0	1	0	0	1	0
	Ajmer	1	0	1	0	0	1	0	0	1	0
	Churu	1	0	1	0	0	1	0	0	1	0
	Total	3	0	3	0	0	3	0	0	3	0

Quality of Facilities

A facility needs to have proper quality in order to have proper use. In both JNVs and KGBVs the toilets and urinals were of average quality. The classrooms were reported good in 3 KGBVs and average in 6 KGBVs. Similarly, classrooms in all the 03 JNVs were reported of good quality. The quality of dining hall has been reported good in all the 3 JNVs. Similarly, it was reported of average quality in 4 KGBVs out of 9 KGBVs and in 5 KGBVs it was not available. In the KGBVs the dining room / hall was constructed but it was not in use as dining hall.

With regard to quality of school campus, kitchen and bedding it was reported average in all the 9 KGBVs of Udaipur, Ajmer & Churu districts. In the JNVs the quality of the available facilities namely campus, kitchen and bedding was reported good in all the three districts.

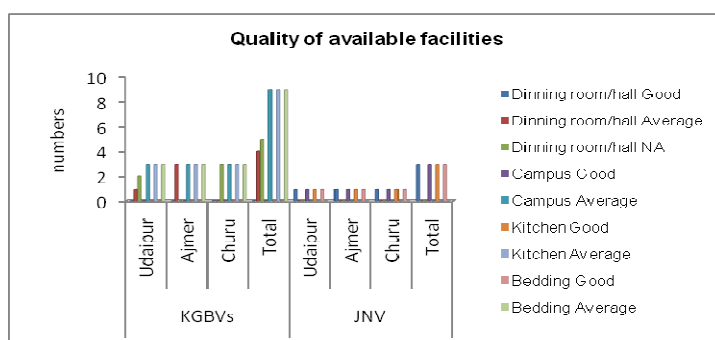
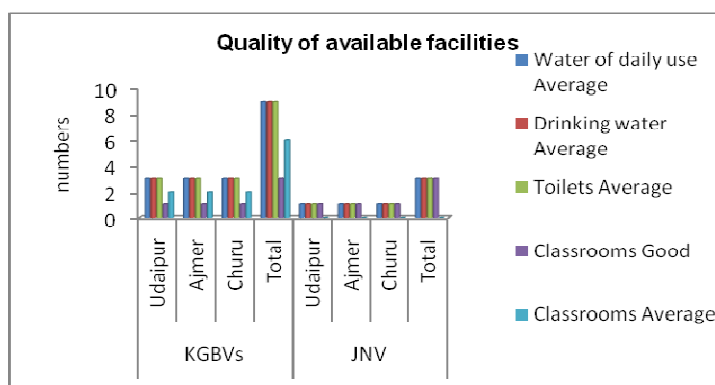


Table 3.4: Quality of Available Facilities

Institutions	District	Toilets			Classrooms			Dinning room/hall		
		Good	Average	Bad	Good	Average	Bad	Good	Average	NA
KGBVs	Udaipur	0	3	0	1	2	0	0	1	2
	Ajmer	0	3	0	1	2	0	0	3	0
	Churu	0	3	0	1	2	0	0	0	3
	Total	0	9	0	3	6	0	0	4	5
JNV	Udaipur	0	1	0	1	0	0	1	0	0
	Ajmer	0	1	0	1	0	0	1	0	0

	Churu	0	1	0	1	0	0	1	0	0
	Total	0	3	0	3	0	0	3	0	0

Table 3.5: Quality of available facilities

Institutions	District	Campus			Kitchen			Bedding		
		Good	Average	Bad	Good	Average	Bad	Good	Average	Bad
KGBVs	Udaipur	0	3	0	0	3	0	0	3	0
	Ajmer	0	3	0	0	3	0	0	3	0
	Churu	0	3	0	0	3	0	0	3	0
	Total	0	9	0	0	9	0	0	9	0
JNV	Udaipur	1	0	0	1	0	0	1	0	0
	Ajmer	1	0	0	1	0	0	1	0	0
	Churu	1	0	0	1	0	0	1	0	0
	Total	3	0	0	3	0	0	3	0	0

The availability of first aid kit was reported in all the 3 JNVs and 9 KGBVs. Also, the medical facilities were made available to KGBVs from local government dispensary/ PHC/CHC/ hospital. In case of JNVs the medical facilities were available in the JNV as one female nurse was posted in each JNV. There was also provision of visit of medical doctors twice a week in the school campus.

The weekly menu was available in both JNVs and KGBVs in all the visited sample units. But in case KGBVs the menu did not adhere due to increase in the cost of the daily required commodities. But in case of JNV it was reported adhering to menu in all the 3 JNVs to a great extent.

Table 3.6: Status of available facilities

Institutions	District	Availability of first aid		Availability of medical facility		Menu available in hostel		Daily menu adhered	
		Yes	No	Yes	No	Yes	No	Yes	No
KGBVs	Udaipur	3	0	0	3	3	0	0	3
	Ajmer	3	0	0	3	3	0	0	3
	Churu	3	0	0	3	3	0	0	3
	Total	9	0	0	9	9	0	0	9
JNV	Udaipur	1	0	1	0	1	0	1	0
	Ajmer	1	0	1	0	1	0	1	0
	Churu	1	0	1	0	1	0	1	0
	Total	3	0	3	0	3	0	3	0

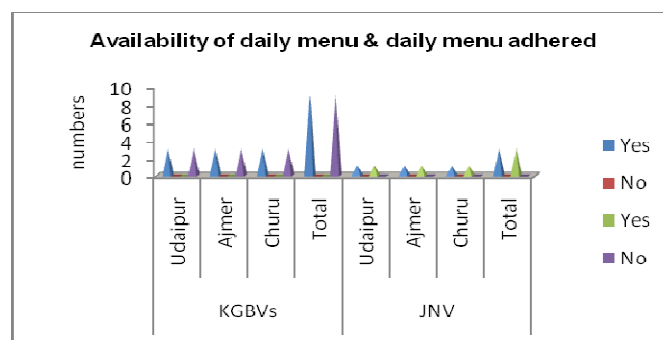
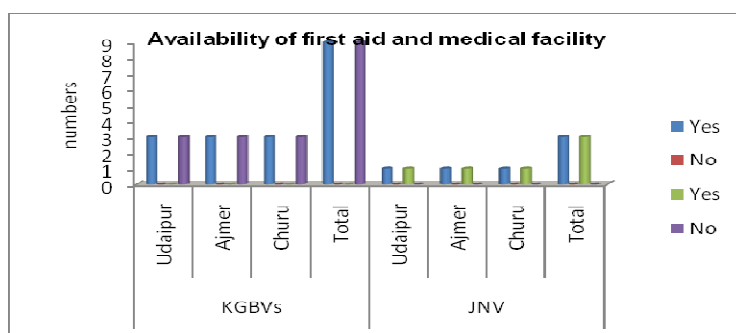
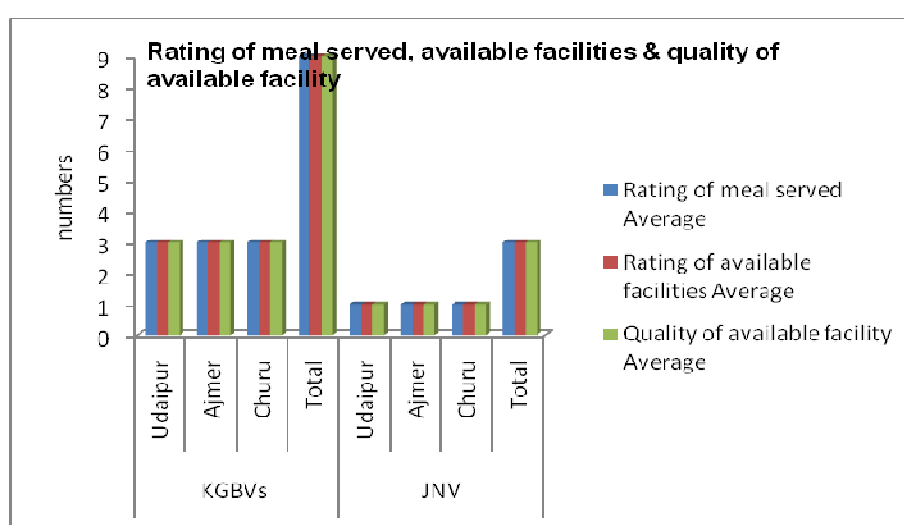


Table 3.7: Rating of Meal/ availability & quality of facilities

Institutions	District	Rating of meal served			Rating of available facilities			Quality of available facility		
		Poor	Average	Good	Poor	Average	Good	Poor	Average	Good
KGBVs	Udaipur	0	3	0	0	3	0	0	3	0
	Ajmer	0	3	0	0	3	0	0	3	0
	Churu	0	3	0	0	3	0	0	3	0
	Total	0	9	0	0	9	0	0	9	0
JNV										
	Udaipur	0	1	0	0	1	0	0	1	0
	Ajmer	0	1	0	0	1	0	0	1	0
	Churu	0	1	0	0	1	0	0	1	0
	Total	0	3	0	0	3	0	0	3	0

Ratings of available facilities

Based on the set guidelines and norms for meal, facilities and quality of facilities at the JNVs and KGBVs, they were reported average in all the sample schools of JNVs and KGBVs (Table 3.7).



B.3 Annual Plan of the Institutions & execution

In order to run the institutions specially the residential schools the importance of annual plan can not be denied. In JNVs the Annual Perspective Academic Plan is prepared by the Navodaya Vidyalaya Samiti. Also at all the 3 visited JNVs they have annual plan which covers their academic planning, cultural activities, sports, co-curricular activities etc. But it has been observed that in the annual plan of each JNV, the space for AE&LS was not included. During interactions with Principal & Vice-principal it was reported that the AEP/ AEP&LS programme was initiated only after training which was held in October this year. All 3 JNVs follow their plan to a greater extent.

The visited KGBVs reported that they have not prepared any annual action plan for the schools as they follow the State Government *shivira*.

Table 3.8: Planning & Execution

Institutions	District	Annual plan document available	
		Yes	No
KGBVs	Udaipur	0	3
	Ajmer	0	3
	Churu	0	3
	Total	0	9
JNVs			
	Udaipur	1	0
	Ajmer	1	0
	Churu	1	0
	Total	3	0

B.4 Officials & Functionaries

The availability of required manpower is necessary for the institutions to give proper outputs in terms of academic and management of the institutions whether they are the KGBVs or the JNVs. The table below shows that the cent percent sanctioned posts as per the department was reported filled. Also the available teaching staff is trained in case of both, the JNV and KGBVs. There is a provision of contractual staff both at the JNVs and KGBVs. At KGBVs the headmistress and 1-2 teachers posted are on deputation from Government department and the rest are working on contract. At JNVs the Faculty cum system analyst and few teachers are working on contract basis.

Table 3.9: Position of Staffs

Institutions	District	Sanctioned			Positioned			Vacant		
		Administrative	Teaching	Supporting	Administrative	Teaching	Supporting	Administrative	Teaching	Supporting
KGBVs	Udaipur	3	15	15	0	15	15	3	0	0
	Ajmer	3	15	15	3	15	15	0	0	0
	Churu	3	15	15	3	15	14	0	0	1
	Total	9	45	45	6	45	44	3	0	1
JNVs										
	Udaipur	7	18	11	6	18	10	1	0	1
	Ajmer	7	19	11	7	19	11	0	0	0
	Churu	7	20	8	6	20	8	1	0	0
	Total	21	57	30	19	57	29	2	0	1

Almost all the teaching staffs at JNV live in the school campus. At KGBVs, the teachers on deputation in Ajmer and Udaipur district were not residing in the school campus but in Churu teachers on deputation live in the school campus. All the contractual teachers live in the school campus in KGBVs in all the 3 sample districts. (Table 3.10). The teachers posted at JNVs and KGBVs are reported trained (B.Ed/STC/M.Ed). As per the mandate of the JNV all the staffs should live in the school campus.

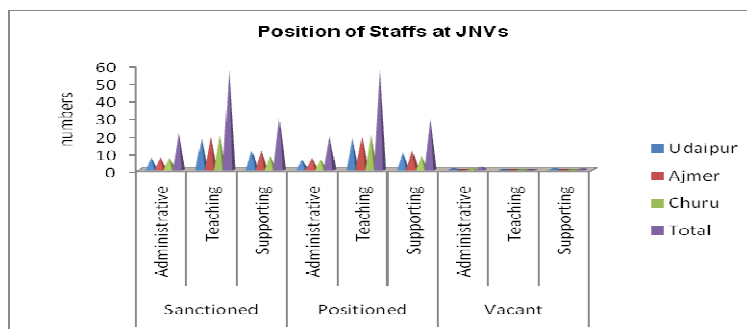
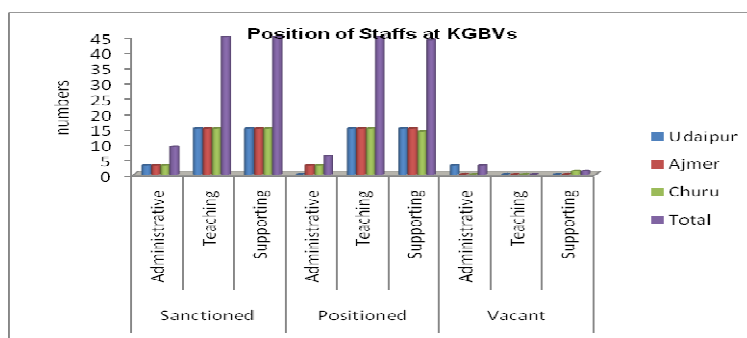
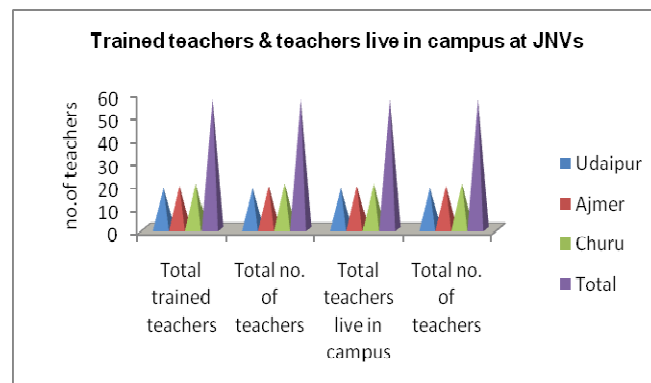
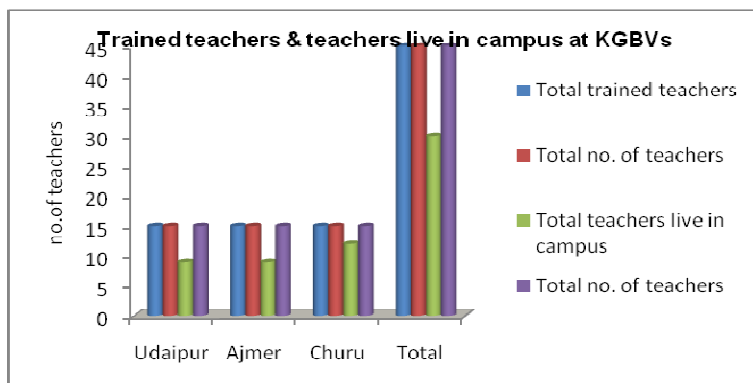


Table 3.10: Professional qualification (B.Ed/STC/M.Ed) available amongst teachers

Institutions	District	All teachers are trained		Teachers live in campus	
		Total trained teachers	Total no. of teachers	Total teachers live in campus	Total no. of teachers
KGBVs	Udaipur	15	15	9	15
	Ajmer	15	15	9	15
	Churu	15	15	12	15
	Total	45	45	30	45
JNVs	Udaipur	18	18	18	18
	Ajmer	19	19	19	19
	Churu	20	20	20	20
	Total	57	57	57	57

B.5 Adolescent Education & Life Skills Programme (AE&LS) – at JNVs & KGBVs

The AE&LS programme is the part of the plan in all the 03 JNV. The schools under



the leadership of Principals and Vice-principals have undertaken the adolescent education programme in the Jawahar Navodaya Vidyalayas. But the systematic efforts were not been reported / observed where the frequency of Adolescent education programme were given space in the school plan. The teachers in all the 03 sample JNVs were trained at least 2-5 teachers of different classes namely, the PGTs & TGTs. Also in the JNVs the in charges were made amongst the trained teachers both for boys and girls. We can say that the AE&LS related programme in the JNV is at nascent stage/ initial stage which needs very specific support, guidance and directions in order to be really taken at the ground level i.e. amongst adolescent children. Also, it has been observed that in the JNV the class IX, X, XI & XII children were the target group for AE&LS programme. It can be said that JNV covers children in the age group of 14+ year's children under the Adolescent education programme. It was reported that for girls the nurse and lady teachers discuss their problem and guide them as and when required in groups and in person when needed.

The principals & in charges at the JNVs reported that they have to execute 16 hours of adolescence education programme in the school may be associated with various occasions may be school assembly, classroom, integrated with co-curricular activities in the schools. It can be concluded that JNVs have initiated the adolescence education programme with a vision for the same but it really needs to be taken up in a planned and systematic manner similar to other activities.

The reason can be,

- Non-availability of space in the plan of JNVs
- Non-availability of reading/ reference materials for children on adolescent education & life skills (AE&LS)
- Gap / shy attitude of teachers on the issue of AE&LS to discuss/ educate children
- The realization amongst the teachers that AE&LS is more a sex education
- No mature efforts have been made on the issue of AE&LS
- There were teachers were trained on the issue of AE&LS by the regional office in 2 batches. But the efforts made by the teachers to take the training on the ground were very limited. Some reports were shared during the visit in Udaipur and Ajmer JNVs.

In the KGBVs it has been reported that no such programme of AE&LS is in the process of execution in KGBVs. They reported that we discuss the girls' related problem personally and in groups as & when needed. The age group of the children in the KGBVs is 11-14 years. It has been reported that there were not any in charges for adolescent education in the KGBVs. In Ajmer district the adolescence education programme has been initiated with support from Save the children Fund but it was reported very limited and at the initial stage. The systematic programme for adolescence education has not been reported.

Table 3.11: AE&LS Programme

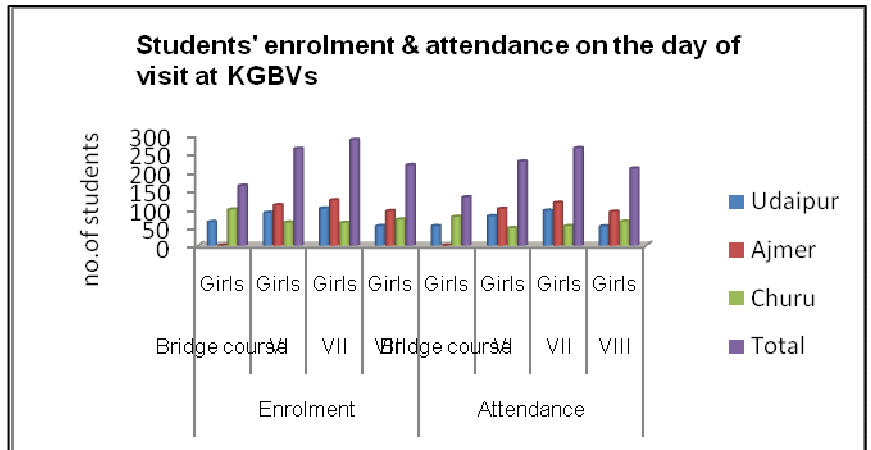
Institutions	District	Frequency of AE&LS programme						In charge /OIC for AE & LS programme		AE & LS programme is in operation	
		Weekly	Fortnightly	Monthly	Quarterly	Half yearly	Yearly	Yes	No	Yes	No
KGBVs	Udaipur							0	3	0	3
	Ajmer					√	√	0	3	0	3
	Churu							0	3	0	3
	Total							0	9	0	9
JNVs											
	Udaipur		√	√	√	√		1	0	1	0
	Ajmer		√	√	√	√		1	0	1	0
	Churu		√	√	√	√		1	0	1	0
	Total							3	0	3	0

Strengths & Weaknesses of AE&LS programme at JNVs

Districts	Strengths	Weaknesses
	<ul style="list-style-type: none"> Principal & Vice –principal are proactive Teachers are trained Awareness amongst teachers of AE&LS issues Teachers were sensitized on the issue of adolescence education by the trained teacher Documents have been shared on adolescent education (Udaipur JNV) 	<ul style="list-style-type: none"> No systematic arrangement for execution of AE&LS programme No record for the session initiated / organized No IEC / reference materials for the children accessible to children Trained teachers have shyness on the issue of AE&LS Not much clarity on issue on adolescence education amongst teachers

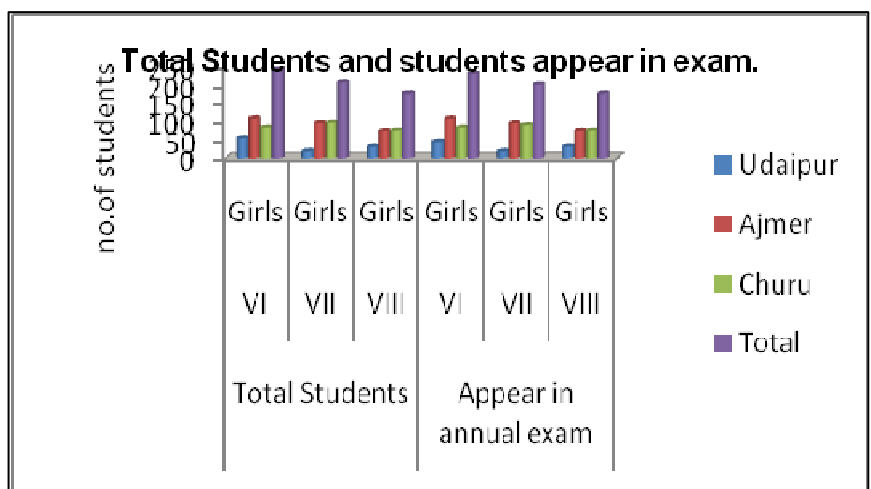
B.6 Students' Enrolment and attendance on the day of visit at KGBVs

The figure shows students' enrolment and attendance on the day of visit at KGBVs. The total number of girls enrolled in bridge courses in the three districts was 162, whereas the total number of girls enrolled in class VI, VII & VIII was 262, 286 and 218 respectively. The total number of girls attending the bridge course on the day of visit was 131, whereas the total number of girls present on the day of visit in class VI, VII & VIII was 228, 264 and 209 respectively.



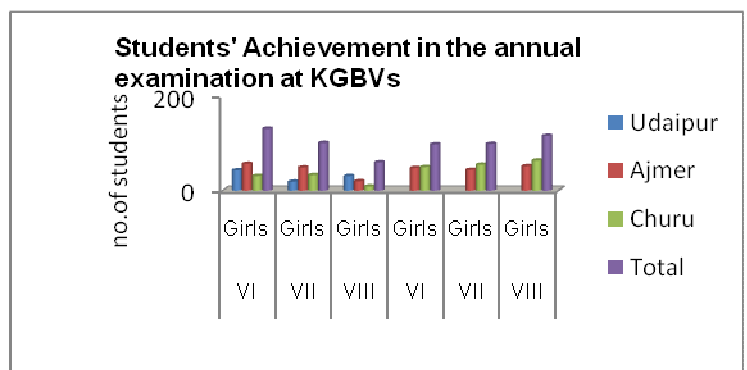
Students' Achievement in annual examination at KGBVs

The figure given here shows total number of students and students appeared in exam in the three districts. The total



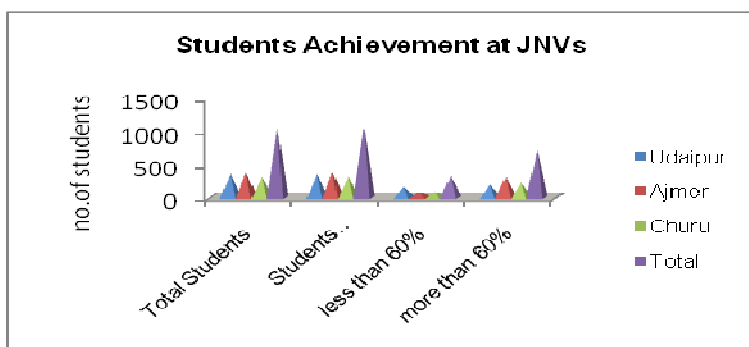
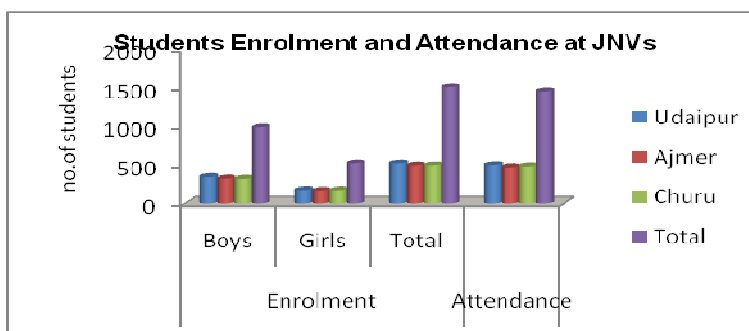
number of girl- students in class VI, VII and VIII was 240, 206 and 176 respectively. Against the total students, number of girl-students appears in annual examination in Class VI, VII and VIII was 229, 200 and 176 respectively.

Similarly, the figure given here shows girl-students achievement in the annual examination at KGBVs. Total number of girl-students with less than 60% marks in Class VI, VII and VIII was 131, 101 and 60 respectively. Total number of girl-students with more than 60% marks in classes VI, VII and VIII was 98, 99 and 116 respectively.



B.7 Students' Enrolment, Attendance and Achievement at JNVs

The figure given here shows students' enrolment, attendance and achievement at JNVs in the three districts. The total number of students enrolled at JNVs was 1508. The total students present on the day of visit at JNVs were 1454. Similarly, total number of students appeared at examination at JNVs in three districts was 1040. Total students appeared at annual exam at JNVs was 1040 (100%). The total number of students with less than 60% marks was 320, whereas total number of students with more than 60% marks was 716.



B.8 Computer Aided Learning Programme at KGBVs & JNVs

Physical availability of all computers and other accessories for computer aided learning programme was reported in all the 09 KGBVs. Regarding functional status of computers and other accessories at KGBVs, in Udaipur some of computers and other accessories were functional at 02 KGBVs, whereas none of computers and other accessories were functional at 01 KGBV. In Udaipur, the KGBVs were not appointed the computer operator/ teacher. In Ajmer all computers and other accessories were functional at 02 KGBVs, whereas some of computers and other accessories were functional at 01 KGBV. In Churu, some of computers and other accessories were functional at all the 03 KGBVs.

Similarly, regarding availability and functionality of Computers and other accessories, the same was reported available and functional at all the three JNVs in three districts.

Summing Up:

Thus rating of available facilities can be summarized as follows:

- In KGBVs at Udaipur & Churu the infrastructure facilities at 1 KGBVs in each of the 02 districts were insufficient looking to the number of girls and required facilities as per the norms.
- In all the JNVs the infrastructure are sufficient. Also in both the KGBVs and JNVs the available infrastructures namely, hostels, classrooms etc. are well ventilated and have proper lighting inside the rooms.
- As per availability, furniture and classroom furniture was reported adequate in 8 KGBVs out of 09 sample units. Similarly, in all the JNVs the furniture and classroom furniture were reported adequate.
- The availability of first aid kit was reported in all the 3 JNVs and 9 KGBVs. Also, the medical facilities were made available to KGBVs from local government dispensary/ PHC/CHC/ hospital. In case of JNVs the medical facilities were available in the JNV as one female nurse was posted in each JNV.
- The weekly menu was available in both JNVs and KGBVs in all the visited sample units. But in case of KGBVs the menu was not adhered due to increase in the cost of the daily required commodities. But in case of JNV it was reported adhering to menu in all the 3 JNVs to a great extent.
- The meal, facilities and quality of facilities at the JNVs and KGBVs were reported average in all the sample schools of JNVs and KGBVs.
- The AE&LS programme is the part of the plan in all the 03 JNVs. The schools under the leadership of Principals and Vice-principals undertaken the adolescent education programme in the Jawahar Navodaya Vidyalayas. But the systematic efforts were not reported / observed where the frequency of Adolescent education programme was given space in the school plan.
- In the KGBVs it has been reported that no such programme of AE&LS is in the process of execution in KGBVs. They reported that they discuss the girls' related problems personally and in groups as & when needed.
- Principals & Vice –principals were proactive.
- Teachers are trained on AE&LS issues.
- Awareness amongst teachers of AE&LS issues.
- Teachers were sensitized on the issue of adolescence education by the trained teachers'.
- Documents have been shared on adolescent education (Udaipur JNV).
- No systematic arrangement for execution of AE&LS programme
- No record for the session initiated / organized (except Udaipur & Ajmer)
- No IEC / reference materials for the children accessible to children

C. Analysis of responses of Heads of Institutions – Principals/ Headmistresses/ Vice-principals, Master Trainers and Trained teachers

The heads of institutions at both JNVs and KGBVs have instrumental role in shaping and leading an effective institution for the cause of education to the poor and deprived children. Their efforts, knowledge, attitude and practices will really serve these institutions excel in times to come. In addition to education and imbibing moral values in the students enrolled at JNVs and KGBVs, there is strong need to understand the requirement of adolescents in order to put their whole concentration in studies and lead a healthy and positive behavior so that they deal effectively with the demands and challenges of every day life. The whole effort is towards developing positive behaviour amongst adolescents so that they may look forward even in the difficult situations and can find a ray of hope and opportunities to find solutions.

Box: - Training on AE&LS & Need Assessment

The training was organized for school teachers in October 2013 in Udaipur JNV in which almost half of the Rajasthan JNVs sent their selected teachers for training on adolescence education programme. The real challenge is to orient teachers also on need assessment of the school students and developing a contextual plan for AE&LS in the schools. There need to be regular follow up and support to strengthen the AE&LS in the schools.

District	JNVs	KGBVs
Churu	<ul style="list-style-type: none"> ● AE&LS programme has been under process of implementation in the school. ● The training on AE&LS has been imparted to selected teachers both males and females. ● The class XI & XII students comprising 115 Boys and about 45 girls were taken under the AEP. ● The Adolescent programme has been undertaken up periodically-may be about 6 hours monthly. ● The adolescent programme helped in stopping bad habits amongst children. ● The parents are sending girls for education to the JNV. ● The IEC materials/ reference materials are not available for children. ● The children of lower classes were not much mobilized on the issue related to adolescence education and life skills programme i.e. class VI, VII, VIII etc. 	<ul style="list-style-type: none"> ● AE& LS programme is not implemented in the school. ● The teachers were imparted about a session on Gender in the refresher training/ CCE training organized at State level. ● There is not much done on adolescent education in the KGBVs. ● There should be special training programme on the issue of adolescent education & life skills for the teachers. ● The IEC materials/ reference materials are not available for children ● The understanding of teachers was more of sex education when it was talked about the adolescence education. ● The capacity of teachers and awareness on AE& LS was

	<ul style="list-style-type: none"> ● No systems of any follow up on the issue of AE&LS. ● The records were not available showing planned intervention of AE&LS programme. ● The focus of adolescence education was more on growth and changes in the body, hygiene etc. ● The issues related to adolescents discussed by female teachers in their house. It was more symptomatic. ● The stakeholders (trained teachers) opined that all the teachers should be involved in the programme related to adolescents. ● Career guidance has been reported as children of secondary classes were aware of various jobs and professional education. 	<p>reported low.</p> <ul style="list-style-type: none"> ● The session on issues related to gender was very general. ● No systems of any follow up on the issue of AE&LS. ● Not reported about career guidance.
Ajmer	<ul style="list-style-type: none"> ● AE&LS programme has been under process of implementation in the school. ● The training on AE&LS has been imparted to selected teachers both male and females. ● The classes covered under the programme were IX, X, XI & XII. ● The Adolescent programme has been undertaken up periodically by the trained teachers. They more undertake the role play related to life skills i.e. goal setting. ● Peer group has been formed in the classes. ● The AE&LS was not very formally initiated in the school as an integral component of the adolescence with academic teaching. ● The IEC materials/ reference materials are not available for children. ● The children of lower classes were not much mobilized on the issue related to adolescence education and life skills programme i.e. class VI, VII, VIII etc. ● No systems of any follow up on the issue of AE&LS. 	<ul style="list-style-type: none"> ● Saturday sessions were organized called '<i>Saniwariya Karyakaram</i>' in the school. ● AE& LS programme is being implemented in the school formally recently from 2-3 months. ● The teachers were also trained on adolescent education. ● The teachers were imparted about a session on Gender in the refresher training/ CCE training organized at State level. ● The programme of adolescence education has been initiated with support from Save the Children Fund which was under control of external agency whose experts organize sessions monthly on sex and reproductive organs, physiological and biological changes. ● Teachers do not have much exposure as they are more hesitant on the issues of AE&LS.

	<ul style="list-style-type: none"> ● The records were not available showing planned intervention of AE&LS programme. ● The focus of adolescence education was more on growth and changes in the body, hygiene etc. ● The issues related to adolescents discussed by female teachers in their house. It was more symptomatic. ● Integration of issues related to AE&LS with classroom interaction was not much. ● Gender related issues were taken up & discussed in the classes. ● The stakeholders (trained teachers) opined that all the teachers should be involved in the programme related to adolescent. ● The digital CD on life skills was not available in the schools. ● The trained teachers of AEP were not much conversant with the issue of adolescent education. ● Career guidance has been reported as children of secondary classes were aware of various jobs and professional education. 	<ul style="list-style-type: none"> ● There should be periodic support and follow up for AE&LS in the KGBVs. ● The IEC materials/ reference materials are not available for children ● The understanding of teachers was more of sex education when it was talked about the adolescence education. ● The capacity of teachers and awareness on AE& LS was reported low. ● No systems of any follow up on the issue of AE&LS. ● Lack of proper support system for AE&LS. ● Integration of issues related to AE&LS with classroom interaction not much. ● Not reported about career guidance.
Udaipur	<ul style="list-style-type: none"> ● All teachers were sensitized in the beginning of the year on the issues of adolescent education. ● AE&LS programme has been under process of implementation in the school. ● The classes covered under the programme were VIII, IX, X, XI & XII. ● The training on AE&LS has been imparted to selected teacher both males and females. ● The Adolescent programme in the school was planned for 23 hours after training was organized for school teachers. ● Career guidance has been reported as children of secondary classes were aware of various jobs and professional education. 	<ul style="list-style-type: none"> ● The programme related to AE&LS has not been taken up but on piece meal basis gender issues have been taken in the KGBVs– Meena manch have been formed which talk about the girls education, regular attending schools. ● AE& LS programme is not implemented in the school. ● The teachers were imparted about a session on Gender in the refresher training/ CCE training organized at State level. ● There is not much done on adolescent education in the KGBVs.

	<ul style="list-style-type: none"> ● The adolescent programme helped in stopping bad habits amongst children. ● The IEC materials/ reference materials are not available for children. ● The children of lower classes were not much mobilized on the issue related to adolescence education and life skills programme i.e. class VI, & VIII. ● No systems of any follow up on the issue of AE&LS. ● The records and reports were available showing intervention of AE&LS programme. It was more a participation of children on role sessions. But the number was very few. ● The focus of adolescence education was more on growth and changes in the body, hygiene etc. ● The issues related to adolescent discussed by female teachers in their house. It was more symptomatic. ● The stakeholders (trained teachers) opined that all the teachers should be involved in the programme related to adolescent. ● The best time space for the AE&LS is from April to October because afterwards children were engaged in education. ● Teachers were treating AE&LS issues as a separate intervention which needs to integrate with the school calendar and classroom session. 	<ul style="list-style-type: none"> ● There should be special training programme on the issue of adolescent education & life skills for the teachers. ● The IEC materials/ reference materials are not available for children ● The understanding of teachers was more of sex education when it was talked about the adolescence education. ● The capacity of teachers and awareness on AE& LS was reported low. ● The session on issues related to gender was very general. ● No systems of any follow up on the issue of AE&LS. ● Not reported about career guidance. ● Adolescence issues were not much discussed / integrated with classroom teaching. ● Teachers were treating AE&LS issues as a separate intervention which needs to be integrated with the school calendar and classroom session.
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D. Analysis of Responses of Adolescents (Boys & Girls)

The real target of the Adolescent Education & Life skills education programme was the school students studying at JNVs and KGBVs. To these school children, Life skills enable them to translate knowledge, attitude and values into actual abilities i.e. “what to do and how to do it”. Life skills are abilities that enable them to behave in healthy ways, given the desire to do so and given scope and opportunity to do so. They are not panacea; “how to do” abilities are not only factors that affect behavior. The positive behavior is supported by social, cultural and environmental factors.

Life skills contribute to adolescents' perceptions of self efficacy, self confidence and self esteem. Life skills, therefore, play an important role in the promotion of mental well being. The promotion of mental well being contributes to adolescents' motivation to look after themselves and others, the prevention of mental disorders, and prevention of health & behavior problems.

The Focus Group discussions (FGD) with school children of JNVs & KGBVs in the adolescent age group based on FGD checklists come out with following findings, namely, what is in process of implementation in the schools, its strengths, weaknesses, challenges in following matrix.

Findings of Focus Group discussions (FGD) at KGBVs

District	Implementation Stage	Strength	Weakness
CHURU	<ol style="list-style-type: none"> 1. Saturday session (<i>Saniwariya Sabha</i>) conducted and it covers some part of adolescent issues. 2. Some classes were conducted for senior girls related to physiological and biological development. 3. New adolescent girls were getting knowledge from Sr. girls. 4. Physiological & biological growth and development sanitation and hygiene topics were discussed informally. 5. Systematic sessions on AE&LS were not organized. Meena Manch has been formed. 	<ol style="list-style-type: none"> 1. Implementation of the programme is easy due to residential school. 2. Senior girls are good medium to convey the messages. 3. Warden and other resident teachers can monitor at individual and group of students. 4. Teachers and students are emotionally attached. 	<ol style="list-style-type: none"> 1. Lack of regular classes and systematic sessions. 2. Teachers were not trained. 3. Insufficient training of teachers. 4. Zero monitoring and no follow up. 5. Not provided any IEC and reference materials for classes/sessions. 6. Some topics related to adolescent education have been taken up but Life Skills topics were lacking.
UDAIPUR	<ol style="list-style-type: none"> 1. Saturday session (<i>Saniwariya Sabha</i>) conducted and it covers some part of adolescent issues. 2. Some part of AE & LS is taught by the teachers. 3. Teachers were trained on gender issues to some extent. 	<ol style="list-style-type: none"> 1. Some teachers are trained including warden 2. Senior girls are more aware and have some knowledge of problems of adolescence. 3. Sharing of information about 	<ol style="list-style-type: none"> 1. Systematic classes were not conducted. 2. AE&LS is not a regular part of education. 3. AE&LS is understood as sex education. 7. Not provided any IEC and reference materials for classes/sessions. 4. Some topics related to

	<ul style="list-style-type: none"> 4. Health check up camps were conducted and created awareness about anemia. 5. Folic acid and iron tablets were distributed. 6. Human body's natural phenomena growth /development, hygiene etc. have been discussed. 7. Girls are aware of hygienic practices. 8. Meena Manch has been formed. 	<p>hygiene and sanitation from senior to junior girls.</p> <ul style="list-style-type: none"> 4. Emotionally attached with teachers. 	<p>adolescent education have been taken up but Life Skills topics were lacking.</p> <ul style="list-style-type: none"> 5. Lack of monitoring and follow up.
AJMER	<ul style="list-style-type: none"> 1. In school, there have been discussions on AE&LS in Saturday session. 2. Trained of Teachers and warden were trained. 3. Sessions are being conducted by external agency. 4. Meena Manch has been formed. 	<ul style="list-style-type: none"> 1. Residential school which facilitates better interactions amongst teachers and peers. 2. Organized system in School & Hostel. 3. Elder girls are active and they understand the issues related to AE&LS. 4. Round the clock participation. 5. Teachers are more aware. 6. Attachment of students and teachers. 7. Availability of computer etc. 8. Support from external agency specialized in AE&LS. 	<ul style="list-style-type: none"> 1. Irregular classes / session on AE&LS. 2. Irregular teachers in the schools/ AE&LS session. 3. In sufficient training. 4. Lack of monitoring & Follow up. 5. Not provided any IEC and reference materials for classes/sessions. 6. Less orientation & exposure of teachers. 7. Students mostly from rural and back ward background.

Findings of Focus Group discussions (FGD) at JNVs

JNV District	Implementation Stage	Strength	Weakness
CHURU (Sardarshahar)	<ol style="list-style-type: none"> 1. Informal sessions/ classes were organized 2. CD about adolescent education has been displayed once in a year 3. Focus on human bodies growth & development and hygiene & sanitation. 4. AE&LS related subjects were discussed house-wise separately for boys and girls 	<ol style="list-style-type: none"> 1. Organized group of target beneficiary. 2. Hostel provided extra facilities to implement the programme related to AE&LS. 3. Academic strong and mature group in comparison to other rural areas school. 4. Easily supervised and follow up. 5. House captain and monitors can be helpful in AE&LS related interventions. 6. Trained teachers stay in campus. 7. Availability of ICT, projectors, computers, internet etc. may facilitate access on AE&LS issues/ materials make it easy. 	<ol style="list-style-type: none"> 1. Lack of regular monitoring & follow up. 2. Training & orientation not done to adolescents in the schools. 3. Regular sessions on AE&LS related subjects/ issues / periodic session /classes were not conducted. 4. Not provided any IEC and reference materials for classes/sessions 5. Related materials & Teaching aids not provided. 6. AE&LS was taken up as sex Education even by the teachers. 7. AE&LS issues were not discussed in open session but the programme was implemented through sr. girls & boys. 8. All parameters were not discussed. 9. AE&LS was not focused in a broader perspective. 10. AE&LS was treated as sex education. 11. Not covered entire target group. Teachers reported difficulty to take combined classes on AE&LS issues due to mature boys and girls.
UDAIPUR (Mavli)	<ol style="list-style-type: none"> 1. Meeting of entire staff once in beginning of year. 2. Addiction problem discussed in PTC meeting. 3. Role play about some adolescent problems. 	<ol style="list-style-type: none"> 1. Peer groups were formed of both boys and girls 2 from each class. 2. some role play has been organized in the school in various classes. 3. Organized school. 	<ol style="list-style-type: none"> 1. No proper trainings / orientations were provided to peers on issues related to AE&LS. 2. All teachers are not equally conversant on the issues related to AE&LS. 3. Lack of monitoring

	<ol style="list-style-type: none"> 4. Role play about decision making. 5. Girls meetings in a house to educate about natural physiological & biological development, hygiene & sanitation. 	<ol style="list-style-type: none"> 4. Hostel facilities are useful to convey the message easily related to AE&LS. 5. Easy to monitor and execute programme and activities related to AE&LS. 6. Connectivity of more teachers as house master. 7. Availability of ICT and computer applications. 	<p>&follow up at school level.</p> <ol style="list-style-type: none"> 4. Milestone for AE&LS was not made in the school. 5. Not constituted a separate cell. 6. Not provided any IEC and reference materials for classes/sessions. 7. Do not have focused perspective on the issue of AE&LS in the school. 8. Lack of systematic and regular session/classes. 9. AE&LS was treated as sex education. 10. Not covered entire target group.
AJMER (Nasirabad)	<ol style="list-style-type: none"> 1. Classes organized informally 2. Experience sharing for decision making through part play. 3. Gender equality classes organized. 4. Knowledge given about natural phenomena especially to girls. 5. Peer group constituted. 	<ol style="list-style-type: none"> 1. Cliental groups are organized. 2. Mature students rather than other rural areas schools. 3. Easy to supervise or follow up. 4. May be helpful house captain and class monitors. 5. Efficient teachers' group. 6. Availability of IT appliances. 7. Regular visit of Health officer & Nurse. 	<ol style="list-style-type: none"> 1. Lack of regular monitoring and follow up. 2. Not regular training orientation system. 3. Lack of knowledge Updation. 4. Regular sessions/ Classes not conducted. 5. Easy reading materials on the AE&LS issues, books, cards, CD's etc. were not provided. 6. Regular visit of Health officer & Nurse but regular session /classes were not conducted by these experts. 7. Counseling is not done systematically. 8. Not constituted a separate cell in the school. 9. Not provided any IEC and reference materials for classes/sessions. 10. Do not have focused perspective on the issue of AE&LS in the school. 11. AE&LS was treated as sex education. 12. Not covered entire target group.

Findings of FGD as per Checklist

Issues	KGBVs	JNVs
What is your opinion about the school teachers and facilities in school?	KGBVs girl student were satisfied with the facilities as they found the facilities better than what they had at their home. But looking to adequacy, and quality the facilities related to bedding, classroom, computers need to be improved. There are KGBVs which do not have subject teachers, specially of Maths, Science and English.	<p>■ The students both boys and girls are comfortable with the facilities in the schools for academic arrangement i.e. teachers, their regularity. Also they are comfortable with school building & Facilities – classroom, boards, computers, hostel facilities, food, uniform, first aid, etc. In the school campus there is some problem of water.</p> <p>■ Also the schools are situated in the accessible location in all the 3 sample districts.</p> <p>■ Computer facilities are available but they need to be more supportive and accessible to children.</p>
Are the facilities / environment in the school better than they are at home? How do you support in better operation and maintenance?	Certainly it is good because the girls are from rural areas belonging to deprived communities and also the boys are more valued at their home. The girls use to upkeep of their bedding, classroom and help teachers to organize schools and school level activities.	Mostly, children are from rural areas, hence, they found the facility in the school better than their home. Children use to upkeep of their bedding, classroom and help teachers to organize schools and school level activities.
Are you getting the facilities as per requirement and in time?	The girls were given textbooks, uniform, shoes, shocks, stationery etc. as per requirement and provisions. In schools of Churu district, the stationery item was of standard quality.	The students were given textbooks, uniform, shoes, shocks, stationery, woollen clothes, and track suits etc. as per the provisions. In schools of Churu district the stationery item was of standard quality.
Are you satisfied with the school teachers' positioning for various subjects?	The teachers of Maths, Science and English have not been posted in majority of the KGBVs visited.	All subject teachers are posted in the schools. They are TGTs and PGTs.
How are students	Regular classroom teaching is organized and they also	Regular classroom teaching is organized, remedial

supported to perform excel in academics, sports & co-curricular activities?	get guidance from teachers living in the hostel.	classes in the afternoon and guided self study in the evening are also organized Sports and co-curricular activities being the core in these schools have been taken up systematically which help children to keep physically fit. It also develops creativity by involving them in co-curricular activities.
What are the sports & co-curricular activities organized in the school?	The major activities are Kabbadi, Khokho, Roomal Jhapatta, Badminton, Table tennis etc. and co-curricular activities are news paper reading in the assembly, essay writing etc.	The sports and co-curricular activities are the integral part of the school. The sports activities in the school played by students are Kabbadi, Khokho, Tennis, football, cricket etc. The co-curricular activities in which school children take part are debate, essay writing, quiz, addressing assembly, cultural programmes, music and drawing competitions etc.
How are boys and girls treated and supported for various school level activities & functions? How have students been involved in the better management of residential schools?	The school girls were the part of each and every activity namely classroom sessions, sports activities and school functions. They keep their living room clean and help in food serving etc.	The instrumental are the school students who help teachers and other staffs in smooth functioning of the school.
What are the important features of Adolescent education & Life skills (AE&LS) programme in the school? What are the issues covered in the AE & LS programme?	The AE&LS programme has been initiated in the KGBVs of Udaipur & Churu districts except KGBVs in Ajmer district. The major issues covered are gender, girls' education and hygiene.	The AE&LS programme has been initiated in JNVs. But it is more related to counseling by the lady teachers to girls and staff nurse house-wise. The peer groups have been formed of male students and female students.
Are all children involved in	Class 7 & 8 girls were involved more and guided by	In every class 2-4 boys and girls were selected for the

the Adolescent education & Life skills (AE&LS) programme in the school?	lady teachers.	AE&LS.
Whether AE&LS is part of regular classes or separate sessions are conducted?	Not much has been done.	Not taken up systematically. For the class XI & XII students sessions were organized in Churu and Udaipur.
For how much duration in a week AE&LS is taught?	No AE& LS session held.	It is linked to subjects of science where chapters related to adolescents and reproduction were taught
Do you feel that AE&LS is useful for you?	The girls found it interesting and useful for life.	The children opined that the AE&LS is useful for life but it needs to be discussed and given systematically and regularly.
What are the things you learnt from session on AE&LS?	The girls were told about Gender, Hygiene etc. They have knowledge that they should be in school regularly. Learnt about Meena and Raju roles. Once it can be concluded that the children learning on AE&LS are about 10-20%. In Sardarsahar KGBV the P&G company team has organized video show on adolescence while showing promotion of sanitary napkin.	The textbook lessons on adolescence and its age help in educating about the problem of adolescence, physiological changes in the body of male and female children. Once it can be concluded that the children learning on AE&LS is about 20-30%.
Do you feel the Adolescent education & Life skills (AE&LS) programme in the school should be taken up in a better way? How	Holding sessions on AE&LS. Linked with debate competitions and daily assembly.	The children interacting during FGD feel AE&LS should be kept at forefront so that they get better guidance and mobilization to become good and informed citizen. There can be some sessions and role play to build confidence
Are children given career guidance and counseling in the school? How & how frequent? Do children feel it is useful & beneficial? What is the portion of students getting support under the	Not much has been done. One can rate 2-3 on 10 point scale.	Something has been done on the issue of career guidance. One can rate 4 on 10 point scale.

programme?		
Do you feel there is need to have career guidance and counseling in the school? What are problems students really suffer from?	Some girls concentrate less on the study. There are girls who take less interest in the study. If they go home then they come even after 10-15 days of opening of schools. The girls were not very vocal and have shy nature.	Career guidance is very much required in the schools right from beginning so that the children should have direction in their studies. There are children who have some information but not complete. Some even do not have information. Counseling should be informative as well as facilitative which was reported lacking.
What are your suggestions for improving educational facilities and other facilities in the schools?	Computer should be functional and teachers need to take proper classes.	Laboratory facilities for junior school students.
What is your opinion about education in the school? How will it benefit children, family & society at large?	<p>Education in KGBV is good for rural and poor girls. It is providing opportunity to girls whose parents were not ready to send them to school situated in the distant locations. It is good place for learning and practice positive behavior.</p> <p>The initiatives of KGBVs have given hope for education and better education accessible to poor family children and also in the families who are not sending their girls in regular schools.</p>	<p>The children in the school have co-education. The children get admission after competing the admission tests. The school providing the education to rural weaker section children who have interest for the studies.</p> <p>The children who complete their studies will be placed better in their upcoming career. They also learn good habits and practice positive behaviour. These children will certainly push their family and give good name to the families and society.</p>
How would you like to support the school to make it more efficient?	Motivate other families in our relation and village to send their children for education. Help the school management to organize the school activities in better way making them useful for girls.	Mobilized other children and families of the village to prepare and get admission in the Navodaya Vidyalaya. Also they would concentrate in our studies and games by which the school has better fame.

E. Analysis of Textbooks containing AE&LS issues

The text books of both JNV & KGBVs of middle classes and secondary classes contain AE&LS topics in social science and science subjects. The topic in social science subject is related to position of gender in the society and how to respect women and roles of women in the family and society etc. discussed in the textbooks. Similarly in Science the topics like changes namely biological and physiological in both boys and girls have been discussed. In addition, the topics like AIDS/HIV and drug addiction have been covered.

(i). Class VII- Social Science - Name of Topic: Understanding Gender Inequality (Gender Bhedbhao ki Samajh) –KGBV book

The lesson starts with story of two girls narrating their plight. How they are discriminated at households by their parents. They are not allowed to go school, play outside etc, whereas their brothers were given all freedom. They are only involved in household work like brooming, cleaning utensils etc. In spite of doing all these works they are being scolded by their parents. Afterwards “Gender” has been defined in detail. How males and females are discriminated by their roles decided by the society. Thus gender discrimination starts at household level by set roles assigned for males and females. Also, social aspects of gender inequality have been explained in the chapter. It detailed about various initiatives taken by social reformer for gender inequality viz. widow remarriage, Sati abolition etc. The chapter also talks about women movement with focus on gender discrimination. In last three decades various women organizations have initiated agitation against domestic violence, dowry system etc. Constitution of National Commission of Women has also been discussed. Reservation of seat for equal political participation of women at local and higher level has also been discussed. The chapter also discusses about names of various women leaders who made major contribution during independence. Also, after independence various women leaders like Indira Gandhi and Pratibha Patil etc hold important posts. The chapter also explains various laws made by Indian government to protect and provide security to women.

(ii) Class VIII- Science – topic: Towards Adolescence (Kishorawastha ki Oar) KGBV book

The chapter discusses about various changes and growth in body during adolescence, right age when adolescence starts etc. The chapter explains in detail about change in height, physical structure, voice, reproductive organs etc. during adolescence. Attainment of mental, intellectual and emotional maturity during adolescence has also been discussed in the chapter. Development of secondary sexual symptom has also been explained. It also discusses about reproductive age of human being. Also, sex determination of a child has been explained in detail i.e. how baby girl and baby boy are born. It also discusses about growth of other hormones apart from sexual hormones in the body during adolescence.

The chapter also explains about reproductive health. It talks about proper nutrition plan during adolescence. Intake of balance diet is essential for proper growth and development of body during adolescence. The chapter also explains about importance of personal hygiene especially for adolescent girls due to onset of menstruation cycle. Also, physical exercise is vital for proper growth and

development of body during adolescence. Also, chapter discusses about harmful effect of drug addiction. HIV/AIDS has been discussed in the chapter in short.

(iii) Class VII- Science – topic: Reproduction in Plants - JNV book

The chapter discusses about the sexual and asexual reproduction in plants. It prepares student mind about the reproduction in plants.

(iii) Class VIII- Science –

(a) topic: Sexual Reproduction in animals - JNV book

It talks about the reproduction and increases in the progeny in various organisms may be the unicellular to multi-cellular. It gives an understanding about the purpose of reproduction and what is the process of multiplication in various animals.

(a) topic: Reaching the age of Adolescence - JNV book

The topics covered in the books are changes in puberty, roles of hormones in initiating reproductive functions and adolescent & reproductive health. The chapters deal with various stages of adolescence and how it affects the physical and mental level of adolescents. How mental and intellect health is related to change in body hormones with age during adolescent stage.

The review of books both of science and social science subjects gives an overview that the issues related AE&LS have been incorporated into the textbooks of middle school level classes and secondary level classes specially from class VII to X. The KGBV also follows the NCERT books. The issue of adolescent and gender has been discussed from class VII to X with introducing reproductive and hormonal changes in human, animals and plants. It has been experienced during interaction with the students that the topics related to adolescence, reproduction are more limited to class and have been dealt in a close way, it means the issues like reproduction etc. are dealt in the chapter but not linked with real life. The focus is more towards education rather than facilitating in changing behavior and change at practice level. In the opinion of researcher, the issues like gender, reproduction and adolescent may be driven towards enlarging the thoughts, expanding the horizon by way of bringing change in attitude and facilitating good practices in life. It will help adolescents to get rid of myths and misconception and adapt with the situation of adolescents and adopt positive behavior.

Chapter - V

Key Findings, Observations & Suggestions

Key Findings, Observations & Suggestions

The study titled *"the Activities, Functions & Management of Jawahar Navodaya Vidyalayas & KGBVs related to addressing the issues of Adolescent Education & Life Skills of Adolescents in Udaipur, Ajmer & Churu districts of Rajasthan"* has been carried out in 03 selected sample districts. The data have been collected at various levels namely, District level office of Sarva Shiksha Abhiyan, Jawahar Navodaya Vidyalaya & Kasturba Gandhi Balika Vidyalaya (KGBV). The analysis of the data and the key responses of various stakeholders has been done at different levels namely, analysis of Secondary data of AE&LS, assessment of KGBVs & JNV institutions, discussions and interviews of responses of DLOs, analysis of responses of Head of Institutions – Principals/ Headmistresses/ Vice-principals, Master Trainers / Teachers associated with AE&LS in the schools, assessment of responses of adolescents (boys & girls), focus group discussions (FGD) with school students and review of textbooks.

The major focus of the analysis is to analyze the activities, functions and management of KGBVs and JNVs & how it is addressing the issues of Adolescent Education & Life Skills. The study focuses on the activities & initiatives of actions at KGBVs & JNVs, quality of facilities and academics, how it is addressing the issues of AE&LS, its Strengths, Weaknesses, Opportunity & Gaps in the functioning of educational institutions and undertaking the programme of AE&LS, career guidance of students, assess that how the curriculum addressing the need of adolescents for preparing them with proper Life skills, communication design, how effective is the system in addressing the need of the adolescents & how the school level & district level stakeholders supporting the quality intervention of the issues related to the adolescents. The analysis of the data has taken into consideration the qualitative and quantitative aspects of roles and responsibilities of various stakeholders in execution of activities, undertaking functions and overall management of the JNVs and KGBVs and effectively addressing the issues of adolescent education and life skills. The Key findings and observations are presented in the following section.



Interaction of assessment team with Principal, Vice-principal & Master Trainer at JNV, Mavli, Udaipur

The findings of the study are the outcome of the field visits to the sample districts, visiting the KGBVs and Jawahar Navodaya Vidyalayas (JNVs), interacting with

district level functionaries of Sarva Shiksha Abhiyan, interacting with Principals, Vice-principals, teachers & students of JNVs and Headmistresses, teachers and students of KGBVs. They are stated hereunder:

5.1 Key Findings & Observations

A. Quality of Facilities, Activities & Functions -KGBVs & JNVs

- KGBVs girl-students were satisfied with the facilities as they found the facilities better than what they had at their home. But looking to adequacy and quality the facilities related to bedding, classroom, computers need to be improved. There are KGBVs which do not have subject teachers, specially of Maths, Science and English.
- The students at JNVs both boys and girls are comfortable with the facilities in the schools for academic arrangement i.e. teachers, their regularity. Also they are comfortable with school building & Facilities –classroom, boards, computers, hostel facilities, food, uniform, first aid, etc. In the school campus there is some problem of water.
- Also, sports and co-curricular activities are the integral part of activities organized both at JNVs and KGBVs.
- The JNVs were located at the Block headquarter or nearby semi-urban areas namely Sardarsahar in Churu district, Mavli in Udaipur and Nasirabad in Ajmer district. The KGBVs were located at the Blocks.
- On an average the JNV operated for about 295 days in a year with about 70 days vacations. Similarly in KGBVs, there were 02 months vacations during summer and winter.
- In all the JNVs the infrastructure are sufficient. Also in both the KGBV and JNVs the available infrastructures namely, hostels, classrooms etc. are well ventilated and have proper lighting inside the rooms.
- In KGBVs at Udaipur & Churu the infrastructure facilities at 1 KGBVs in each of the 02 districts were insufficient looking to the number of girls and required facilities as per the norms.
- As per availability, furniture and classroom furniture was reported adequate in 8 KGBVs out of 09 sample units. Similarly, in all the JNVs the furniture and classroom furniture were reported adequate.
- The availability of first aid kit was reported in all the 3 JNVs and 9 KGBVs. Also, the medical facilities were made available to KGBVs from local government dispensary/ PHC/CHC/ hospital. In case of JNVs the medical facilities were available in the JNV as one female nurse was posted in each JNV.
- The weekly menu was available in both JNVs and KGBVs in all the visited sample units. But in case of KGBVs the menu was not adhered due to increase in the cost of the daily required commodities. But in case of JNV it was reported adhering to menu in all the 3 JNVs to a great extent.

- The meals, facilities and quality of facilities at the JNVs and KGBVs were reported average in all the sample schools of JNVs and KGBVs.
- The classrooms were reported good in 3 KGBVs and average in 6 KGBVs. Similarly, classrooms in all the 03 JNVs were reported of good quality. The quality of dining hall has been reported good in all the 3 JNVs. Similarly, it was reported of average quality in 4 KGBVs out of 9 KGBVs and in 5 KGBVs it was not available. In the KGBVs the dining room / hall had been constructed but it was not in use as dining hall.
- Quality of school campus, kitchen and bedding was reported average in all the 9 KGBVs of Udaipur, Ajmer & Churu districts. In the JNVs the quality of the available facilities namely campus, kitchen and bedding was reported good in all the three districts.
- Physical availability of all computers and other accessories for computer aided learning programme was reported in all the 09 KGBVs. Regarding functional status of computers and other accessories at KGBVs, in Udaipur some of computers and other accessories were functional at 02 KGBVs, whereas none of computers and other accessories were functional at 01 KGBV. In Udaipur, the DPO, SSA has not appointed the computer operator/ teacher. In Ajmer all computers and other accessories were functional at 02 KGBVs, whereas some of computers and other accessories were functional at 01 KGBV. In Churu, some of computers and other accessories were functional at all the 03 KGBVs.
- Availability and functionality of Computers and other accessories was reported available and functional at all the three JNVs in all the three districts.
- The availability of required manpower is necessary for the institutions to give proper output in terms of academic and management of the institutions whether they are the KGBVs or the JNVs. The cent percent sanctioned posts as per the department were reported filled. Also the available teaching staff is trained in case of both, the JNVs and KGBVs. There is a provision of contractual staff both at the JNVs and KGBVs. At KGBVs the headmistresses and 1-2 teachers posted are on deputation from Government department and the rest are working on contract. At JNVs the system analyst and a few teachers are working on contract basis.

B. Planning & Management of KGBVs & JNVs in districts

- In JNVs the Annual Perspective Academic Plan is prepared by the Navodaya Vidyalaya Samiti which is used by all the JNVs. Also, in all the 3 visited JNVs they have annual plan which covers their academic planning, cultural activities, sports, co-curricular activities etc. But it has been observed that in the annual plan of each JNV, the space for AE&LS was not included. During interactions with Principals & Vice-principals it was reported that the AEP/ AEP&LS programme was initiated only after training which was held in October this year. All 3 JNVs follow their plan to a greater extent.
- The visited KGBVs reported that they have not prepared any annual action plan for the schools as they follow the State Government *shivira*.
- In each of KGBVs and JNVs there is management body who looks after operation and management of the institution. In KGBVs, the school level management committee has been constituted of 15 members called **School**

Management Committee. In JNVs, the school level committee has been formed in the chairmanship of District Collector called **Vidyalaya Management Committee**. The meeting of VMC has not organized any meetings in last one year in all the three VMCs at JNVs. In case of KGBVs, the SMCs have regular meetings. The chairman of SMC of KGBV is the parent of girls studying at KGBVs. In case of SMC meeting at KGBVs, it is formality. Even in some KGBVs 3-4 meetings have been called. The main purpose for calling SMC meeting is to take approval of expenditures only.

C. Functionaries & Functions - Role of Principals, Teachers & Support staffs at JNVs & KGBVs

- Almost all the teaching staffs at JNV live in the school campus. At KGBVs, the teachers on deputation in Ajmer and Udaipur districts were not residing in the school campus but in Churu teachers on deputation live in the school campus.
- All the contractual teachers live in the school campus in KGBVs in all the 3 sample districts.
- Principals & Vice –principals were proactive at JNVs and they were delegating their roles with enthusiasm and determination.
- The teachers posted at JNVs and KGBVs are reported trained (B.Ed/STC/M.Ed).
- The training on AE&LS has been imparted to the selected teachers both males and females in JNVs.
- The issues related to adolescents were discussed by female teachers in their house. It was more symptomatic.
- The stakeholders (trained teachers) opined that all the teachers should be involved in the programme related to adolescents.
- Teachers do not have much exposure as they are more hesitant on the issues of AE&LS in KGBVs.
- All teachers are not equally conversant with the issues related to AE&LS.
- Teachers were sensitized on the issue of adolescence education by the trained teachers.

D. Intervention of AE&LS and its status at KGBVs & JNVs : Strengths & Weaknesses

- At JNVs the Adolescence Education Programme (AEP) has been introduced. It aims to provide young people with accurate, age appropriate and culturally relevant information; promote healthy attitude and develop skills to enable them to respond to real life situations effectively. The AE&LS programme has been initiated as per PAP.
- In the State of Rajasthan 200 KGBVs are operational having enrolment capacity of 18000 girls. As per the reports the programme related to Gender has been initiated in addition to other activities. The teacher/warden in the school guides and supports on the issues related to adolescent education informally. The formal intervention related to AE&LS has not been initiated in the KGBVs.

- The AE&LS programme is the part of the PAP (Perspective Academic Plan) in all the 03 JNVs. The schools under the leadership of Principals and Vice-principals have undertaken the adolescent education programme in the Jawahar Navodaya Vidyalayas. But the systematic efforts were not reported / observed where the frequency of Adolescent education programme was given space in the school plan.
- The teachers in all the 03 sample JNVs were trained at least 2-5 teachers of different classes namely, the PGTs & TGTs. Also in the JNVs the incharges were made amongst the trained teachers both for boys and girls.
- AE&LS related programme in the JNVs is at nascent stage/ initial stage which needs very specific support, guidance and directions in order to be really taken at the ground level i.e. amongst adolescent children.
- Also, it has been observed that in the JNV the class IX, X, XI & XII children were the target group for AE&LS programme. It can be said that JNVs cover children in the age group of 14+ years under the Adolescent education programme.
- It was reported that for girls the nurse and lady teachers discuss their problem and guide them as and when required in groups and in person when needed.
- The principals & incharges at the JNVs reported that they have to execute 16 hours of adolescence education programme in the school may be associated with various occasions may be school assembly, classroom, integrated with co-curricular activities in the schools.
- It can be concluded that JNVs have initiated the adolescence education and life skills programme with a vision for the same but it really needs to be taken up in a planned and systematic manner similar to other activities.

The reason can be:

- Non-availability of space in the plan of JNVs.
- Non-availability of reading/ reference materials for children on adolescent education & life skills (AE&LS).
- Gap / shy attitude of teachers on the issue of AE&LS to discuss/ educate children.
- The realization amongst the teachers that AE&LS is more a sex education.
- No mature efforts have been made on the issue of AE&LS.
- The teachers were trained on the issue of AE&LS by the regional office in 2 batches. But the efforts made by the teachers to take the training on the ground were very limited. Some reports were shared during the visit in Udaipur and Ajmer JNVs.
- In the KGBVs it has been reported that no such programme of AE&LS is in the process of execution in KGBVs. They reported that they discussed the girl related problem personally and in groups as & when needed. The age group of the children in the KGBVs is 11-14 years. It has been reported that there was no in-charge for adolescent education in the KGBVs. In Ajmer district the adolescence education programme has been initiated with support from Save the children Fund but it was reported very limited and at the initial stage. The systematic programme for adolescence education has not been reported.

- In KGBVs, the Teachers were not trained and those who were trained in Ajmer districts KGBVs were not using their skills.
- Physiological & biological growth and development, sanitation and hygiene topics were discussed informally.
- Saturday sessions were organized called '*Saniwariya Karyakaram*' in the KGBVs.
- In Ajmer district KGBVs, the AE& LS programme is being implemented in the school formally recently for 2-3 months. The teachers were also trained on adolescent education in Ajmer KGBVs.
- The teachers of KGBVs were imparted about a session on Gender in the refresher training/ CCE training organized at State level every year.
- The Adolescent education & Life skills programme at JNVs has been undertaken periodically by the trained teachers. They mostly undertake the role play related to life skills i.e. goal setting.
- Peer group of adolescents has been formed in the classes in JNVs.
- Integration of issues related to AE&LS with classroom interaction was not much in both KGBVs and JNVs.
- Gender related issues were taken up & discussed in the classes.
- Classes 7 & 8 girls were involved more and guided by lady teachers in KGBVs.
- At JNVs, in every class 2-4 boys and girls were selected for the AE&LS intervention.
- AE&LS is not much taken as initiatives in KGBVs. Also, in JNVs, the class XI XII students had undergone some session by the trained teachers on AE&LS. In other classes at JNVs, it is linked to subjects of science where chapters related to adolescents and reproduction were taught.
- The programme related to AE&LS has not been taken up in KGBVs but on piece meal basis gender issues have been discussed – *Meena manch* has been formed which talks about the girls education, regular attending schools etc.
- In Ajmer district, some topics related to adolescent education have been taken up but Life Skills topics were lacking in the KGBVs but in other 2 sample districts no such initiatives have been taken up.
- The AE&LS programme has been initiated in the JNVs but it was reported that it has not been focused in a broader perspective. Also, the AE&LS was treated as sex education. In the AE&LS, all the adolescent children of the JNVs were covered under the programme.
- It has not covered entire target group. Teachers reported difficulty to take combined classes on AE&LS issues due to mature boys and girls.

Strengths & Weaknesses of AE&LS programme at JNVs

Strengths	Weaknesses
<ul style="list-style-type: none"> Principal & Vice –principal are proactive Teachers are trained Awareness amongst teachers of AE&LS issues Teachers were sensitized on the issue of adolescence education by the trained teacher Documents have been shared on adolescent education (Udaipur JNV) 	<ul style="list-style-type: none"> No systematic arrangement for execution of AE&LS programme No record for the session initiated / organized No IEC / reference materials for the children accessible to children Trained teachers have shyness on the issue of AE&LS Not much clarity on issue on adolescence education amongst teachers

- Documents have been shared on adolescent education (Udaipur JNV).
- No systematic arrangement for execution of AE&LS programme has been reported in JNVs and KGBVs.
- No record for the session initiated / organized (except Udaipur & Ajmer).
- No IEC / reference materials for the children accessible to children.
- The records were not available showing planned intervention of AE&LS programme at JNVs except some document has been shared at Udaipur JNV. At KGBVs no records of AE&LS related activities has been prepared.
- The focus of adolescence education was more on growth and changes in the body, hygiene etc.
- Career guidance has been reported as children of secondary classes were aware of various jobs and professional education at JNVs.
- The children of lower classes were not much mobilized on the issue related to adolescence education and life skills programme i.e. classes VI, VII, VIII etc.

E. Textbooks –scope for Adolescent Education & Life Skills integration

- The text books of both JNV & KGBVs of middle classes and secondary classes contain AE&LS topics in social science and science subjects. The topic in social science subject is related to position of gender in the society and how to respect women and roles of women in the family and society etc. discussed in the textbooks. Similarly, in Science the topics like changes namely biological and physiological in both boys and girls have been discussed. In addition, the topics like AIDS/HIV and drug addiction have been covered.
- The social science books of KGBV class VII contain lesson ‘*Bhedbhao Ki Samaj*’ starts with story of two girls narrating their plight. How they are discriminated at households by their parents. They are not allowed to go to

school, play outside etc, whereas their brothers are given all freedom. They are only involved in household work like brooming, cleaning utensils etc. In spite of doing all these works they are being scolded by their parents. Afterwards “Gender” has been defined in detail. How males and females are discriminated by their roles decided by the society.

- The class VIII science books of KGBV contain chapter ‘**Towards Adolescence (Kishorawastha ki Oar)**’ which discusses about various changes and growth in body during adolescence, right age when adolescence starts etc. The chapter explains in detail about change in height, physical structure, voice, reproductive organs etc. during adolescence. Attainment of mental, intellectual and emotional maturity during adolescence has also been discussed in the chapter. Development of secondary sexual symptom has also been explained.
- The review of books both of science and social science subjects gives an overview that the issues related to AE&LS have been incorporated into the textbooks of middle school level classes and secondary level classes specially from classes VII to X.
- The KGBV also follows the NCERT books like JNVs.
- The issue of adolescent and gender has been discussed from classes VII to X with introducing reproductive and hormonal changes in human, animals and plants. It has been experienced during interactions with the students that the topics related to adolescence, reproduction are more limited to class and have been dealt in a close way, it means the issues like reproduction etc. are dealt in the chapter but not linked with real life. The focus is more towards education rather than facilitating in changing behavior and change at practice level.
- In the opinion of researcher, the issues like gender, reproduction and adolescent may be driven towards enlarging the thoughts, expanding the horizon by way of bringing change in attitude and facilitating good practices in life. It will help adolescents to get rid of myths and misconception and adapt with the situation of adolescents and adopt positive behavior.

F. Monitoring & Feedback Mechanism for AE&LS

- No system of any follow up on the issue of AE&LS was reported in JNVs and KGBVs.
- The records were not available showing planned intervention of AE&LS programme.
- Lack of proper support system for AE&LS in the schools.
- Milestone for AE&LS was not made in the school such as, what is the situation and where we are and where to go in terms of AE&LS.
- In the JNVs & KGBVs no cell has been constituted to address the need of AE&LS.
- In Udaipur JNV, monthly report is sent to Regional Office on the programme related to AE&LS.

G. Students' performance in academics in KGBVs & JNVs

- The total number of girls enrolled in bridge courses in the three districts was 162, whereas the total number of girls enrolled in class VI, VII & VIII was 262, 286 and 218 respectively. The total number of girls attending the bridge course on the day of visit was 131, whereas the total number of girls present on the day of visit in classes VI, VII & VIII was 228, 264 and 209 respectively.
- In KGBVs the total number of girl - students in class VI, VII and VIII was 240, 206 and 176 respectively. Against the total students, number of girl-students appeared in annual examination in Class VI, VII and VIII was 229, 200 and 176 respectively.
- In KGBVs, achievement in the annual examination, total number of girl-students with less than 60% marks in Class VI, VII and VIII was 131, 101 and 60 respectively. Total number of girl- students with more than 60% marks in classes VI, VII and VIII was 98, 99 and 116 respectively.
- In JNVs, the total number of students enrolled at JNVs was 1508. The total students present on the day of visit at JNVs were 1454. Similarly, total number of students appeared at examination at JNVs in three districts was 1040. Total students appeared at annual exam at JNVs was 1040 (100%). The total number of students with less than 60% marks was 320, whereas total number of students with more than 60% marks was 716. The academic level of children at JNV was much better than that of the KGBVs.
- Education in KGBVs is good for rural and poor girls. It is providing opportunity to girls whose parents are not ready to send them to school situated in the distant locations. It is a good place for learning and practice positive behavior. The initiatives of KGBVs have given hope for education and better education accessible to poor family children and also in the families who are not sending their girls in regular schools.
- The students at JNVs get admission after competing the admission tests. The schools are providing the education to rural weaker section children who have interest and talent. The children who complete their studies will be placed better in their upcoming career. They also learn good habits and practice positive behaviour. These children will certainly push their family and give good name to the families and society.

H. Knowledge, Attitude & Practice on AE&LS of adolescent

- The understanding of teachers was more of sex education when it was talked about the adolescence education.
- The capacity of teachers and awareness on AE& LS was reported low.
- The children interacting during FGD feel AE&LS should be kept at forefront so that they get better guidance and mobilization to become good and informed citizen. There can be some sessions and role play to build confidence.
- The students of rated the level of interventions related to AE&LS in the schools (KGBVs & JNVs), it was 3 out of 10 in KGBVs and 4 out of 10 in JNVs.

- The problem with which the adolescent suffers certainly looks forward for the answer. In KGBVs, it was reported that some girls concentrate less on the study. There are girls who take less interest in the study. If they go home then they come even after 10-15 days of opening of schools. The girls were not very vocal and have shy nature. In JNVs, career guidance is very much required in the schools right from the beginning so that the children should have direction in their studies. There are children who have some information but not complete. Some even do not have information. Counseling should be informative as well as facilitative. In fact it was reported lacking.

I. IEC & reference Materials availability accessible to teachers and adolescents

- The IEC materials/ reference materials on AE&LS were not reported available in JNVs & KGBVs.
- The teachers trained at JNVs on AE&LS were given training module/ document in the training prepared by NCERT The document is excellent in terms of available information.
- No IEC material was developed by the Master trainers / trained teachers on AE&LS to be used in the session to be held on AE&LS in the schools.
- Also, in KGBVs the reference materials/ IEC materials were not available.

J. Facilities and Support for AE&LS

- AE&LS is at nascent at JNVs in spite of the fact that it is in the PAP developed by the Navodaya Vidyalaya Samiti, New Delhi. In terms of facilities and support, it can be said that in JNVs the teachers are trained and trying to execute the Adolescent Education & Life skills programme. The materials given in the training were kept with the trained teachers. The Heads of institutions were supporting and guiding to execute the AE&LS programme. But it needs systematic support and requires facilities in addition to school level support in terms of IEC materials in various languages, digital CDs, integrating the AE&LS programme in regular curriculum and sessions, co-curricular activities etc.
- Reference materials for students on AE&LS were not available in both the residential institutions i.e. KGBVs & JNVs.

5.2 Key Suggestions

A. Quality of Facilities, Activities & Functions

- In JNV Udaipur and Churu they need additional infrastructure-may be some classrooms, hostels, perennial water sources and purchase of latest computers. Similarly, in KGBVs, the computers need to be made functional in Udaipur & Churu districts.
- The infrastructures in KGBVs in Churu district need to be improves in terms of adequate maintenance of furniture, toilets and water supply. The accommodations available in Churu & Udaipur district KGBVs dormitories were insufficient due to which on one cot 2 girls were adjusted to sleep during night.
- The available bedding and quilt was in bad shape which needs to replace as per the norms of the department.
- Looking to the menu of KGBVs the cost needs to be revised otherwise one has to comprise with food not meeting the required calories and micronutrients. The cost of maintenance of girl in KGBV is Rs.900 per girl per month.
- The facilities of medical check-up in the KGBVs need to be improved and there should be facilities of screening of girls in the hostel. The assessment team has identified some girls who have vision problem but were not screened to spectacles.

B. Planning & Management

- There should be space in the annual plan of the JNV for AE&LS. The importance of AE&LS needs to be understood by the school administration in shaping the school discipline and guiding the students in better and productive way.
- The KGBVs should have their annual calendar/ plan to execute the activities related to academic and non-academic /co-curricular.
- There is strong need to integrate the AE&LS programme related activities in the curriculum and school level activities.
- The AE&LS should be seen beyond sex education in order to drive the adolescents with proper grooming, information, education and life skills.
- The AE&LS programme needs to be reflected properly so that it should be organized with greater preparation and mission.
- Efforts should be made to decide the way forward in the school beyond training and capacity building on AE&LS.
- The inputs and activities for each of the groups of students in various classes and age group need to be planned rather organizing a talk/ session on any issues of AE&LS without any context and concept.

- The State & District level officials may be oriented to initiate the AE&LS programme for girls in KGBVs in addition to education of girls. The AE&LS activities may be integrated with classroom session & school level activities.

C. Functionaries & Functions - Role of Principals, Teachers & Support staffs at JNV & KGBVs

- The school administration/ Heads of institutions of KGBVs and JNVs need to plan the execution of AE&LS in the schools.
- The Principals, Teachers & Support staffs at JNV & Headmistresses, wardens and teachers at KGBVs should treat this AE&LS beyond an activity and event as Life skills for students.
- The trained Master trainer & teacher on AE&LS in the schools should be facilitated to undertake the execution of adolescent education and life skills programmes otherwise, it will be conceptual and remain on plan document only rather than providing first hand benefits to school students.
- There should be regular programme on AE&LS rather than based on symptoms in order to regularly hitting on the issue at crosscutting edge.
- All the teachers need to be sensitized and oriented on the importance with positive approach, so that the relevance of AE& LS cannot be denied.
- The school institution and staffs should really plan the different doze of AE&LS with different age group and need to be integrated with classroom subjects and also an issue of discussion and dissemination through co-curricular activities.

D. Intervention of AE&LS - capacity building & integration

- AE&LS programme needs to be introduced with an aim to provide young people with accurate, age appropriate and culturally relevant information; promote healthy attitude and develop skills to enable them to respond to real life situations effectively.
- The intervention of AE&LS in the KGBVs needs to be planned with proper orientation of teachers, wardens, Headmistresses and managerial staffs of the districts and Blocks in order to initiate in a stronger way. Further, a plan may be developed for intervention of AE&LS programme.
- AE&LS related programme in the JNV is at nascent stage/ initial stage which needs very specific support, guidance and directions in order to be really taken at the ground level i.e. amongst adolescent children.
- All the children need to be covered under AE&LS from age group 11 years to 18 years rather than only working for IX and onwards classes.
- There is strong need to have systematic and planned intervention of AE&LS with proper orientation and vision which should really make difference in the life of students in real sense.
- The AE&LS should not be started and ended with sex education, because it is not the limit of adolescent education. It should be thought as an instrument to

shape the positive behavior and provide sufficient information to improve the knowledge, bring change in the attitude and affect practice level.

- The children group may be formed/ peer group in order to draw adolescent participation in the AE&LS programme. The school adolescents should be made equal partner in the programmes and made responsible with required power.
- Record for the AE&LS should be maintained in the classes/ schools in order to see how and where the programme is moving and simultaneously monitor what changes it all has brought in the behavior of adolescent children in real sense.
- Rigorous training and refresher training need to be organized-may be 2-3 in a year followed by monthly reflection session with teachers and students in order to have more clarity on the subject of AE&LS.
- There is strong need to develop IEC and reference materials, CDs, visual instruments for AE&LS so that client can refer as and when required based on gravity of subject along or in group. The materials in Hindi may be more useful.
- The IEC materials, specific to the class, age and type of children (males and females) may be developed, pre-tested and multiplied/ printed.
- The children of lower classes i.e. classes VI, VII, VIII etc may also be mobilized on the issue related to adolescence education and life skills programme.
- Also there is need for adequate teacher preparation and the presence of reproductive and sexual health education related activities in a large number of schools on a sustained basis over a period of time will immensely facilitate the incorporation of sensitive issues in the school curriculum.
- The availability of parents' and teachers' support to the programme will be an added advantage in this direction.
- Need to develop curriculum material which will form the basis of our advocacy among curriculum planners and developers, textbook authors and such other target groups.
- In addition to strengthening the process of integration of reproductive health issues in the school curriculum, there should be Training Package which will help in creating awareness among students, and develop among them assertive skills, healthy attitudes and responsible sexual behaviour.
- We are aware that development of skills and responsible behaviour is a long drawn process. What is required is a supportive environment both within the school and the community with reinforcement from parents, teachers and peer groups.
- It is important to emphasize that in all the activities the focus should be on the active participation of students. It is through the participatory mode that we can stimulate thinking and interaction among young students, thereby influencing their attitudes and behaviour.

E. Textbooks –scope for Adolescent Education & Life Skills integration

- The efforts should be made to how to link the AE&LS issues with chapters of subjects in stronger and better planned manner so that each and every teacher should know how and when to integrate the AE&LS with classroom teaching.
- There is strong need to use a combination of curricular and co-curricular approaches, there is an accent on co-curricular approach to create an enabling environment for bringing about desirable changes in the school curriculum. The time-honoured strategy for institutionalising any concern in the school system is to integrate it into the school curriculum.

F. Monitoring & Feedback Mechanism for AE&LS

- There is strong need to set a system and mechanism to monitor and follow – up on the issue of AE&LS reported in JNVs and KGBVs.
- There is strong need to keep records of the intervention of AE&LS programme, problems and actions needed at various point, of time.
- There is strong need to provide handholding support-may be 2-3 years to establish a well defined and strong system for implementation of AE&LS in the schools.
- The milestone for AE&LS needs to be framed to know - what is the situation and where we are and where to go in terms of AE&LS.
- In the JNVs & KGBVs there should be a cell of teachers and students which will address the need of AE&LS.
- There is need to enquire and assess the efforts and resources putting on AE&LS to improve the quality as well as coverage. Hence, there should be regular system of monitoring meetings at State, district & institution level. Thus, there can be monthly meeting to assess the performance and achievements.
- Also, it is really important to have regular monitoring and review meetings of State & District level and institutional level stakeholders in which the need and demand of AE&LS amongst target clients and problem of clients can be discussed. This will help in having consensus on the issues and problems of AE&LS and would help in improving the coverage and quality at personal and institutional level.

G. Knowledge, Attitude & Practice on AE&LS of adolescent

- The understanding of teachers was more of sex education when it was talked about the adolescence education. This needs to be understood beyond sex education in crucial for development of adolescents.

- The capacity of teachers and awareness on AE& LS need to be improved by proper training, capacity building and follow-up.
- There is strong need to mobilize adolescents, build their capacity so that they keep AE&LS in forefront. This will help in building their confidence and will positively increase their knowledge, bring change in attitude and their practice level regarding healthy and positive behaviour.

H. IEC & reference Materials

- The IEC materials/ reference materials on AE&LS should be made available to JNVs & KGBVs with age and level.
- The IEC materials/ reference materials in Hindi language may be developed based on local requirement.
- The teachers trained may also be supported to develop IEC materials as per the requirement of adolescent.
- The IEC & reference materials/ IEC materials need to be kept accessible to adolescents-may be personal and in group.

A N N E X U R E

Tables

Table 1 : Total Enrolment & Appeared in Examination at KGBVs

	Total Students			Appear in annual exam		
	VI	VII	VIII	VI	VII	VIII
	Girls	Girls	Girls	Girls	Girls	Girls
Udaipur	53	19	31	43	19	31
Ajmer	106	93	72	105	93	72
Churu	81	94	73	81	88	73
Total	240	206	176	229	200	176

Table 2: Achievement of KGBVs in annual examination

	Less than 60%			More than 60%		
	VI	VII	VIII	VI	VII	VIII
	Girls	Girls	Girls	Girls	Girls	Girls
Udaipur	43	19	31			
Ajmer	57	49	20	48	44	52
Churu	31	33	9	50	55	64
Total	131	101	60	98	99	116

Table: Teachers profile at JNV

	Total trained teachers	Total no. of teachers	Total teachers live in campus	Total no. of teachers
Udaipur	18	18	18	18
Ajmer	19	19	19	19
Churu	20	20	20	20
Total	57	57	57	57