

**Youth Upliftment for Vibrant Adolescents  
(YUVA)**

**(Empowering youth mentors for facilitating healthy adjustment in adolescents through  
Sexuality Education and Gender Sensitization.)**

**By**

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**Supported by :  
Maharashtra State Womens Commission, Mumbai  
Jnana Prabodhini Samshodhan Sanstha**

**June 2020**

## Acknowledgements

Interdisciplinary research has no more remained the activity of a lone traveler. It has to be a team work so as to reach its set objectives. Specially, research in humanitarian/social sciences involves the efforts and active role of many people. As a principal investigator, I consider it important to acknowledge their due share in the work.

In the current research, ‘**Youth for Upliftment of vibrant Adolescents (YUVA)**’ also, many friends have made important contributions.

First and foremost I would like to express my gratitude towards my institute – JPIP (Jnana Prabodhini’s Institute of Psychology) for providing me all kind of help – which can’t be listed in words. It made me available the required infrastructure, library and other technical support as well as the warm, encouraging environment highly important for good quality research. The topic of present research is very sensitive and demands lot of confidence to be entrusted on the research team on behalf of the institute. I am grateful that my seniors expressed complete trust in myself and my team in this respect.

Secondly, I would like to thank my own team members – Ms. Dipali Shende who contributed as the chief coordinator of the project in the concept development right from the beginning with concern and took it towards complete execution. I am also thankful to Mr. Santosh Janrao – the research associate who also contributed in the process in executing the field work and data processing. Ms. Dipali and Mr. Santosh undertook the tedious administrative work and arrangements which accelerated the progress of the project. They both treated this as their own baby just as much as it was mine. Ms. Kanchan Pande, my right hand in data management and report processing has helped me in various ways while taking this to the academic fraternity. She helped in analysis, report drafting and processing till the very last minute changes singlehandedly.

The execution of the training program was the heart of this the project which was borne by the able team of 25 ‘Samvadini’ members. I have no words to acknowledge their contribution in the success of the mission. Irrespective of their busy schedules, home and professional responsibilities, all of them did their best to make this training rich in both content and process. They travelled over, prepared the learning material, stayed in the weeklong camps, mentored the youth participants end to end in conducting sessions for school kids and did everything possible to make this a valuable piece of work. I express my deep and earnest gratitude towards all of them, the youth volunteers and JPIP members who participated in the camps as energy boosters for the participants also shared their part in the success of the workshops (**Details in Appendix V**).

I thank the organizations which helped us in providing their campuses for the weeklong intensive training at Ratnagiri, Pune and Latur. Specially Dr. Surendra Thakurdesai- Vice principal of Gogte - Joglekar College (Ratnagiri) and Mr. Nitin Shete – Director, Astha Institutes (Latur) for providing all sort of unconditional support to this venture.

I must acknowledge the trust and openness with which the educational institutions/schools at all places where these youth mentors conducted their sessions. Without their cooperation the project would not have been a success.

I am really thankful to all those youth members who not only enthusiastically participated in the trainings but carried the lamp of knowledge to children in their vicinity with utmost sincerity and passion. Many of them have chosen to make this training an integral part of their career. Without their dedication this effort would not have been so successful.

Last but of course most important help has come from the **Maharashtra State Womens Commission, Mumbai and Jnana Prabodhini Sanshodhan Sanstha** who funded the project making it so comprehensive and presentable.

My family members boosted my confidence to carry out the project and offered me all the help back home when I had to stay away for nearly one full month during the training period. My special thanks to our house assistants whose cooperation helped me manage my chores.

At the end, I once again express my gratitude towards all those who have been of direct or indirect help.

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## Executive Summary

**Aim:** To help the youth to build mentoring potentials and develop a scientific attitude towards one's own and towards other's sexuality and gender issues to be able to spread the message too early adolescents around them.

**Statement of the problem:** To develop a training module to bring about a positive, constructive change in the attitude of the youth between 17-19 years of age with respect to sexuality, healthy lifestyle and gender-related concepts by providing continuous training and motivating them to deliver the training to young adolescents and trigger the same changes in them.

**Research Design:** In the present study, Pretest-Posttest Quasi-Experimental design was used. The sample was incidental in nature. The college-going youth (N=115, M=54, F=59) from 25 places/towns in Maharashtra who responded to the appeal for participating in a unique program on sexuality education were enrolled for the program.

Tools used for baseline and impact assessment were:

1. **Stepping into youth: Knowledge test (SYKT):** This test refers to the information about sexuality issues. It includes scientific information related to anatomy, physiology, Myths, and misconceptions related to sexuality, medical and health issues and lastly evil practices in sexuality.
2. **Stepping into youth: Attitude test (SYAT):** A Likert type attitude scale developed at JPIP. It measures 10 different aspects of the attitude towards sexuality.
3. **Stepping into youth: Gender concepts test (SYGC):** This test includes understanding the difference between biological sex and gender.
4. **Composite sexuality awareness test:** A researcher made 25 items objective test covering knowledge and attitude towards sexuality along with gender concepts (for phase II).
5. **A feedback form** probing the experiences of the mentors at the follow-up session after the school training was over.

**Step 1:** Master trainer selection and training was done to maintain the uniformity and standardization in imparting the training content.

**Step 2:** all master trainers were paired and given the task of developing the lesson note for each of the topics in the master trainer's module

**Step3:** Sample selection was done by appealing youth on social networking apps and enrolls them for the intervention program. The applicants were interviewed and a final list of 160 youth was prepared out of which 115 completed the training conducted at Ratnagiri, Pune and Latur.

While conducting the training, different methods were used for different sessions which included role plays (demonstrated by the facilitators and later participated by the trainees), Checklists, Focused Group Discussions, Stories, Paper pencil tasks, Group games/activities, Video Clips, and movies. The participants were given rigorous practice sessions for the delivery of the content in their prospective field work.

After this training the participants conducted 20 clocks hour sessions in the schools in their vicinity for 8<sup>th</sup>/ 9<sup>th</sup> grader boys and girls as per the guidelines received in the camps. They also conducted the pre and post assessment using the composite test.

Data analyses was conducted for obtaining: descriptive statistics for all groups, pre-post comparisons for total group, gender comparisons, gain score comparison and a percent analysis of the qualitative comments taken in the feedback forms at the time of stability testing.

## **Overview of Results:**

### ***Impact on the total group:***

#### **A. Knowledge about sexuality**

- The knowledge of the prospective mentors has significantly improved as results of the training on all the four areas covered under SYKT.
- The positive change seen at the post-test has been maintained during the practice period and significant improvement is seen on knowledge about physiology and anatomy of sexes at the stability testing which was conducted after six months (post completion of their field work) of post-test.
- There is significant improvement in the knowledge level of the adolescents whom mentors trained.

## **B. Attitude towards Sexuality**

- It is observed that the posttest performance on overall attitude as well as the attitude towards all the ten subareas has been significantly improved for the mentors as an effect of training.
- Though the scores regarding attitude do not seem to have improved further at stability testing, which was conducted after six months (post completion of their field work) the group has been successful in maintaining the change taken place throughout the practice period also.
- There is significant improvement in the attitude of the adolescents towards sexuality whom mentors had trained.

## **C. Gender concepts**

- The posttest total score and the post-test scores on all the subareas are significantly ahead of the pretest indicating that the overall gender concept of the mentors has significantly improved as results of the training.
- The performance of the group has not only retained during the practice period but indicates further significant positive change.
- There is significant positive change in the gender concepts of the adolescents towards sexuality whom mentors trained.

### **Gender differences:**

- No gender differences were observed at the pretest on knowledge and Gender concept scales (SYKT, SYGC) however there were some gender differences on the attitude scale (SYAT). The males showed higher scores on attitude towards person's sexual needs as compared to females while the females were significantly better on attitude towards sexual abuse, media and sexuality education.
- At the post test though the total group has shown significant gain on knowledge regarding sexuality, no significant difference is observed across genders at the post test indicating that both male and female participants have gained equally as a result of intervention.
- The effect of intervention has been slightly different for male and female participants for certain areas in SYAT, though there is no significant gender difference among them in the total score at posttest. The males show a significantly better score on attitude towards a person's sexual needs. However the females have performed significantly better on attitudes towards pre-marital relationship, socio cultural correlates, attitude towards sexual abuse, attitude towards media and attitude towards sexuality education in general.

- No significant difference is observed between genders on SYGC at the post test. This means that both the genders have gained equally as a result of this training.
- After intervention given by these mentors to adolescents the stability testing was done.

**The comparison of males and females at stability testing indicates:**

- No significant difference across gender on SYKT. It means that both the genders have gained equally on this area as a result of this training followed by actual field work in the classes.
- However there is considerable difference in some aspects of the attitude towards sexuality at the stability testing. These areas are- attitude towards a person's sexual needs ( $M > F$ ), pre-marital relationship, socio cultural correlates, media ( $F > M$ ).
- No significant difference is observed in gender concepts at the stability testing indicating that both the genders are equally benefitted by the training. But the gain scores comparison indicates significant differences favoring the male population for the aspects of 'professional choices, availability of opportunity, leisure time activities' and the total scores on SYGC. This shows the discussions and exercises implied during the training for eradicating gender stereotypes have actually benefitted the males more than the females.

**Limitations:**

1. This intervention has been carried out for urban and semi urban youth.
2. The individuality of each youth mentor might have influenced the adolescents differently.
3. Selection of schools by the mentors for execution of the program was based on convenience.

**Implications:**

1. Considering the success of the intervention replications of the standardized content can be done to reach out to larger number at both levels.
2. Colleges can adopt the training program as a part of their youth wing activity boosting the psychological and physical health of the young generation.

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- Fig 4.5.5(C) Gender comparisons (Gain scores Post-Pre): Stepping into Youth: Knowledge Test (SYAT)
- Fig 4.5.6(A) Gender comparisons (Gain scores Stability-Post): Stepping into Youth: Knowledge Test (SYGC)
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## **CHAPTER - 1**

### **INTRODUCTION AND CONCEPTUAL FRAMEWORK**

#### **1.1 Overview:**

Youth is a source of immense energy and drive. If not harnessed and molded properly, this energy not only goes waste but at times becomes destructive to society. Involvement of youth in crimes and social abuse like drug addiction etc. is the consequence of this failure. Baba Amte, the legendary social worker and philanthropist has described youth in his words as, ‘Youth is like a whirlwind, full of energy, full of power to move worlds from one end to the other.’ India’s youth idol Swami Vivekananda also calls youth as the ‘untouched, virgin flower which needs to be dedicated to the motherland’.

India has the world’s largest youth population in which approximately 600 million populations are younger than 25 years and 70% of the total population is less than 40 years of age. According to the National Youth Policy near about 40% of the Indian population is aged between 13 to 35 years. About 87 percent of young men and women living in developing countries face challenges brought about by limited and unequal access to resources, healthcare, education, training, and employment as well as economic, social and political opportunities (UNDP Youth Strategy 2014-17).

#### **1.2 Issues that surround youth**

**Education:** First and the foremost concern of today’s youth in India is education. Indian youth demands for better education, employment-driven training, and brighter future. Youth also wants to have skills-based education and job placement as a part of every higher institution. Education can become a catalyst for eradicating poverty and hunger as well as in promoting sustained, inclusive and equitable economic growth. However, data shows that much remains to be done to ensure access to education for all young women and men: for example, 10.6 percent of youth globally are non-literate (IPU. Global Parliamentary Report, 2012).

**Job:** - Youth unemployment in India is on the rise. According to the world development report 2013, 9% of males and 11 % females aged between 15 to 24 years are unemployment. As per data of global level, chances of youth being unemployed is three times more than adults. According to the World Bank, India spent 11.02% of its government expenditure and 3.17% of its GDP on education provision in 2011(National youth policy. 2014).

**Corruption:** Today's youth is concerned with the issue of corruption more than anything else and that is why most of the protestors in the recent Anna Hazare's campaign against corruption were the Indian youth. Today we relate everything related to success in terms of money (Chhina, R.K. (2017).

**Health:** More than 1.8 million young people aged 15 to 24 die each year, mostly due to preventable causes. A much greater number of young people suffer from illnesses that hinder their ability to grow and develop to their full potential. Every year at least 20 percent of adolescents experience mental health problems, most commonly depression or anxiety (UN DESA Health Factsheet, 2011). Health issues affecting young people also include early pregnancy and childbirth, HIV/AIDS, malnutrition, mental health issues, tobacco use and harmful use of alcohol, violence, and injuries (The United Nations Inter-agency Network, 2013).

Whether 'Sexuality education should be given or not given' is always a topic of discussion among teachers, parents and community members. However, arguments are often raised on what, when and how the message of sex education should be given to adolescents.

### **1.3 Jnana Prabodhini as an organization:**

**Jnana Prabodhini** was founded by late Shri V.V. alias Appa Pendse in 1962. He was an educationist, social organizer, patriot, and an active ideologue. Jnana Prabodhini, headquartered in Pune, aims at the development of physical, mental, intellectual and spiritual qualities of people in general and of the youth in particular. This development should lead to leadership qualities, motivation building, and attitude forming and understanding the problems of India.

The main purpose of this organization is to develop leaders who can serve the nation by tackling and solving problems faced by India. Jnana Prabodhini works in fields such as education, research, rural development, health, and youth organization. It spans its presence to locations in Maharashtra, India, such as Pune, Nigdi, Salumbre, Solapur, Harali, Borivali, Dombivali and Ambajogai. It does some work in parts of Jammu and Kashmir and the northeastern states of India. The organization has started a school in Nigdi, Solapur and Sadashiv Peth, Pune.

**Jnana Prabodhini's Institute of Psychology (JPIP)** is an offspring of Jnana Prabodhini and a psychology wing of Jnana Prabodhini Samshodhan Sanstha (JPSS) affiliated to the

University of Pune as a research center. It is recognized by UGC 2(f) and 12(B). It is a nationally and internationally acclaimed organization especially known for aiming at **‘Identification and nurturance of human potentials for a social cause with a foundation of research’**. It focuses on the core human potentials like Intellectual Abilities, Traits, Competencies, Skills, and Behavioral Aspects. JPIP reaches to a variety of people from all walks of life from India and abroad. JPIP has done a vast work in research in psychology.

**‘Samvadini’ – a volunteer women group:** ‘Samvadini’.is a group of active women working for social transformation through self-development- under Jnana Prabodhini. Along with activities like monthly meetings, discussion forums, study tours, a bimonthly publication ‘Samatol’, it also conducts many socially oriented programs like educational guidance for the deprived children, Sexuality education and gender sensitization for Adolescents, development programs for young rural girls, various workshops for parents and educators.

The present study is a unique synergetic example of how JPIP and Samvadini together carried out this exemplary project for reaching out to adolescent children from the corners of rural Maharashtra to build healthy attitudes towards sexuality and gender parity in their minds.

#### **1.4 Conceptual framework and Overview of literature:**

Adolescence is the age of stress and storm. All the aspects of personality are undergoing rapid development and change. This is an age when a child starts seeking his/her identity and looks forward towards entering into the youth for experiencing autonomy and freedom. Early years in adolescence are crucial as the heightened sensitivity towards oneself and the world makes children vulnerable to many life-threatening risks. Experimentation in sexual behaviors is one of the main issues in this age. Thus it has been observed globally that there is an increasing need to impart sexuality education in the early adolescent years and also to develop a gender-sensitive attitude in youth. Sex education, which is more precisely called sexuality education or sex and relationships education, is the process of acquiring information and forming attitudes and beliefs about sex, sexual identity, relationships, and intimacy. Sex education is also about developing young people's skills so that they make informed choices about their behavior, and feel confident and competent about acting on these choices (AGI, 1994).

Approximately 9,50,000 teenage pregnancies that occur in the U.S. each year, more than 3 in 4 are unintended. Over 1/4 of these pregnancies end in abortion (Henshaw, 1998). In India

also the situation is becoming increasingly alarming day by day. Increasing incidences of sexual abuse, irresponsible sexual behavior, and problems occurring out of sheer ignorance about the right information are leading to distorted identities and adjustment problems in adolescents. Overexposure to porn dominated sexual messages and opportunities to experience unsafe/pre-marital sex has further deteriorated the situation. Though the rate of Acquired Immune Deficiency Syndrome (AIDS)/ HIV infection has reduced in last few years the risk cannot be completely ignored. This points out towards the need of a 'one to one dialogue' with the youth about all these issues (Sathe, 2002). It also refers to developing young people's ability to make decisions over their entire lifetime. In this, delivering the scientific and technical information about the physiological and anatomical details supplemented with information on Sexually Transmitted Diseases (STDs) and AIDS is not sufficient. The children also need to know about issues such as 'facing and dealing with sexual abuse', 'true meaning and limitations of intimate relationships', 'concept of beauty and personality development', 'gender equality-complimentarity', 'Social media and one's life', 'choice of a life partner' and such other issues. Young people can be exposed to a wide range of attitudes and beliefs in relation to sex and sexuality which sometimes appear contradictory and confusing. For example, some health messages emphasize the risks and dangers associated with sexual activity and some media coverage promote the idea that being sexually active makes a person more attractive and mature. It is a fact that many young people and sex educators have strong views on what attitudes people should hold, and what moral framework should govern people's behavior but it is important to remember that talking in a balanced way about differences in opinions does not promote one set of views over another, or mean that one agrees with a particular view.

It has been observed that people providing sex education have their own dogmas about sex and sexuality and it is important not to let these influence the sex education that they provide negatively (Darroch, 2000). Rather than trying to deter or frighten young people away from exploring their sexuality, effective sex education includes work on attitudes and beliefs, coupled with skills development that enables young people to choose whether or not to have a sexual relationship taking into account the potential risks of any sexual activity.

Sex education that works starts early, before young people reach puberty, and before they have developed established patterns of behavior. However, the precise age at which information should be provided depends on the physical, emotional and intellectual



development of the young people as well as their level of understanding. In a conservative society like India, it can be provided to children ranging from preadolescent age to the college-going youth as well since there is little chance that the latter group has received such education in their adolescent years. What is covered and how, depends on who is providing the sex education, when they are providing it, and in what context, as well as what the individual young person wants to know about.

Recently there has been a lot of turbulent discussion on this topic at different levels of government and also in public. However one needs to look at this issue objectively and rely on what is being proved through empirical means. Some efforts have been made by agencies like TARSHI (Talking about Reproductive and Sexual Health Issues, New Delhi), in which it has found that notions of sexuality and norms around sexuality are in a state of tremendous confusion (Khanna, 2008). Also, the national population education trust has identified this need and has published material which can contribute to a balanced training of this topic (NPEP, 2002). A survey conducted by the center for youth development and activity points out that 94% of children feel the need to get a scientific education about sexuality. A surprisingly 74% of them are satisfying it through sources like T.V., blue films, or peer comments and other such material (Kothekar, 2008). According to Prayas (2018), ‘Owing to the high incidence of unprotected sexual activity accompanied by other risky behavior like drug use, they are one of the vulnerable populations going through severe, mental, physical and social adversities. There is also a lack of personal and emotional support for most young people which make the situation worse’.

Thus addiction is an equally serious problem rising rapidly in early adolescent age groups across India. Substance abuse and addiction to electronic gadgets are eating up the future of this young generation. Medical drugs are being used abundantly by young adults aged 18 to 25.

According to the MTF (2010), prescription and OTC drugs are among the most commonly abused drugs by 12th graders, after alcohol, marijuana, and tobacco. While the nonmedical use of sedatives and tranquilizers decreased among 12th graders over the last 5 years, this is not the case for the nonmedical use of amphetamines or opioid pain relievers.

Internet addiction and gadget addiction studies also show a serious picture. In a study involving 987 adolescents with a mean age of 16.82 years, about 74.5% were moderate (average) users of the internet. Using Young's original criteria, 0.7% was found to be addicts. Those with excessive use internet had high scores on anxiety, depression, and anxiety depression (Goel, Subramanyam, Kamath, 2013).

It has been observed that 'mentoring' is highly effective for young teenagers to bring about attitude change regarding many sensitive issues (Watve, 2013). Children can easily identify with youth which is slightly older but still shares a common set of ideas, images, and 'language' of communication. Their influence on the children is readily established and lasts much longer. It can be a worthwhile effort to involve the youth in shaping lives of the children just next to them in generation.

Nearly 10-30 percent of young people suffer from health impacting behaviors and conditions that need urgent attention of policymakers and public health professionals, nutritional disorders (both malnutrition and over-nutrition), tobacco use, harmful alcohol use, other substance use, high-risk sexual behaviors, stress, common mental disorders, and injuries.

Volunteers from Jnana Prabodhini have been conducting training programs for children of mainly age 13 to 16 which cover the above-mentioned issues. These training modules have been evaluated objectively and made more 'user-friendly' for easy replication on a larger scale including the rural area. The feedback from the participants from the workshops conducted presently by these volunteers is quite encouraging. Research has indicated that implementation of such programs by volunteers and a teacher has successfully brought about positive change in attitudes and knowledge of children (Lavalekar, 2014). However, the need to expand the reach and impact of this program is evident.

## **CHAPTER - 2**

### **REVIEW OF LITERATURE**

#### **Review of relevant literature:**

##### **2.1 Adolescents and youth in India:**

Today, every fifth person in India is an adolescent or youth ( age-10-19 years) India has the largest adolescent population (243 million) followed by China (207 million) with more than 50% of adolescents living in urban areas which are expected to reach 70% mark by 2050 (Garg, 2015).

Planning for adolescents was first initiated in the 10th Five Year Plan (2002- 2007). Taking this further, a Working Group on Youth Affairs and Adolescents development for Eleventh Five Year Plan (2007-2012) was constituted and it noted a few suggestions which included life skills education as well as Sex and HIV related education for students and out of school adolescents.

The Draft Twelfth Plan (2012-17) lays further and specific emphasis on standardizing the age for adolescents and including 10 to 18 years population for harmonizing varied guidelines under various schemes. It recommends the abolition of all forms of child labor for the effective implementation of the RTE Act and the extension of RTE up to the senior secondary level to include all adolescents.

##### **2.2 The global need for sexuality education:**

Adolescence is a blend of maturing body and childlike emotions making it vulnerable to incidences which create confusions regarding role clarity and life responsibilities.

It is observed globally that there is an increasing need to impart a balanced and rational based sexuality education in the early adolescent years and also to develop a gender-sensitive attitude in youth. Sexuality education is not just about acquiring information and forming attitude and beliefs about sex, sexual identity, relationships, and intimacy but also about developing young peoples' skills so that they make informed choices about their behavior, and feel confident and competent about acting on these choices (Guha, 2013).

Families may take a prominent role in introducing such education to adolescents, however, it has been observed in a study, that in families where ‘topic of sexuality’ was discussed, boys only received more information about STDs and safer sex practices, whereas girls were simply told to ‘avoid men and situations that may be sexually tempting’ (Afifi et al. 2008).

Since sexuality education is rarely received from parents, adolescents look to other sources for knowledge. Adolescents learn more about sex from peers, specifically dating partners and same-sex friends, than from any other sources (Sprecher, 2008).

Providing sexuality education to youth and adolescents is to facilitate the best possible integration between the physical, emotional and mental aspects of the personality and the best possible assimilation between the individuals and the groups. Sex education also instills the essential information about conception, contraception and sexually transmitted diseases. It is a continuous process of developing attitudes, values, and understanding regarding all situations and relationships in which people play a role as males or females.

The current existing program of sexuality education incorporated in the Indian curriculum is termed adolescent FLE and was proposed by the National AIDS Control Organization and the Ministry of Human Resources and Development.

The major objectives of sexuality education can be broadly described as follows:-

- To develop emotionally stable children who feel sufficiently secure and adequate to make decisions regarding their conduct regarding expression of their sexuality without being carried away by their emotions.
- To provide sound knowledge not only of the physical aspects of sexual behavior but also its psychological and sociological aspects so that sexual experience will be viewed as a part of the total personality of the individual.
- To develop attitudes and standards of conduct which will ensure that young people and adults will determine their sexual and other behavior by considering its long-range effects on their own personal development, the good of other individuals and welfare of society as a whole.

The importance of delivery of sexuality education in a timely fashion to this significant demographic is emphasized by current statistics that show that almost one in every fifth person on the globe is an adolescent (Khubchandani, Clark, Kumar, 2014). India has the largest adolescent population (243 million with more than 50% of the adolescent population living in urban areas). These figures indicate the importance of specifically addressing the healthcare needs of this considerable demographic, particularly for developing countries such as India (Tripathi, Sekher, 2013).

In the absence of adequate information, adolescents exercise decisions without being able to consider all the aspects and impacts of these decisions. Ignorance, misinformation, and misconceptions abound among the vast majority of adolescents in India concerning issues of sexuality and health. However, cultural norms that censure adolescents' access to information and sexual expression have not stopped them from being sexually active. These results in a situation where adolescents make uninformed choices that could affect their lives and health in a serious and irreversible way.

In addition, it means that sexual behavior is cloaked in shame and guilt and largely ignores the important aspects of trust, sharing, and intimacy with partners and the concepts of mutual respect, consensual relations and the receiving and giving of pleasure. For adolescents whose sexual orientation does not conform to the heterosexual normative framework, there are even fewer spaces for self-exploration.

The main period of sexual development and exploration occurs during adolescence. During this period, teenagers begin to consider which sexual behaviors are satisfying, moral and appropriate for their age groups (Ward, Rivadeneyra, 1999).

A recent study shows that more than one million children are falling prey to sexual abuse of different degrees. Different NGOs working in the sector of child counseling have noted that most abuse takes place within home premise by known adults. Body trafficking has increased at an alarming rate in the last few years. It is posing a serious threat to children's mental and physical health (Virani, 2000).

Sexuality education is defined as a broad program that aims to build a strong foundation for lifelong sexual health by acquiring information and attitudes, beliefs and values about one's

identity, relationships, and intimacy. The health in this regard is considered to be a state of physical, emotional, mental, and social well-being in relation to sexuality and not merely the absence of disease or infirmity as defined by the WHO.

Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable safe sexual experience, free of coercion, discrimination, and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled (WHO, 2006).

Sexuality education, as the UNESCO defines it, “provides opportunities to build decision-making, communication and risk reduction skills about many aspects of sexuality, encompasses the full range of information, skills, and values to enable young people to exercise their sexual and reproductive rights and to make decisions about their health and sexuality”.

The aim of providing adolescents with information about sex and sexuality should be to make them capable of self-determining actions and thoughts with regard to their own sexuality. The education that provides knowledge on physical, social, moral, behavioral and psychological changes and developments during puberty is termed as sex education. It teaches the adolescents about the role of boys and girls in family and society, responsibility and attitude of boys and girls towards each other etc. within a social context.

### **2.3 Need for Sexuality education in India:**

The sexual and reproductive health needs of adolescents in India are currently overlooked or are not understood by the Indian healthcare system. Healthcare professionals are not taking comprehensive sexual histories, and sexual health is not openly discussed due to cultural and traditional norms in Indian society (Mamulwar et.al., 2015), (Gott, Hinchliff & Galena, 2004), (Dunn & Abulu, 2010).

Sexuality education as mentioned earlier is defined as a broad program that aims to build a strong foundation for lifelong sexual health by acquiring information and attitudes, beliefs and values about one's identity, relationships, and intimacy. In India, such education in most schools is limited to a just basic introduction to the reproductive organs, and some schools conducting workshops on health and hygiene in the name of imparting sex education.

McManus and Dhār (2008) did study on 251 female students from two senior secondary schools. They found more than one-third of students in this study had no accurate understanding of the signs and symptoms of STIs other than HIV/AIDS. About 30% of respondents considered HIV/AIDS could be cured, 49% felt that condoms should not be available to youth, 41% were confused about whether the contraceptive pill could protect against HIV infection and 32% thought it should only be taken by married women. This indicates how superficially and casually notion of sexuality education is looked at in formal education system.

According to national estimates, almost one in six pregnancies in India is reported by women in the age group of 15-19 years. Several regional studies (Mukhopadhyay, Chaudhuri, & Paul, 2010) in India have also estimated the rates of teenage or early pregnancy to be in the range of 5% to more than 30%. This also shows the lack of preventive measures and a vulnerability to serious physical ailments. Thus, providing sex education that also includes family planning, conception, and contraception could ameliorate the situation and give the young women the opportunity to make their own informed decisions (Barua, Waghmare, & Venkiteswaran, 2003).

The declining child sex ratio (CSR), the practice of gender-biased sex selection, and child marriage all illustrate the extent to which gender discrimination and gender inequality remain significant challenges for India(<http://in.one.un.org/gender-equality-and-youth-development/>). Young males' perpetration of violence against females is prevalent across the globe and is associated with inequitable gender attitudes including the condoning of violence against women. A cross-sectional survey was conducted among boys ages 10-16 (N = 1040) from urban neighborhoods of Mumbai, India to examine the relationship among adolescent males' gender attitudes, attitudes condoning violence against women, exposure to family and community violence, and violence perpetration against peers and girls. More equitable gender attitudes were associated with significantly less likelihood of sexual violence perpetration. Promoting equitable gender attitudes may be an important modifiable factor in preventing violence against women and girls, especially among boys who have been exposed to violence (Das et.al., 2012).

Researchers have claimed that a well-designed school sexuality education can help combat the culture of ignorance, hesitation, shame, and fear associated with the disease in the community, from which the disease is born (Ismail et.al., 2015). The present study thus aims at building such a system in which the youth can be trained to impart sexuality education to adolescents slightly younger to them in age, which can work on two levels- the youth becomes more well informed and develops appropriate attitude towards sexuality and gender issues as well as they can transfer it to the adolescents by implying learner friendly techniques.



## **CHAPTER - 3**

### **METHODOLOGY**

**3.1 Aim:** To help the youth to build mentoring potentials and develop a scientific attitude towards one's own and towards other's sexuality and gender issues to be able to spread the message to adolescents around them.

**3.2 Statement of the problem:** To develop a training module to bring about a positive, constructive change in the attitude of the youth between 17-19 years of age with respect to sexuality, healthy lifestyle and gender-related concepts by providing continuous training and motivating them to deliver the training to young adolescents around.

### **3.3 Research Design:**

The project has been designed in two phases.

Phase I: Developing and implementing the trainers training for the youth trainers.

Phase II: Implementation of the training content by the youth trainers for the adolescents in their vicinity.

In the present study, Pretest-Posttest Quasi-Experimental design was used for both the phases.

Variables included:

Independent Variable- training for imparting sexuality education

Dependent variables:

Phase I:

1. Youths' knowledge about sexuality
2. Youths' attitude towards sexuality
3. Youths' gender concepts

Phase II:

4. Adolescents' ( those whom these youth would train) scores on the composite test on all the above-mentioned aspects of sexuality

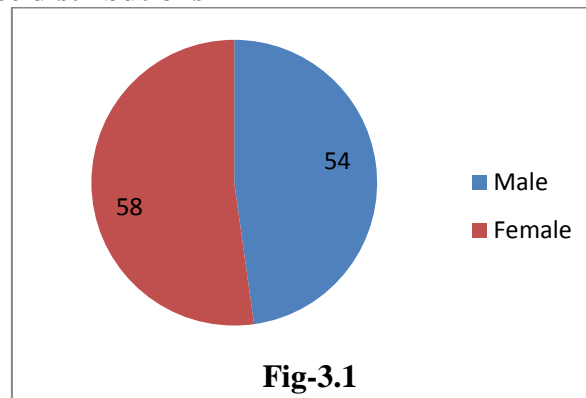
### **3.4 Sample:**

The sample in both phases was incidental in nature. The college-going youth from different parts of Maharashtra who responded to the appeal for participating in a unique program on sexuality education were enrolled for the program. Later they conducted the training for the adolescent children in schools nearby their homeplaces.

**Table 3.1 Gender wise sample distribution: Phase I:**

Male	Female	Total
54	58	112

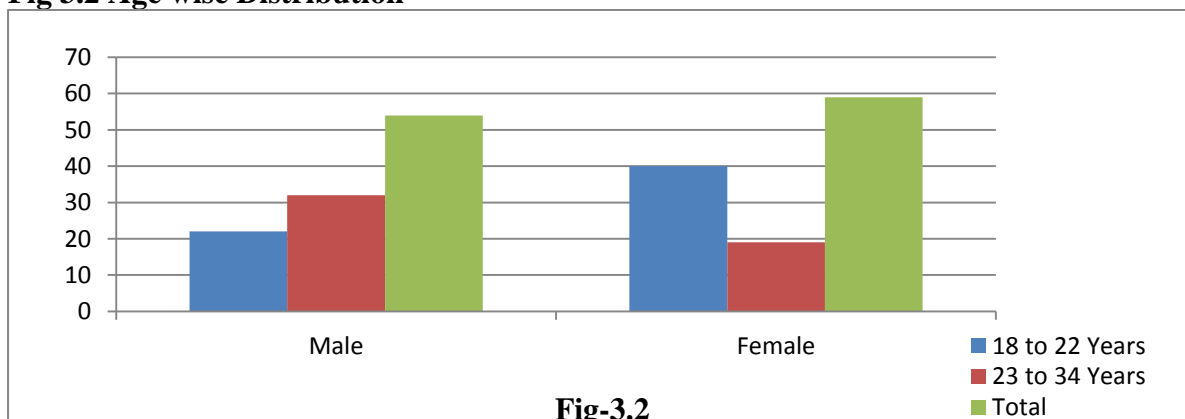
**Figure 3.1 Gender wise distributions**



**Table 3.2 Age wise distribution**

Age	Male	Female
18 to 22 Years	22	39
23 to 34 Years	32	19
Total	54	58

**Fig 3.2 Age wise Distribution**



**Table 3.3 Adolescent sample distribution: Phase II**

Girls	947
Boys	403
Total	1350

### 3.5 Characteristics of the sample:

#### Age:

- 18-25 years (Mentors)
- 14-16 years (adolescents)

Educational qualifications: Mentors: Second-year graduation up to post-graduation completed.

### 3.6 Regional representation:

**Table 3.4**

Region	Place	Number
Konkan	Kudal	7
	Mumbai	1
	Pen	2
	Sawantwadi	1
Western Maharashtra	Amalner	3
	Junnar	2
	Kolhapur	7
	Malegaon	1
	Nagar	1
	Pandharpur	1
	Pune	32
	Sangli	12
	Satara	2
	Solapur	1
Marathwada	Ambajogai	23
	Beed	1
	Jalna	1
	Latur	5
	Nanded	1
	Osmanabad	1
	Parbhani	2
Vidarbha	Akola	3
	Chandrapur	2
	Gadchiroli	4

### 3.7 Tools:

#### Phase I:

**i) Stepping into Youth: Knowledge test (SYKT):** This test refers to the information about sexuality issues. It includes: A) Scientific information related to anatomy, physiology, B) Myths, and misconceptions related to sexuality, C) Medical and health issues and lastly evil practices in sexuality. It's a multiple choice test developed at JPIP, split half and test-retest reliability established (0.4, 0.8) which is highly significant.

**ii) Stepping into Youth: Attitude test (SYAT):** A Likert type attitude scale developed at JPIP, split half and test-retest reliability established (0.4, 0.7) which is highly significant. It measures 10 different aspects of the attitude towards sexuality.

**iii) Stepping into Youth: Gender Concepts (SYGC):** This test includes understanding the difference between biological sex and gender. It is expected that the participants perceive both the genders as equal and respond from this egalitarian view. A scale uncovering the underlying stereotypes regarding gender developed at JPIP split half and test-retest reliability established (0.3, 0.6) which is highly significant.

**iv) A feedback form** probing the experiences of the mentors at the follow-up session after the school training was over.

#### Phase II

**v) Composite sexuality awareness test:** A researcher made 25 items objective test covering knowledge and attitude towards sexuality along with gender concepts to be used by the youth trainers for the adolescents they engage in the school level training..

*(\* Tools no. i to iii used in phase one of this study have been developed and used in the previous major research project which was conducted with the financial assistance of ICSSR, New Delhi. All of them are available in both Marathi and English. Tools iv and v were added newly to be used in phase II.)*

### 3.8 The concepts incorporated in the training for youth trainers :

Before going to actual data collection it is essential to know about the baseline concepts on which the whole training was focused on.

#### The training covered the following major topics:

##### ➤ The concept of personality :

- Panchkosha vikasana ( Indian concept of a fully bloomed personality)
- Annamay Kosh ( the Physical sheath)
- Pranamay Kosh ( the Energy sheath)

- Manomay Kosh ( the Emotional sheath)
- Vidnyanmay Kosh ( the Intellectual sheath)
- Anandmay Kosh ( the Bliss sheath)
- Connecting the concept to fully bloomed personality
- **Anatomy and Physiology of both sexes**
  - The reproductive system-structure and functions
  - The misconceptions, risks, hygiene and cares to be taken
  - HIV-AIDS and the truth
  - Sexual preferences – myths and realities
  - Healthy/ unhealthy sexual practices
- **Psychosocial aspects of sexuality**
  - Sexual abuse –nature, and coping
  - Mass-media-influence and defenses
  - The concept of beauty, health, and attitude toward oneself
  - Relationships - strengths, risks, and responsibilities
  - Addiction awareness and prohibition
- **The concept of gender formation and gender equality**
  - Overcoming Gender stereotypes in day to day life
  - Gender equality and complementary nature of sexes
  - Premarital issues and relationship coping skills\*
- **Stress management and goal setting**
  - Causes of stress due to physiological and psychological changes and environmental stressors in adolescence
  - Saving / reverting oneself from addiction
  - Adjusting with stress using different strategies and skills
- **Mentoring and training skills\***
  - Understanding the needs of children
  - Communication for attitude change
  - Techniques and method of group training
  - Planning and execution skills
  - Handling personal queries

(\* Topics meant only for the trainee mentors)

***\*Flowchart of a sample session in Appendix III***

### **3.9 Selection of Master Trainers:**

The master trainers were selected through an informal interview session. Selection criteria kept for master trainers was a minimum of 15 years working experience in the field of sexuality education along with ‘Samvadini’ to assure the depth, common understanding and accuracy of knowledge and process skills.

### **3.10 Trainer Module Development procedures:**

For standardizing the content and the procedure of training for all three regions during the training, after selection the trainers, all master trainers were paired and given the task of developing the lesson note for each of the topics in the master trainer’s module. It included the content along with the learning material like notes, Video Clips, Pictures, etc. which was then presented in front of the whole group of master trainers, discussed thoroughly and finalized after incorporating the suggestions. This enabled them to follow a uniform and systematic structure avoiding the possible variance caused due to trainer variability.

They were given the task to collect extra reading material for youth mentors to help them get more knowledge and insight into the topics.

### **3.11 Data collection Phase I : Actual intervention during camps:**

To ensure the controls on the confounding variables like different routine, retrospective interferences during the training, a residential program of 7 days was organized at three places namely: Ratnagiri, Pune, and Latur. It was intensive and 100% involvement of the trainees and the trainers was expected. The participants started their daily schedule at 5 am in the morning and were kept busy till 10.30 pm. The detailed timetable of the program is given in Appendix VI.

The students were enrolled properly and were given detailed instructions about the code of conduct and during the camp. After the gathering, before the intervention, immediately the pretest was administered.

### **3.12 Pre-test:**

1. Stepping into youth: Knowledge Test (Senior form)
2. Stepping into youth: Attitude test (Senior form)
3. Stepping into youth: Gender Concepts

### **3.13 Training Methodology**

While conducting the training, different methods were used for different sessions which included role plays (demonstrated by the facilitators and later participated by the trainees), Checklists, Focused Group Discussions, Stories, Paper pencil tasks, Group games/ activities, Video Clips, and movies.

#### **Some important glimpses of the training:**

All the participants were self-enrolled and thoroughly excited about the training. The content and the process both were very new to the participants. Many of them were experiencing such a non-academic training for the first time. Their sub-rural backgrounds had given them a limited exposure to an open dialogue regarding topics pertaining to this intimate aspect of life. Initially they were little hesitant to respond (specially during the sessions of the reproductive health sessions) but slowly they got tuned with the training atmosphere and opened up, sharing even their personal experiences and difficulties. The residential camp had its own benefits of having considerable time period that can be spent in connecting to the participants informally. Apart from the formal sessions during 10 am to 6 pm which covered the topics mentioned earlier they were engaged in games -physical activities and Upasana-(prayers) early morning and every evening which helped them retain the energy and triggered reflections on the experiences gathered during the training. Every night there were special dialogue sessions giving them opportunity to interact with thought and advocacy leaders from the respective places which triggered their thought process regarding the ‘Why to live’ question. Their participation in the role plays and discussions in the content sessions substantially increased as days passed and even those who were not so expressive in the beginning could feel the confidence for delivering the content to the children as planned further. (This was ascertained later as 86% participants actually completed the whole field work end to end. Many of them continued to work in this area by setting a formal structure while many continued as a social responsibility along with their formal careers. Some who were MSW/ MA Psychology students included this content and skills as a part of their larger job profiles). Some unique experiences like performing Upasana on the sea beach at Ratnagiri, visit to Cancer care Hospital at Latur and visiting the Agro technical school at Shivapur (Pune) added flavor to their training and anchored it in their minds. A few sessions also covered the introduction and practicing of the skills needed for building rapport with the school authorities for getting permission to implement the program in their schools.

### **3.14 Practice session**

In the seven days in-depth training, content training sessions were conducted for the first three days after which the participants were grouped according to college, native place (around 4-5 students, with approximately equal Male –Female ratio) and practice session within their groups were initiated based on the syllabus provided to the participants in form of the training manual 8 booklets kit titled as ‘Adjusting with the blossoming age’, each booklet addressing the specific topic.

For each group of trainees, one master trainer was linked as a mentor and she was given the responsibility of taking the group to the level expected for delivery in the classroom.

The participants/YUVA trainees were given empathic but candid feedback about their performance in the practice sessions and were helped to shape their points and discourses in a more precise still impressive way by incorporating the techniques like role play.

The respective master trainers also provided all type of assistance required by the participants in their field sessions like – Planning for the session, Correcting subject matter, and other technical help.

### **3.15 Post-test:**

After completion of the workshop, the tests were re-administered to all YUVA trainees for checking the impact of this workshop. After completing the training they were supposed to go to schools in their vicinity for conducting the sessions and take 20 sessions for 8<sup>th</sup> or 9<sup>th</sup> class. While conducting the sessions they were expected to use the standardized manual as a reference along with reading materials, books on the relevant topics. They had to conduct the shortened composite version of the three tools as pretest and posttest for the same group.

**Training of adolescents:** After receiving the training, these YUVA trainers went back to their places of residence and contacted the school authorities in the nearby vicinity. They encountered different types of responses from the schools. Some received a very warm welcome while some were completely bashed away saying ‘there was no need of such program for the children’.. Some persuaded initially reluctant the school authorities and succeeded in getting the permissions to implement the program. In the academic term following 100 out of 115 trained YUVA trainers could successfully complete their sessions in



places from all the administrative regions of Maharashtra. They conducted the Pre-test and Post -test (My Knowledge- My health), submitted the pre –test sheets to JPSS, kept a regular note of each of the session in the record book provided to them. These record books were then signed by the class teachers and the head-masters/ principals of the schools. The YUVA trainers then returned the record books along with the post- test sheets. They also shared their experiences regarding the classroom sessions and interactions with the students. Some master trainers visited and observed the sample sessions of some of the trainers to get a feel of how the program was being implemented. It was observed that the YUVA members had connected well with the students and delivered the content satisfactorily. It is reflected in the results of Phase II.

**Experience sharing session and certificate dissemination:** Two months after all the YUVA trainers had completed their sessions, a two days reunion was planned which was attended by 78 trainers. Some trainers could not attend due to their personal commitments like university exams etc. This reunion included the stability testing (administration of the tests ) followed by some feedback in groups and motivating lectures. The Maharashtra State Commission for Women had provided financial support to the residential training of these youth , hence they were felicitated and given the certificates of participation for successful completion of the program at the hands of Hon. Vrunda Keertikar, Member MSWC. This further boosted the confidence and motivation of the youth to continue this mission as per their abilities. They also gave written feedback regarding their perception of the project and their role in it.

### **3.16 Data Analysis:**

The data gathered was cleaned and coded as per requirement. SPSS version 23 was used to analyze the same to see the impact of the intervention. Initially, descriptive statistics were calculated for all the three tools to see the group at a glance before the training started.

## CHAPTER - 4

### RESULTS AND DISCUSSION

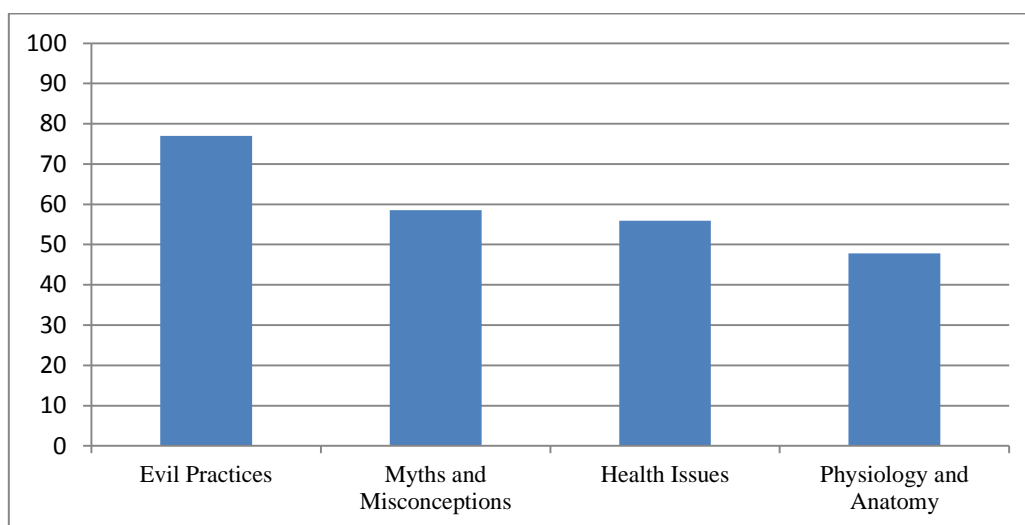
#### ❖ 4.1 Descriptive Statistics- Pre-test - (N=113)

**Table 4.1.1 Descriptive Statistics: Stepping into Youth: Knowledge Test (SYKT) (Pre-test) (N=112)**

SYKT Areas	Min Obtained	Max Obtained	Mean	SD
Evil Practices (in %)	25.00	100.00	77.01	22.55
Myths and Misconceptions (in %)	13.33	93.33	58.51	16.69
SYKT Total (in %)	25.00	85.00	56.58	13.65
Health Issues (in %)	0.00	88.89	55.95	19.44
Physiology and Anatomy (in %)	8.33	91.67	47.84	16.81
SYKT Total-Raw Score (Min 0 - Max 80)	10	34	22.63	5.46
Myths and Misconceptions-Raw Score (Min 0 - Max 30)	2	14	8.78	2.50
Physiology and Anatomy-Raw Score (Min 0 - Max 24)	1	11	5.74	2.02
Health Issues-Raw Score (Min 0 - Max 18)	0	8	5.04	1.75
Evil Practices-Raw Score (Min 0 - Max 8)	1	4	3.08	0.90

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each-other.*

**Fig 4.1.1 Descriptive Statistics: Stepping into Youth: Knowledge Test (SYKT) (Pre-test) (N=112)**



The descriptive statistics of the group on SYKT pre-test reflects a wide range within the sub-areas. It is observed that the knowledge about evil practices in sexuality stands at the first

place ( $M=77.01$ ,  $SD=22.55$ ) indicating that they are pretty well informed about this aspect. The gap between the scores for first and second aspect (**Myths and Misconceptions Pre**) is quite wide ( $M=58.51$ ,  $SD=16.69$ ). The group seems to be somewhat aware regarding myths and misconceptions in sexuality issues and health issues. But as compared to these three aspects, their knowledge about physiology and anatomy is considerably low ( $M=47.84$ ). The skewness for this area is slightly positive indicating a general below average performance. Also, the homogeneity of the group for these three aspects seems to be more than that for anatomy- Physiology.

**Table 4.1.2 Descriptive Statistics: Stepping into Youth: Attitude Test (SYAT) (Pre-test)**  
(N=112)

<b>SYAT Areas</b>	<b>Min Obtained</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Attitude towards Concept of Beauty (in %)</b>	16.67	100.00	79.91	16.04
<b>Attitude towards Sexuality within Friendship (in %)</b>	34.38	96.88	75.59	12.00
<b>Attitude towards Sexual Abuse (in %)</b>	31.25	96.88	73.83	12.65
<b>Attitude towards Person's Sexual needs (in %)</b>	20.00	100.00	72.77	14.81
<b>Attitude towards Media (in %)</b>	20.00	100.00	72.23	14.11
<b>Attitude towards One's own Sexuality (in %)</b>	29.17	100.00	71.88	13.48
<b>SYAT Total (in %)</b>	27.08	84.17	70.50	9.11
<b>Attitude towards other's sexuality (in %)</b>	0.00	100.00	65.03	22.53
<b>Attitude towards Socio-Cultural Correlate (in %)</b>	14.29	85.71	64.35	12.93
<b>Attitude towards Pre-Marital Relationships (in %)</b>	25.00	96.43	63.49	15.65
<b>Attitude towards Sexuality Education (in %)</b>	0.00	100.00	56.92	24.01
<b>SYAT Total-Raw Score (Min 0 - Max 240)</b>	65	202	169.20	21.87
<b>Attitude towards Sexuality within friendship-Raw Score (Min 0 - Max 32)</b>	11	31	24.19	3.84
<b>Attitude towards Sexual Abuse-Raw Score (Min 0 - Max 32)</b>	10	31	23.63	4.05
<b>Attitude towards Concept of Beauty-Raw Score (Min 0 - Max 24)</b>	4	24	19.18	3.85
<b>Attitude towards Socio – Cultural correlate- Raw Score (Min 0 - Max 28)</b>	4	24	18.02	3.62
<b>Attitude towards Pre-marital Relationships- Raw Score (Min 0 - Max 28)</b>	7	27	17.78	4.38
<b>Attitude towards One's own Sexuality- Raw Score (Min 0 - Max 24)</b>	7	24	17.25	3.23
<b>Attitude towards other's sexuality- Raw Score (Min 0 -Max 24)</b>	0	24	15.61	5.41
<b>Attitude towards Media- Raw Score (Min 0 - Max 20)</b>	4	20	14.45	2.82
<b>Attitude towards sexuality education- Raw Score (Min 0 - Max 8)</b>	0	8	4.55	1.92
<b>Attitude towards Person's sexual needs- Raw Score (Min 0 - Max 20)</b>	0	20	14.55	2.96

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.1.2 Descriptive Statistics: Stepping into Youth: Attitude Test (SYAT) (Pre-test) (N=112)**

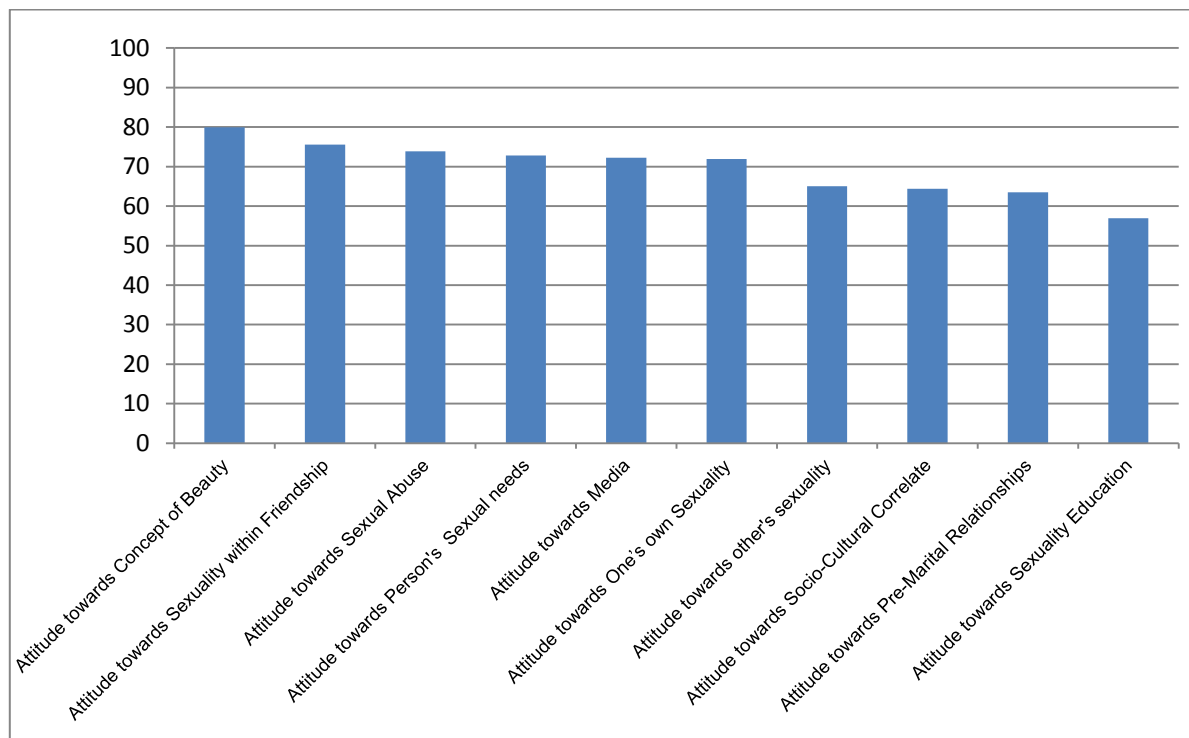


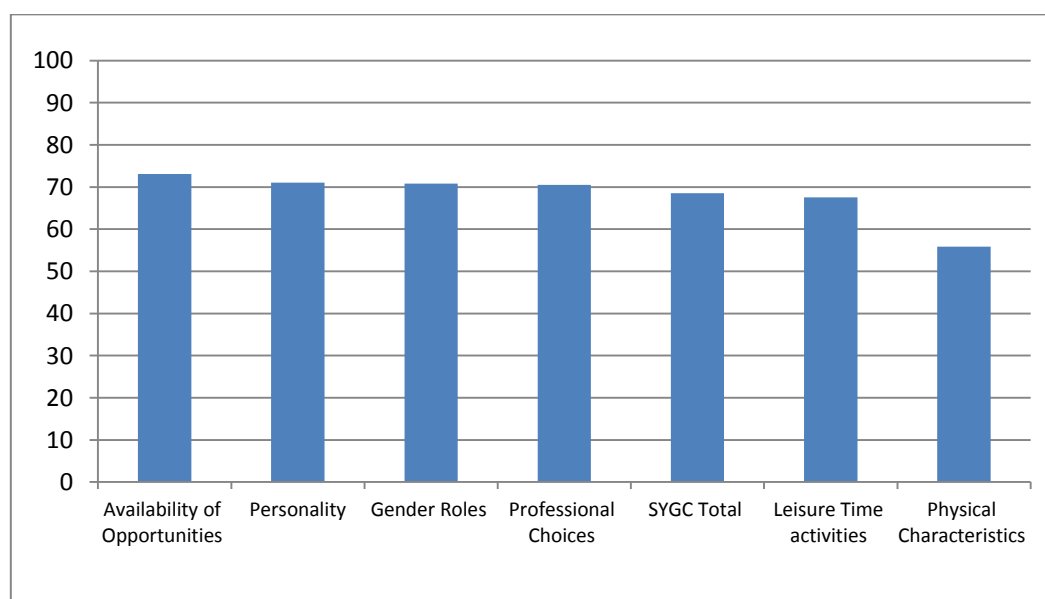
Table no 4.1.2 describes the overall picture of the group regarding the attitude towards various aspects of sexuality. It is observed that the group has higher scores for the following aspects, namely: Concept of beauty, Sexuality within friendship, Sexual abuse, Personal sexual needs, Media and One's own sexuality. However, their scores on aspects like: attitude regarding other's sexuality, sociocultural correlates of sexuality, premarital relationship, and Sexuality education seem to be lower as compared to the earlier ones. All the mean values are slightly skewed indicating that group shows slightly above average performance on the test for all aspects.

**Table 4.1.3 Descriptive Statistics: Stepping into Youth: Gender Concept (SYGC)**  
(Pre-test) (N=112)

SYGC Areas	Min Obtained	Max Obtained	Mean	SD
Availability of Opportunities (in %)	40.00	100.00	73.10	13.91
Personality (in %)	40.35	100.00	71.01	13.85
Gender Roles (in %)	33.33	100.00	70.83	16.35
Professional Choices (in %)	36.36	100.00	70.51	15.01
SYGC Total (in %)	45.24	99.52	68.54	12.11
Leisure Time activities (in %)	33.33	100.00	67.56	14.16
Physical Characteristics (in %)	33.33	100.00	55.83	15.34
SYGC Total-Raw Score (Min 70 - Max 210)	95	209	143.94	25.44
Personality-Raw Score (Min 19 - Max 57)	23	57	40.47	7.89
Professional Choices-Raw Score (Min 11 - Max 33)	12	33	23.27	4.95
Availability of Opportunities-Raw Score (Min 10 - Max 30)	12	30	21.93	4.17
Gender Roles-Raw Score (Min 10 - Max 30)	10	30	21.25	4.90
Leisure Time activities-Raw Score (Min 10 - Max 30)	10	30	20.27	4.25
Physical Characteristics-Raw Score (Min 10 - Max 30)	10	30	16.75	4.60

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.1.3 Descriptive statistics: Stepping into Youth: Gender Concept (SYGC) (Pre-test)**  
(N=112)



Gender concept is an important aspect of sexuality. Many problems with respect to sexuality arise out of faulty gender concepts. Table no 4.1.3 displays the performance of the group on gender stereotyping. It is observed that the group has strong stereotypes regarding the aspect - 'availability of opportunities to learn' followed by 'Personality' as attached to each gender. The stereotyping regarding professional choices, gender roles are on similar level followed by the areas of 'Leisure Time activities'. Highest stereotyping is observed in the area of Physical Characteristics attach to gender.

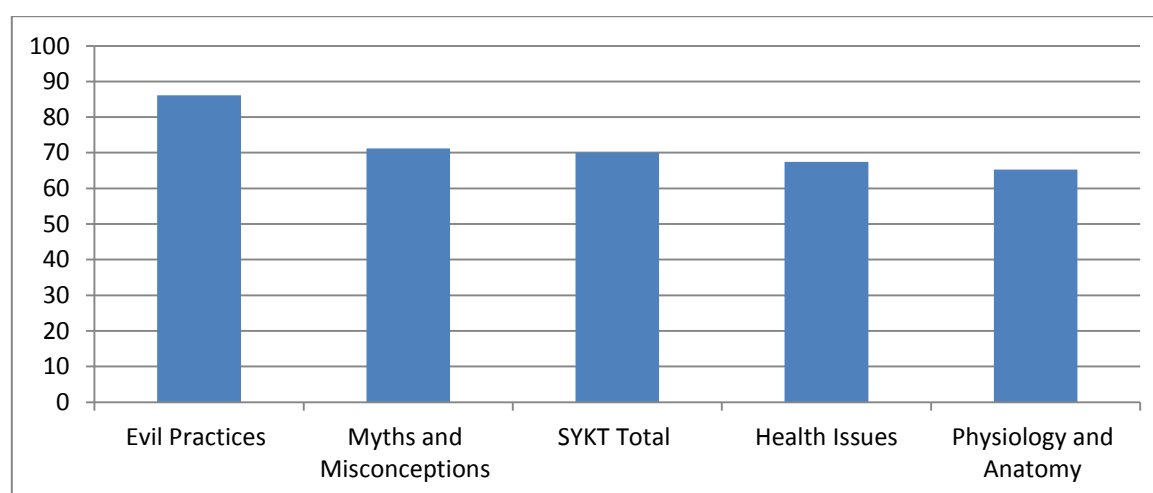
#### ❖ 4.1 Descriptive Statistics- Post-test - (N=112)

**Table 4.1.4 Descriptive Statistics: Stepping into Youth: Knowledge Test (SYKT) (Post-test) (N=112)**

SYKT Areas	Min Obtained	Max Obtained	Mean	SD
Evil Practices (in %)	25.00	100.00	86.16	18.94
Myths and Misconceptions (in %)	33.33	93.33	71.19	12.76
SYKT Total (in %)	35.00	92.50	70.07	11.57
Health Issues (in %)	11.11	100.00	67.46	17.63
Physiology and Anatomy (in %)	16.67	100.00	65.48	16.40
SYKT Total-Raw Score (Min 0 - Max 80)	14	37	28.03	4.63
Myths and Misconceptions-Raw Score (Min 0 - Max 30)	5	14	10.68	1.91
Physiology and Anatomy-Raw Score (Min 0 - Max 24)	2	12	7.86	1.97
Health Issues-Raw Score (Min 0 - Max 18)	1	9	6.07	1.59
Evil Practices-Raw Score (Min 0 - Max 8)	1	4	3.45	0.76

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.1.4 Descriptive Statistics: Stepping into Youth: Knowledge Test (SYKT) (Post-test) (N=112)**



The scores on SYKT seem to have increased at post-test. Scores on awareness regarding evil practices seem to be on top as in pre-test. The awareness regarding myths and misconceptions follows as next highest and then stand scores on physiology and anatomy and health issues.

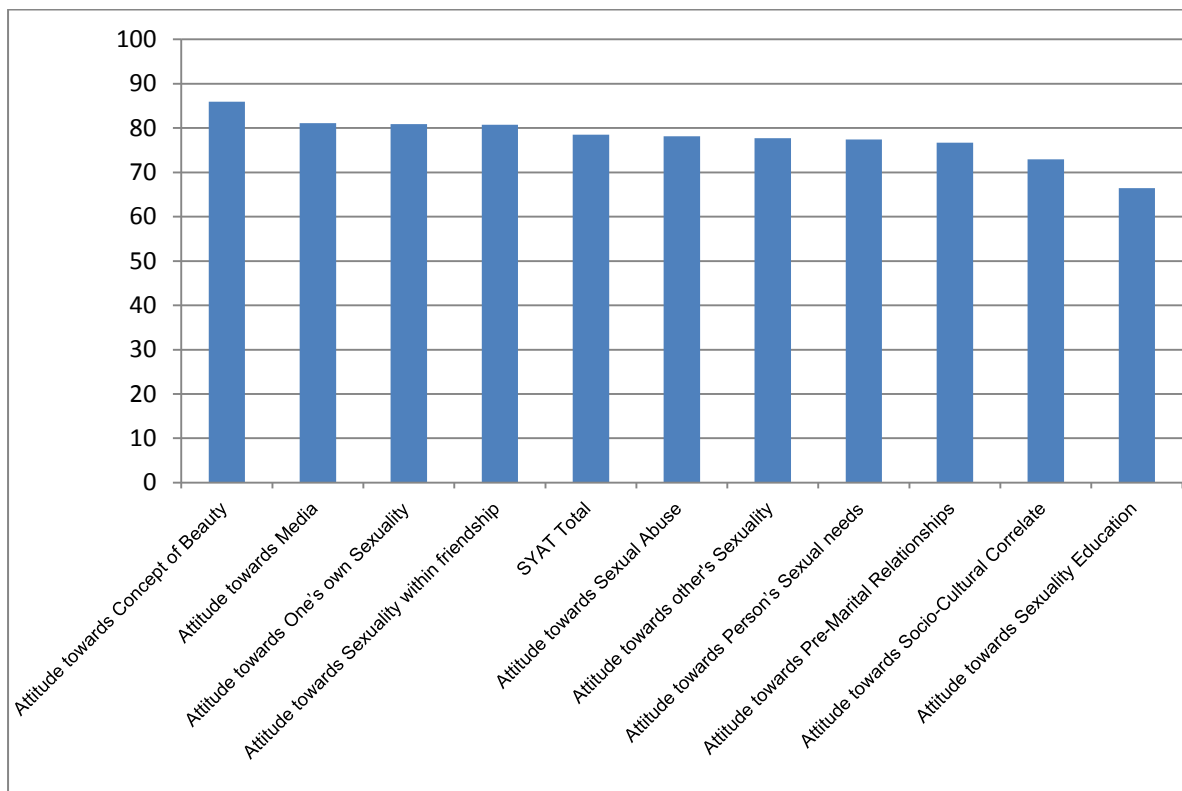


**Table 4.1.5 Descriptive Statistics: Stepping into Youth: Attitude test (SYAT) (Post-test)**  
(N=112)

<b>SYAT Areas</b>	<b>Min Obtained</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Attitude towards Concept of Beauty (in %)</b>	54.17	100.00	85.94	11.26
<b>Attitude towards Media (in %)</b>	40.00	100.00	81.12	13.72
<b>Attitude towards One's own Sexuality (in %)</b>	45.83	100.00	80.88	11.70
<b>Attitude towards Sexuality within friendship (in %)</b>	37.50	100.00	80.69	11.12
<b>SYAT Total (in %)</b>	57.08	92.08	78.51	7.05
<b>Attitude towards Sexual Abuse (in %)</b>	50.00	93.75	78.13	10.42
<b>Attitude towards other's Sexuality (in %)</b>	16.67	100.00	77.72	17.29
<b>Attitude towards Person's Sexual needs (in %)</b>	35.00	100.00	77.41	15.84
<b>Attitude towards Pre-Marital Relationships (in %)</b>	21.43	100.00	76.69	15.69
<b>Attitude towards Socio-Cultural Correlate (in %)</b>	35.71	100.00	72.96	12.35
<b>Attitude towards Sexuality Education (in %)</b>	12.50	100.00	66.41	22.32
<b>SYAT Total-Raw Score (Min 0 - Max 240)</b>	137	221	188.43	16.91
<b>Attitude towards Sexuality within friendship-Raw Score (Min 0 - Max 32)</b>	12	32	25.82	3.56
<b>Attitude towards Sexual Abuse-Raw Score (Min 0 - Max 32)</b>	16	30	25.00	3.33
<b>Attitude towards Pre-marital Relationships-Raw Score (Min 0 - Max 28)</b>	6	28	21.47	4.39
<b>Attitude towards Concept of Beauty-Raw Score (Min 0 - Max 24)</b>	13	24	20.63	2.70
<b>Attitude towards Socio – Cultural correlate-Raw Score (Min 0 - Max 28)</b>	10	28	20.43	3.46
<b>Attitude towards One's own Sexuality- Raw Score (Min 0 - Max 24)</b>	11	24	19.41	2.81
<b>Attitude towards other's sexuality- Raw Score (Min 0 -Max 24)</b>	4	24	18.65	4.15
<b>Attitude towards Media- Raw Score (Min 0 - Max 20)</b>	8	20	16.22	2.74
<b>Attitude towards Person's sexual needs- Raw Score (Min 0 - Max 20)</b>	7	20	15.48	3.17
<b>Attitude towards sexuality education- Raw Score (Min 0 - Max 8)</b>	1	8	5.31	1.79

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.1.5 Descriptive Statistics: Stepping into Youth: Attitude Test (SYAT) (Post-test) (N=112)**



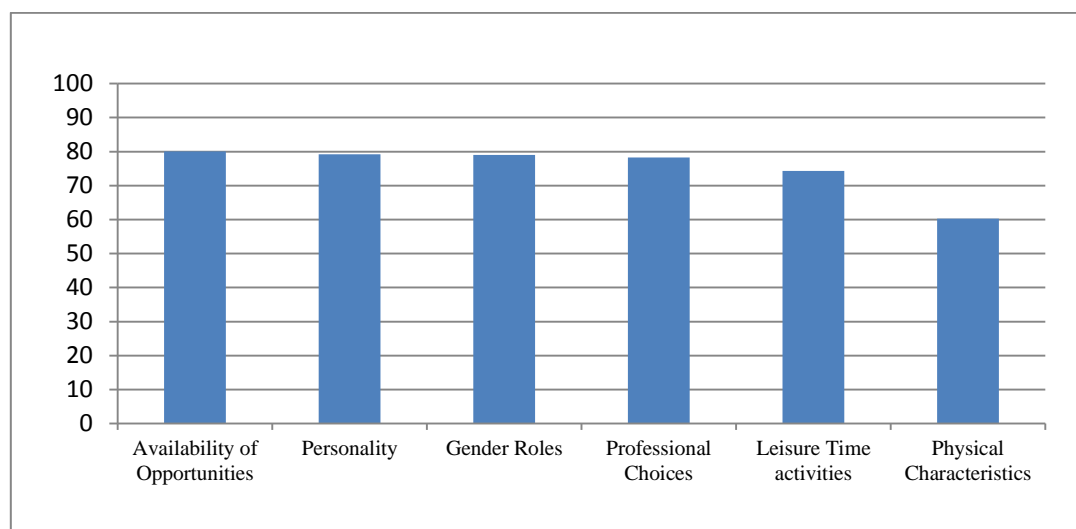
The post-test scores indicate that the mean score for 'attitude towards sexuality' is at the top followed by that toward sexual abuse. The next four aspects (pre-marital relations, socio-cultural aspects, one's own and others' sexuality) are more or less on a similar level. However, aspects like attitude towards media, sexual needs, and sexuality education are lower among all.

**Table 4.1.6 Descriptive Statistics: Stepping into Youth: Gender Concept Test (SYGC)**  
(Post-test) (N=112)

<b>SYGC Areas</b>	<b>Min Obtaine d</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Availability of Opportunities (in %)</b>	40.00	100.00	80.09	16.14
<b>Personality (in %)</b>	45.61	100.00	79.20	16.13
<b>Gender Roles (in %)</b>	33.33	100.00	79.02	18.94
<b>Professional Choices (in %)</b>	39.39	100.00	78.27	16.29
<b>SYGC Total (in %)</b>	39.05	100.00	75.75	14.86
<b>Leisure Time activities (in %)</b>	33.33	100.00	74.32	16.61
<b>Physical Characteristics (in %)</b>	33.33	100.00	60.27	17.63
<b>SYGC Total -Raw Score (Min 70 - Max 210)</b>	82	210	159.08	31.21
<b>Personality-Raw Score (Min 19 - Max 57)</b>	26	74	45.14	9.20
<b>Professional Choices-Raw Score (Min 11 - Max 33)</b>	13	33	25.83	5.37
<b>Availability of Opportunities-Raw Score (Min 10 - Max 30)</b>	12	30	24.03	4.84
<b>Gender Roles-Raw Score (Min 10 - Max 30)</b>	10	30	23.71	5.68
<b>Leisure Time activities-Raw Score (Min 10 - Max 30)</b>	10	30	22.29	4.98
<b>Physical Characteristics-Raw Score (Min 10 - Max 30)</b>	10	30	18.08	5.29

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.1.6 Descriptive Statistics: Stepping into Youth: Gender Concept Test (SYGC)**  
(Post-test) (N=112)



At the post-test, the gender stereotypes regarding availability of opportunities and personality seem to be at the lowest followed by professional choices, leisure time activities and gender roles. However the scores for gender concept regarding ‘physical characteristics’ seem to be at the lowest indicating rigid stereotypical thinking.

#### ❖ 4.1 Descriptive Statistics-Stability testing- (N=73)

**Table 4.1.7 Descriptive Statistics: Stepping into Youth: Knowledge Test (SYKT) (Stability test) (N=73)**

SYKT Areas	Min Obtained	Max Obtained	Mean	SD
Evil Practices (in %)	25.00	100.00	88.01	20.46
Health Issues (in %)	11.11	100.00	70.78	18.38
Myths and Misconceptions (in %)	26.67	86.67	69.41	12.36
<b>SYKT Total (in %)</b>	<b>27.50</b>	<b>100.00</b>	<b>69.38</b>	<b>12.10</b>
Physiology and Anatomy (in %)	16.67	100.00	60.50	15.59
<b>SYKT Total (Raw Score)</b>	11	42	27.75	4.84
<b>Myths and Misconceptions (Raw Score)</b>	4	13	10.41	1.85
<b>Physiology and Anatomy (Raw Score)</b>	2	12	7.26	1.87
<b>Health Issues (Raw Score)</b>	1	9	6.37	1.65
<b>Evil Practices (Raw Score)</b>	1	4	3.52	0.82

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.1.7 Descriptive Statistics: Stepping into Youth: Knowledge Test (SYKT) (Stability test) (N=73)**

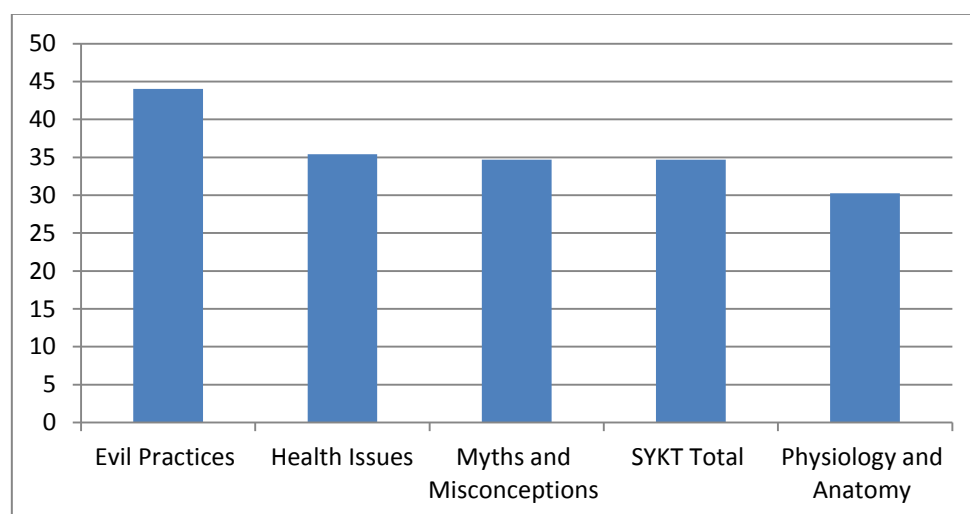


Table 4.1.7 indicates that the similar order for the sub aspects of SYKT to that of the pre and post test data. However the standard deviation values have serially decreased for all the aspects showing the increased homogeneity in the responses.

**Table 4.1.8 Descriptive Statistics: Stepping into Youth: Attitude Test (SYAT)**  
(Stability test) (N=73)

<b>SYAT Areas</b>	<b>Min Obtained</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Attitude towards Concept of Beauty (in %)</b>	50.00	100.00	87.39	12.79
<b>Attitude towards Sexuality within friendship (in %)</b>	59.38	100.00	82.53	9.18
<b>Attitude towards others sexuality (in %)</b>	41.67	100.00	80.19	15.48
<b>Attitude towards One's own Sexuality (in %)</b>	41.67	100.00	79.00	11.53
<b>SYAT Total (in %)</b>	61.67	90.00	78.88	7.31
<b>Attitude towards Pre-marital Relationships (in %)</b>	46.43	100.00	78.62	14.96
<b>Attitude towards Media (in %)</b>	45.00	100.00	78.49	15.02
<b>Attitude towards Sexual Abuse (in %)</b>	37.50	100.00	78.04	12.52
<b>Attitude towards sexuality education (in %)</b>	25.00	100.00	76.20	20.75
<b>Attitude towards Person's sexual needs (in %)</b>	50.00	100.00	74.79	13.16
<b>Attitude towards Socio – Cultural correlate (in %)</b>	46.43	100.00	73.29	12.86
<b>SYAT Total-(Raw Score)</b>	148	216	189.32	17.54
<b>Attitude towards Sexuality within friendship-(Raw Score)</b>	19	32	26.41	2.94
<b>Attitude towards Sexual Abuse-(Raw Score)</b>	12	32	24.97	4.01
<b>Attitude towards Pre-marital Relationships-(Raw Score)</b>	13	28	22.01	4.19
<b>Attitude towards Concept of Beauty-(Raw Score)</b>	12	24	20.97	3.07
<b>Attitude towards Socio – Cultural correlate-(Raw Score)</b>	13	28	20.52	3.60
<b>Attitude towards other's sexuality-(Raw Score)</b>	10	24	19.25	3.71
<b>Attitude towards One's own Sexuality-(Raw Score)</b>	10	24	18.96	2.77
<b>Attitude towards Media-(Raw Score)</b>	9	20	15.70	3.00
<b>Attitude towards Person's sexual needs-(Raw Score)</b>	10	20	14.96	2.63
<b>Attitude towards sexuality education-(Raw Score)</b>	2	8	6.10	1.66

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.1.8 Descriptive Statistics: Stepping into Youth: Attitude Test (SYAT)**  
**(Stability test) (N=73)**

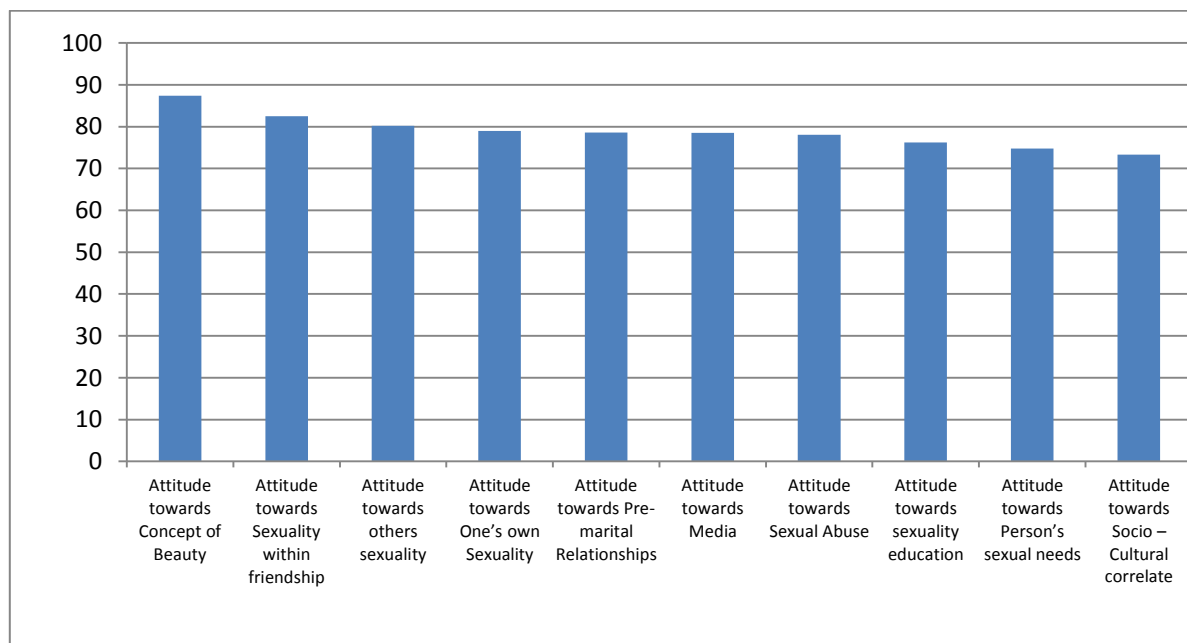


Table 4.1.8 shows that in the stability testing, for SYAT, the previous order seems to have changed for many sub aspects unlike SYKT. Though the first positioned aspect continues to be the same as in pretest, certain aspects like ‘attitude towards sexuality within friendship’, ‘attitude towards pre-marital relationship’ have gained a higher position in stability as compared to their scores at the pretest. This shows that the participants have pondered over the content learned during the training and while conducting the sessions in the schools. Also, the standard deviation values have decreased for all the aspects indicating increased homogeneity in the group’s responses.

**Table 4.1.9 Descriptive Statistics: Stepping into Youth: Gender Concept Test (SYGC)**  
(Stability test) (N=73)

SYGC Areas	Min Obtained	Max Obtained	Mean	SD
Availability of Opportunity (in %)	43.33	100.00	86.35	11.60
Gender Roles (in %)	46.67	100.00	84.52	14.50
Professional Choice (in %)	39.39	100.00	82.61	13.50
Personality (in %)	40.35	100.00	81.30	15.18
SYGC Total (in %)	40.00	100.00	79.52	12.67
Leisure Time (in %)	36.67	100.00	78.40	13.95
Physical Characteristics (in %)	33.33	100.00	62.05	17.39
SYGC Total (Raw Score)	84	210	167.00	26.61
Personality(Raw Score)	23	57	46.34	8.65
Professional Choices (Raw Score)	13	33	27.26	4.45
Availability of Opportunities (Raw Score)	13	30	25.90	3.48
Gender Roles (Raw Score)	14	30	25.36	4.35
Leisure Time activities (Raw Score)	11	30	23.52	4.18
Physical Characteristics (Raw Score)	10	30	18.62	5.22

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.1.9 Descriptive Statistics: Stepping into Youth: Gender Concept Test (SYGC)**  
(Stability test) (N=73)

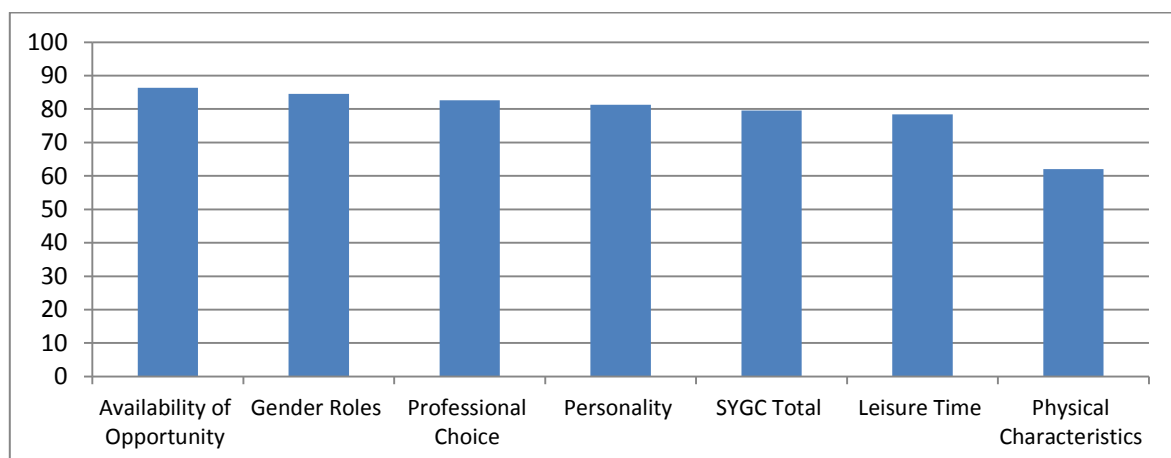


Table 4.1.9 indicates that the participants have maintained the order for the various aspects of SYGC similar to that of the pre and post test data. However, the standard deviation values have increased in the post-test for many areas, showing some dispersion in the group performance. But again during stability testing the standard deviations have decreased for all



the aspects showing a trend towards increasing homogeneity in the responses. This indicates that at the time of post-test the respondents were less on the same page with respect to gender concepts, but as they went on disseminating the learned content the homogeneity in the group gradually increased.

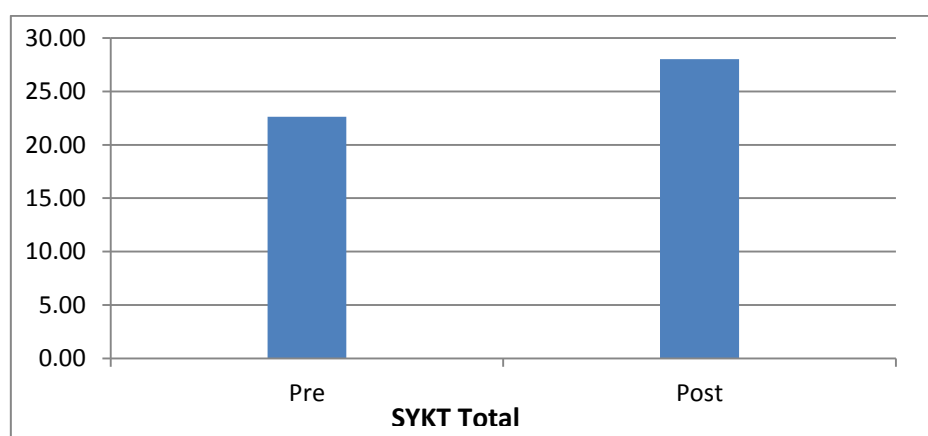
#### ❖ 4.2 The intervention effect:

The main objective of the first phase of the whole experiment was to find out the impact of the intensive intervention in sexuality training on the mentors' knowledge, attitude and gender concepts as related to sexuality. The following tables reveal the same using the Paired samples 't' test.

**Table 4.2.1 Paired sample test: Pre-test and Post-test comparison on Stepping into Youth: Knowledge Test (SYKT) (N=112)**

SYKT Areas (Raw Score)		Mean	SD	Mean Difference	p-value
	SYKT Total-Pre	22.63	5.46	5.39	0.00
	SYKT Total-Post	28.03	4.63		
1	Physiology and Anatomy-Pre	5.74	2.02	2.12	0.00
	Physiology and Anatomy-Post	7.86	1.97		
2	Myths and Misconceptions-Pre	8.78	2.5	1.88	0.00
	Myths and Misconceptions-Post	10.68	1.91		
3	Health Issues-Pre	5.04	1.75	1.05	0.00
	Health Issues-Post	6.07	1.59		
4	Evil Practices-Pre	3.08	0.9	0.36	0.00
	Evil Practices-Post	3.45	0.76		

**Fig 4.2.1 (A) Paired sample test: Pre-test and Post-test comparison on Stepping into Youth: Knowledge Test (SYKT) (N=112)**



**Fig 4.2.1 (B) Paired sample test: Pre-test and Post-test comparison on Stepping into Youth: Knowledge test (SYKT) (N=112)**

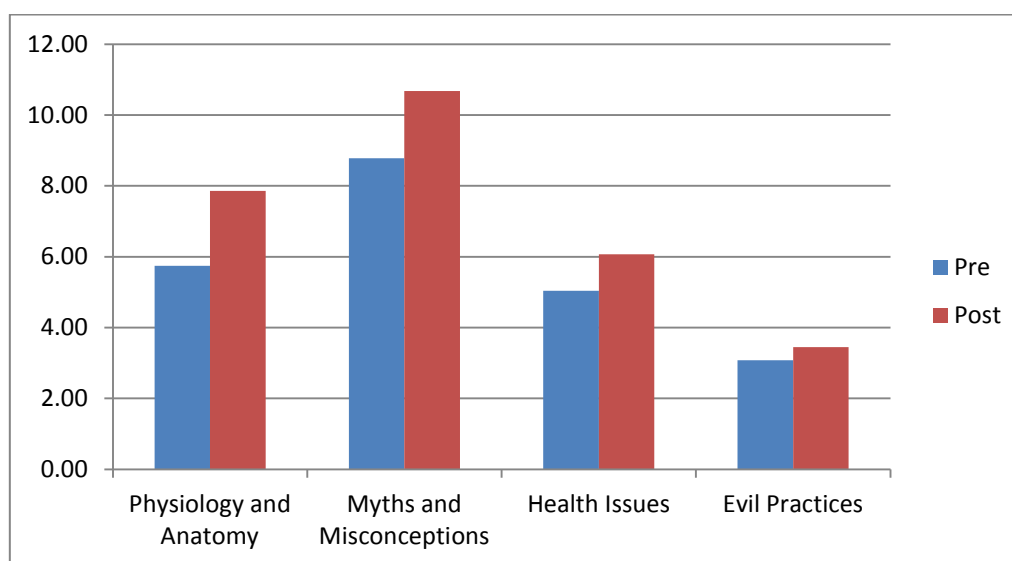
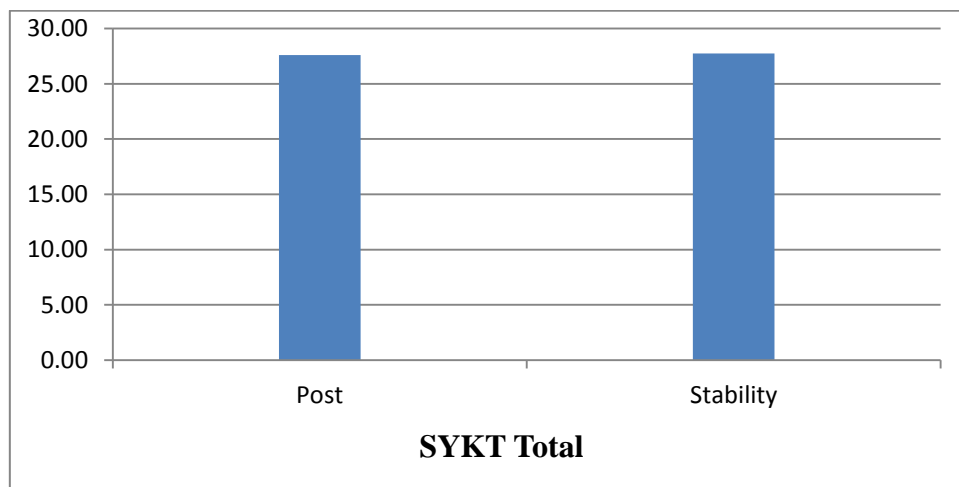


Table no 4.2.1 indicates the impact of training on the youth mentors' with respect to their knowledge regarding sexuality (SYKT). It is observed that the post-test scores on total score as well as all the subareas are significantly ahead of the pretest. This means that the knowledge of these prospective mentors has significantly improved as results of the training.

**Table 4.2.2 Paired sample test: Post- test and Stability test comparison on Stepping into Youth: Knowledge Test (SYKT) (N=73)**

SYKT Areas (Raw Scores)		Mean	SD	Mean Difference	p-value
	SYKT Total-Post	27.59	5.04	-0.16	0.77
	SYKT Total-Stability	27.75	4.84		
1	Physiology and Anatomy-Post	7.75	2.11	0.49	0.02
	Physiology and Anatomy-Stability	7.26	1.87		
2	Myths and Misconceptions-Post	10.51	2.04	0.10	0.67
	Myths and Misconceptions-Stability	10.41	1.85		
3	Health Issues-Post test	5.93	1.68	-0.44	0.04
	Health Issues-Stability	6.37	1.65		
4	Evil Practices-Post	3.40	0.78	-0.12	0.21
	Evil Practices-Stability	3.52	0.82		

**Fig 4.2.2 (A) Paired sample test: Post- test and Stability test comparison on Stepping into youth: Knowledge Test (SYKT) (N=73)**



**Fig 4.2.2 (B) Paired sample test: Post- test and Stability test comparison on Stepping into Youth: Knowledge Test (SYKT) (N=73)**

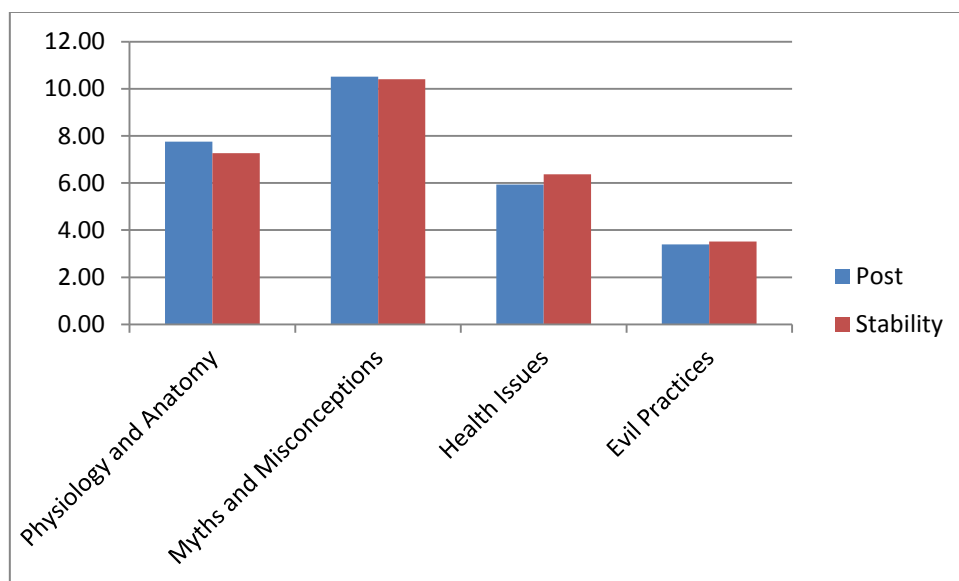
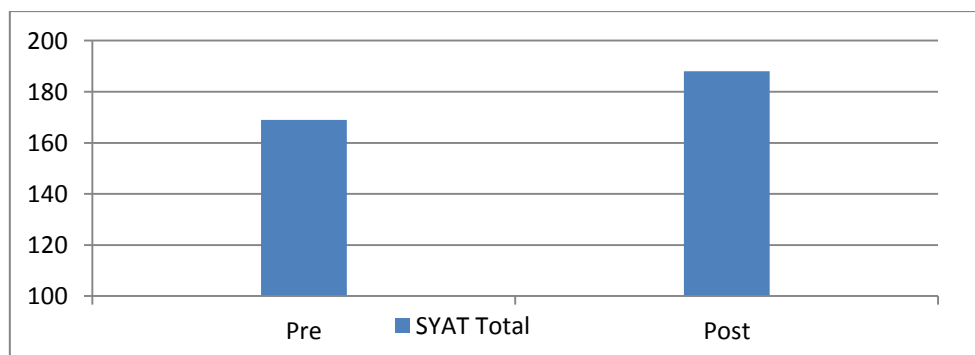


Table no 4.2.2 shows the stability effect of the intervention for the mentors. Though the N has reduced a little bit during the stability testing (as compared to the pre-and post) it is sound enough to draw conclusive comments. The positive change seen at the post-test has not only been maintained itself during the practice period but has improved significantly in stability testing. However, scores have significantly improved (0.02 level) on 'knowledge about physiology and anatomy' which is also a very crucial finding.

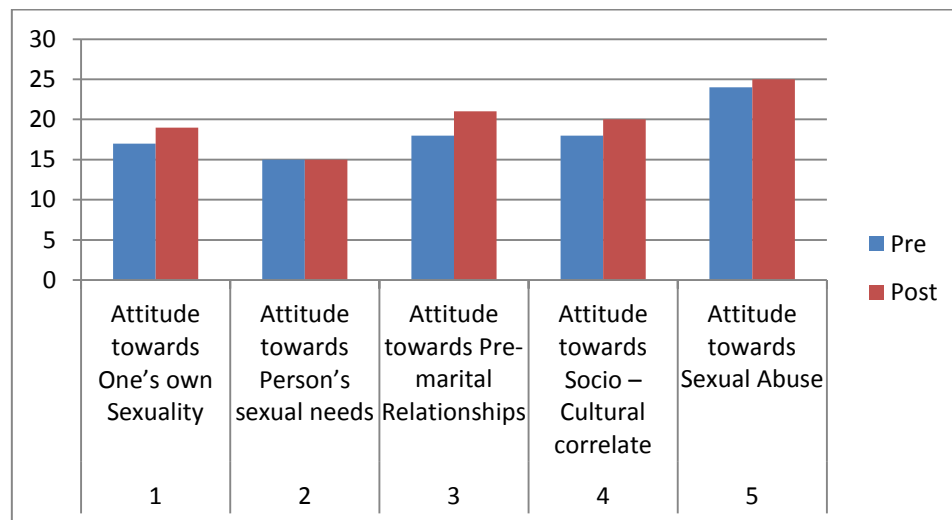
**Table 4.2.3 Paired sample test: Pre-test and Post-test comparison on Stepping into Youth: Attitude Test (SYAT) (N=112)**

SYAT Areas (Raw Scores)		Mean	SD	Mean Difference	p-value
	SYAT Total- Pre	169.20	21.87	-19.23	<b>0.00</b>
	SYAT Total-Post	188.43	16.91		
<b>1</b>	Attitude towards One's own Sexuality-Pre	17.25	3.23	-2.16	<b>0.00</b>
	Attitude towards One's own Sexuality-Post	19.41	2.81		
<b>2</b>	Attitude towards Person's sexual needs-Pre	14.55	2.96	-0.93	<b>0.00</b>
	Attitude towards Person's sexual needs-Post	15.48	3.17		
<b>3</b>	Attitude towards Pre-marital Relationships-Pre	17.78	4.38	-3.70	<b>0.00</b>
	Attitude towards Pre-marital Relationships-Post	21.47	4.39		
<b>4</b>	Attitude towards Socio – Cultural correlate-Pre	18.02	3.62	-2.41	<b>0.00</b>
	Attitude towards Socio – Cultural correlate-Post	20.43	3.46		
<b>5</b>	Attitude towards Sexual Abuse-Pre	23.63	4.05	-1.38	<b>0.00</b>
	Attitude towards Sexual Abuse-Post	25.00	3.33		
<b>6</b>	Attitude towards Media-Pre	14.45	2.82	-1.78	<b>0.00</b>
	Attitude towards Media-Post	16.22	2.74		
<b>7</b>	Attitude towards Concept of Beauty-Pre	19.18	3.85	-1.45	<b>0.00</b>
	Attitude towards Concept of Beauty-Post	20.63	2.70		
<b>8</b>	Attitude towards Sexuality within friendship-Pre	24.19	3.84	-1.63	<b>0.00</b>
	Attitude towards Sexuality within friendship-Post	25.82	3.56		
<b>9</b>	Attitude towards other's sexuality-Pre	15.61	5.41	-3.05	<b>0.00</b>
	Attitude towards other's sexuality-Post	18.65	4.15		
<b>10</b>	Attitude towards sexuality education-Pre	4.55	1.92	-0.76	<b>0.00</b>
	Attitude towards sexuality education-Post	5.31	1.79		

**Fig 4.2.3(A) Paired sample test: Pre-test and Post-test comparison on Stepping into Youth: Attitude Test (SYAT) (N=112)**



**Fig 4.2.3(B) Paired sample test: Pre-test and Post-test comparison on Stepping into Youth: Attitude Test (SYAT) (N=112)**



**Fig 4.2.3(C) Paired sample test: Pre-test and Post-test comparison on Stepping into Youth: Attitude Test (SYAT) (N=112)**

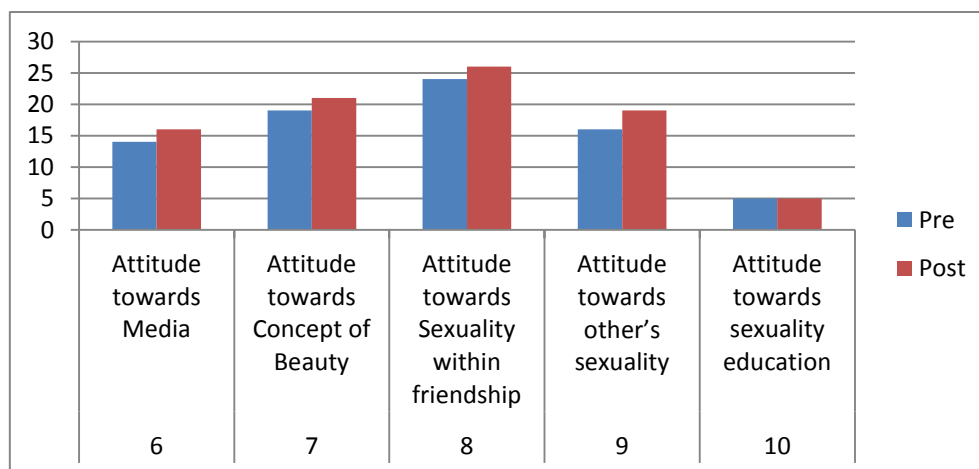
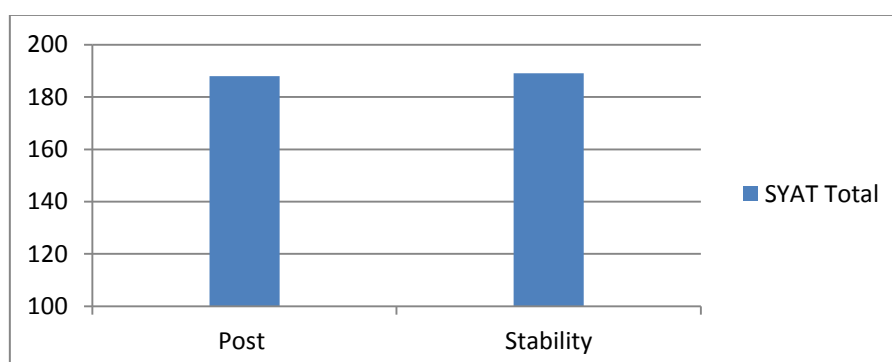


Table no 4.2.3 indicates the impact of training on mentors with respect to their attitude towards various aspects of sexuality (SYAT). It is observed that the post-test performance on overall attitude as well as the all the sub areas has significantly improved. This means that the overall attitude of these future mentors has become quite balanced and constructive underlining the need for such interventions.

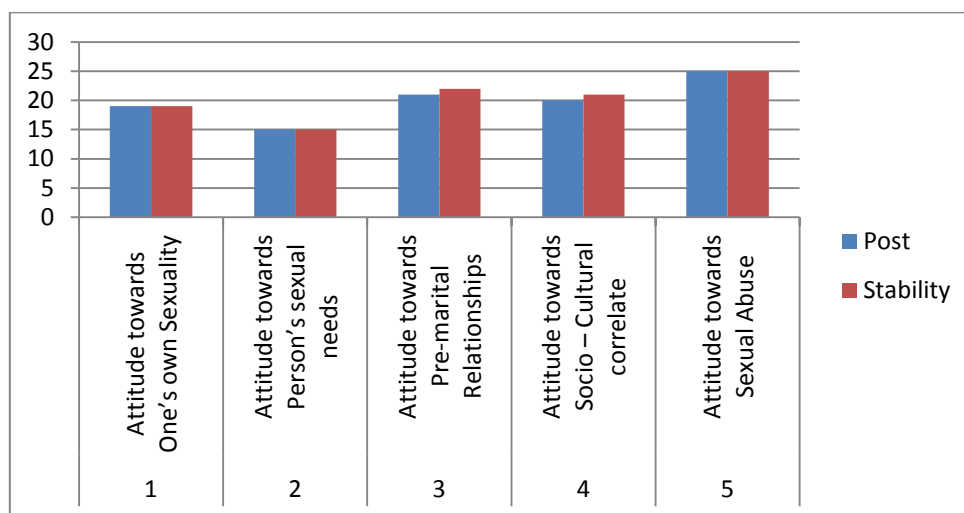
**Table 4.2.4 Paired sample test: Post-Test and Stability-test comparison on Stepping into Youth: Attitude Test (SYAT) (N=73)**

SYAT areas (Raw Score)		Mean	SD	Mean Difference	p-value
	SYAT Total-Post	187.95	17.79	1.37	0.50
	SYAT Total-Stability	189.32	17.54		
1	Attitude towards One's own Sexuality-Post	19.19	2.82	0.23	0.53
	Attitude towards One's own Sexuality-Stability	18.96	2.77		
2	Attitude towards Person's sexual needs-Post	15.45	3.23	0.49	0.25
	Attitude towards Person's sexual needs-Stability	14.96	2.63		
3	Attitude towards Pre-marital Relationships-Post	21.34	4.34	0.67	0.24
	Attitude towards Pre-marital Relationships-Stability	22.01	4.19		
4	Attitude towards Socio – Cultural correlate-Post	20.47	3.56	0.06	0.91
	Attitude towards Socio – Cultural correlate-Stability	20.52	3.60		
5	Attitude towards Sexual Abuse-Post	25.04	3.31	0.07	0.90
	Attitude towards Sexual Abuse-Stability	24.97	4.01		
6	Attitude towards Media-Post	16.21	2.90	0.51	0.19
	Attitude towards Media- Stability	15.70	3.00		
7	Attitude towards Concept of Beauty-Post	20.56	2.76	0.41	0.30
	Attitude towards Concept of Beauty-Stability	20.97	3.07		
8	Attitude towards Sexuality within friendship-Post	26.03	3.56	0.38	0.38
	Attitude towards Sexuality within friendship-Stability	26.41	2.90		
9	Attitude towards other's sexuality-Post	18.37	4.31	0.88	0.07
	Attitude towards other's sexuality-Stability	19.25	3.71		
10	Attitude towards sexuality education-Post	5.29	1.81	0.81	0.00
	Attitude towards sexuality education. Stability	6.10	1.66		

**Fig 4.2.4(A) Paired sample test: Post-Test and Stability-test comparison on Stepping into Youth: Attitude Test (SYAT) (N=73)**



**Fig 4.2.4(B) Paired sample test: Post-Test and Stability-test comparison on Stepping into Youth: Attitude Test (SYAT) (N=73)**



**Fig 4.2.4(C) Paired sample test: Post-Test and Stability-test comparison on Stepping into Youth: Attitude Test (SYAT) (N=73)**

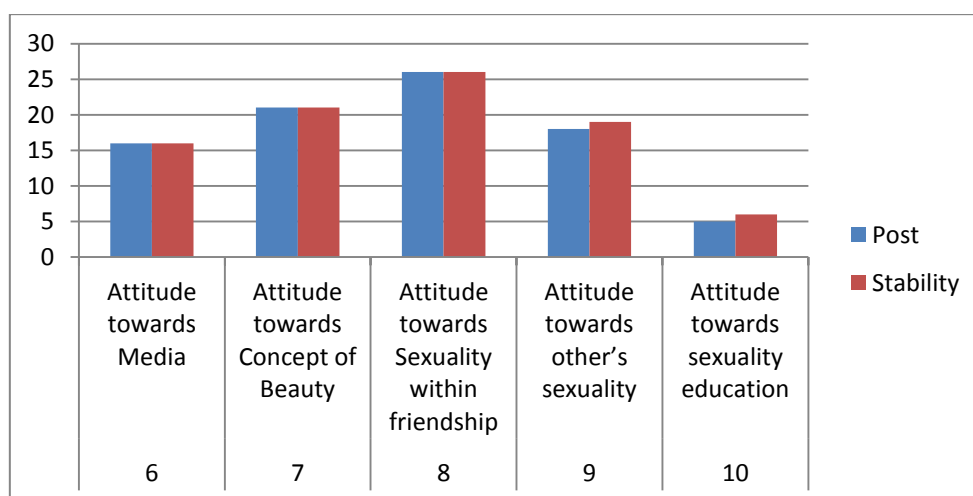


Table no 4.2.4 shows the stability effect for the mentors on SYAT. It is seen that the group has been successful in maintaining the change throughout the field work period. Though the scores regarding attitude do not seem to have improved much at stability testing, it is clear that the positive changes noted at post-test have been consistently nurtured has internalized satisfactorily.

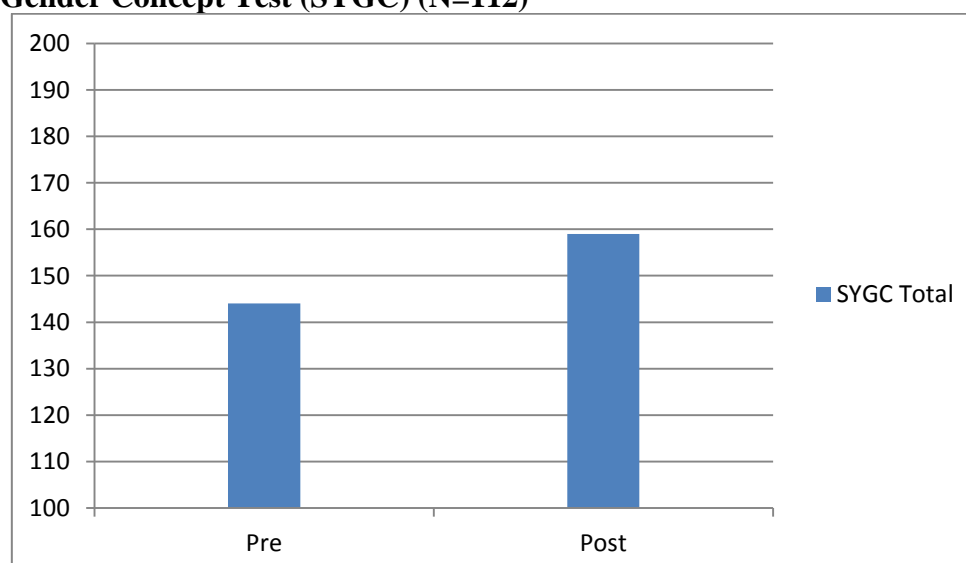
This indicates that the mentors' field work comprising of conducting sexuality education sessions in schools has contributed in facilitating and maintaining the positive attitude

towards this very concept (A10). An interesting fact is that no significant differences (as compared to post-test) are seen on other subareas at stability testing expect for this. So the notion ‘practice makes one perfect’ can be translated here as a ‘practice triggers interest, motivation and positive attitude’ as a result of the learning one enjoys.

**Table 4.2.5 Paired samples test: Pre-test and Post-test comparison on Stepping into Youth: Gender Concept Test (SYGC) (N=112)**

SYGC Areas (Raw Scores)		Mean	SD	Mean Difference	p-value
	<b>SYGC Total-Pre</b>	143.94	25.44	-15.14	<b>0.00</b>
	<b>SYGC Total-Post</b>	159.08	31.21		
<b>1</b>	<b>Physical Characteristics-Pre</b>	16.75	4.60	-1.33	<b>0.00</b>
	<b>Physical Characteristics-Post</b>	18.08	5.29		
<b>2</b>	<b>Gender Roles-Pre</b>	21.25	4.90	-2.46	<b>0.00</b>
	<b>Gender Roles-Post</b>	23.71	5.68		
<b>3</b>	<b>Professional Choices-Pre</b>	23.27	4.95	-2.56	<b>0.00</b>
	<b>Professional Choices-Post</b>	25.83	5.37		
<b>4</b>	<b>Personality-Pre</b>	40.47	7.90	-4.40	<b>0.00</b>
	<b>Personality-Post</b>	44.88	8.78		
<b>5</b>	<b>Availability of Opportunities-Pre</b>	21.93	4.17	-2.10	<b>0.00</b>
	<b>Availability of Opportunities-Post</b>	24.03	4.84		
<b>6</b>	<b>Leisure Time activities-Pre</b>	20.27	4.25	-2.03	<b>0.00</b>
	<b>Leisure Time activities-Post</b>	22.29	4.98		

**Fig 4.2.5(A) Paired samples test: Pre-test and Post-test comparison on Stepping into Youth: Gender Concept Test (SYGC) (N=112)**





**Fig 4.2.5(B) Paired samples test: Pre-test and Post-test comparison on Stepping into Youth: Gender Concept Test (SYGC) (N=112)**

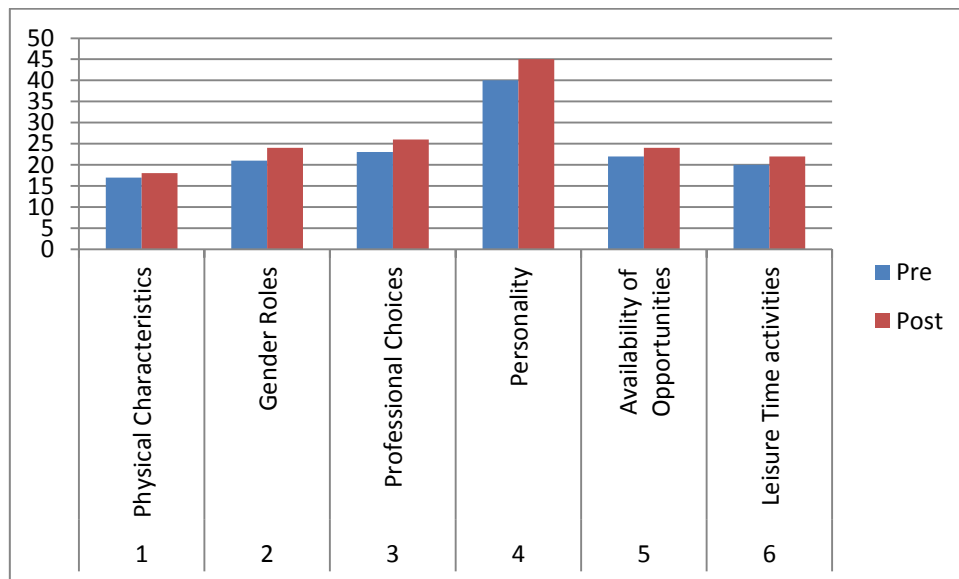
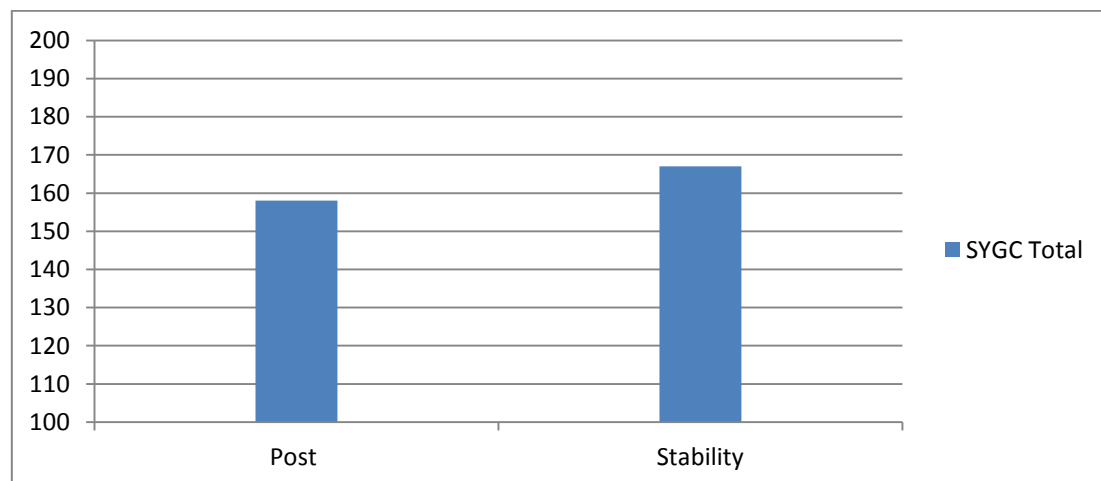


Table no 4.2.5 indicates the impact of training on mentors' gender concepts. It is observed that the posttest total and the post-test sub area scores are significantly ahead of the pre-test. This means that the overall gender stereotyping has significantly reduced as results of the training.

**Table 4.2.6 Paired sample test: Post-test and Stability test on Stepping into Youth: Gender Concept Test (SYGC) (N=73)**

SYGC Areas (Raw Scores)		Mean	SD	Mean Difference	p-value
	<b>SYGC Total-Post</b>	157.73	29.95	-9.27	<b>0.00</b>
	<b>SYGC Total-Stability</b>	167.00	26.61		
<b>1</b>	<b>Physical Characteristics-Post</b>	17.70	5.14	-0.92	<b>0.07</b>
	<b>Physical Characteristics-Stability</b>	18.62	5.22		
<b>2</b>	<b>Gender Roles-Post</b>	23.51	5.57	-1.85	<b>0.00</b>
	<b>Gender Roles-Stability</b>	25.36	4.35		
<b>3</b>	<b>Professional Choices-Post</b>	25.79	5.41	-1.47	<b>0.02</b>
	<b>Professional Choices -Stability</b>	27.26	4.45		
<b>4</b>	<b>Personality-Post</b>	44.81	9.36	-1.53	0.13
	<b>Personality-Stability</b>	46.34	8.65		
<b>5</b>	<b>Availability of Opportunities - Post</b>	24.01	4.66	-1.89	<b>0.00</b>
	<b>Availability of Opportunities-Stability</b>	25.90	3.48		
<b>6</b>	<b>Leisure Time activities-Post</b>	21.90	4.67	-1.62	<b>0.00</b>
	<b>Leisure Time activities-Stability</b>	23.52	4.18		

**Fig 4.2.6 (A) Paired sample test: Post-test and Stability test on Stepping into Youth: Gender Concept (SYGC) (N=73)**



**Fig 4.2.6(B) Paired sample test: Post-test and Stability test on Stepping into Youth: Gender Concept (SYGC) (N=73)**

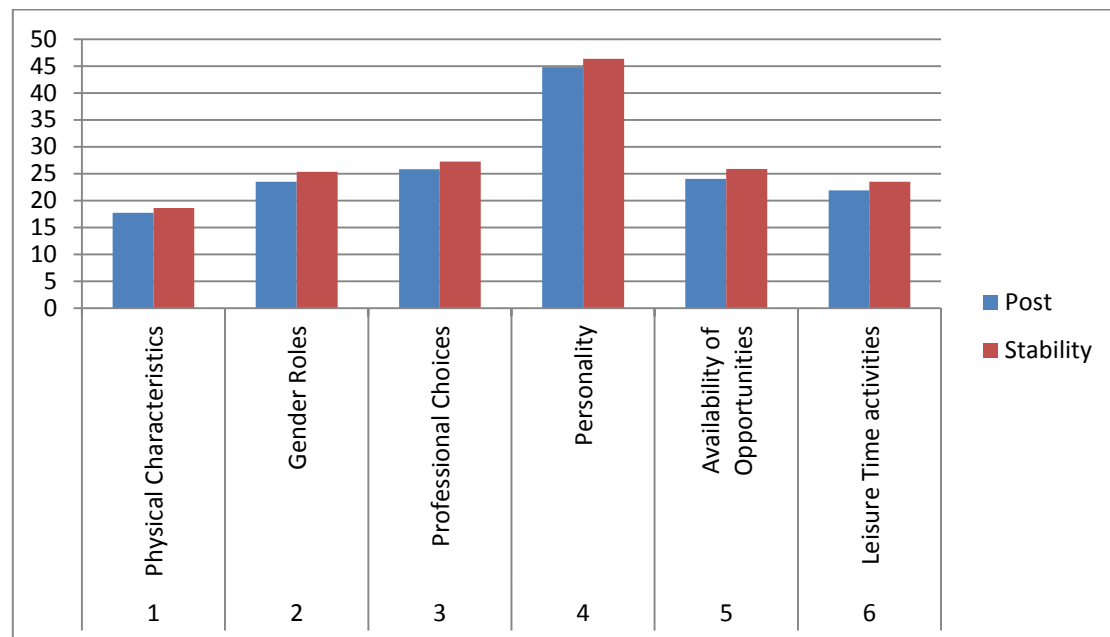


Table no 4.2.6 shows that though the ‘N’ has reduced a little bit during the stability testing the effect for the mentors is significant enough to draw conclusive comments. It is seen that the performance of the group has not only retained during the practice pried but has improved significantly. The values for post-test to stability testing indicate that except for concept regarding ‘Personality’ area, significant improvement is seen for all the other areas in SYGC. It shows that their experiences of implementing the modules on gender stereotypes for children have contributed to further altering their views in a more constructive and positive direction.

### ❖ 4.3 Gender wise Analysis: Pre Test

As the first step in gender wise analysis, separate descriptive statistics were obtained for males and females on three tools.

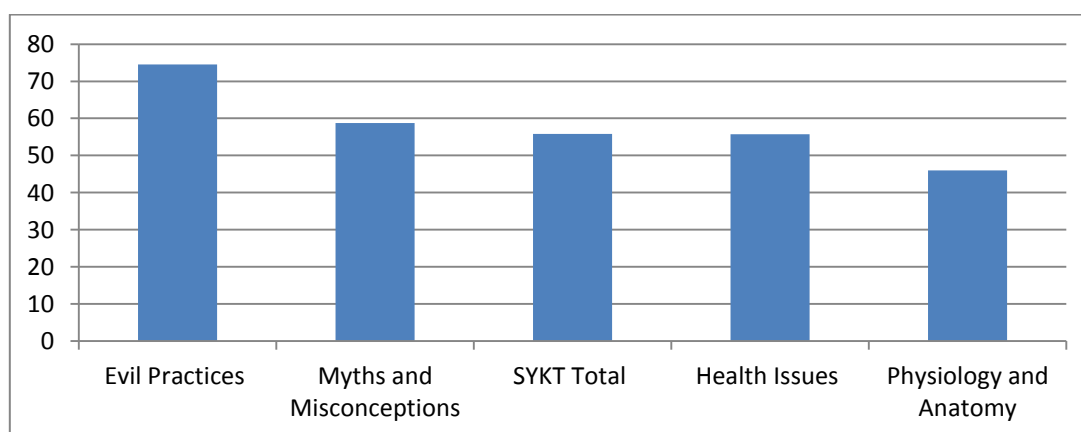
### ❖ 4.3 Descriptive statistics (Pre-test) Males: N=54, Females: N=58

**Table 4.3.1 Descriptive statistics (males): Pre-test: Stepping into Youth: Knowledge Test (SYKT) (N=54)**

SYKT Areas	Min Obtained	Max Obtained	Mean	SD
Evil Practices (in %)	25.00	100.00	74.54	25.92
Myths and Misconceptions (in %)	13.33	86.67	58.77	16.69
SYKT Total (in %)	25.00	80.00	55.83	14.02
Health Issues (in %)	0.00	88.89	55.76	19.96
Physiology and Anatomy (in %)	8.33	75.00	45.99	16.49
SYKT Total-Raw Score (Min 0 - Max 80)	10	32	22.33	5.61
Myths and Misconceptions-Raw Score (Min 0 - Max 30)	2	13	8.81	2.50
Physiology and Anatomy-Raw Score (Min 0 - Max 24)	1	9	5.52	1.98
Health Issues-Raw Score (Min 0 - Max 18)	0	8	5.02	1.80
Evil Practices-Raw Score (Min 0 - Max 8)	1	4	2.98	1.04

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.1 Descriptive statistics (males): Pre-test: Stepping into Youth: Knowledge Test (SYKT) (N=54)**



**Table 4.3.2 Descriptive statistics (females): Pre-test: Stepping into Youth: Knowledge Test (SYKT) (N=58)**

SYKT Areas	Min Obtained	Max Obtained	Mean	SD
Evil Practices (in %)	25.00	100.00	79.31	18.81
Myths and Misconceptions (in %)	26.67	93.33	58.28	16.83
SYKT Total (in %)	32.50	85.00	57.28	13.38
Health Issues (in %)	11.11	88.89	56.13	19.12
Physiology and Anatomy (in %)	16.67	91.67	49.57	17.06
SYKT Total-Raw Score (Min 0 - Max 80)	13	34	22.91	5.35
Myths and Misconceptions-Raw Score (Min 0 - Max 30)	4	14	8.74	2.52
Physiology and Anatomy-Raw Score (Min 0 - Max 24)	2	11	5.95	2.05
Health Issues-Raw Score (Min 0 - Max 18)	1	8	5.05	1.72
Evil Practices-Raw Score (Min 0 - Max 8)	1	4	3.17	0.75

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.2 Descriptive statistics (females): Pre-test: Stepping into Youth: Knowledge Test (SYKT) (N=58)**

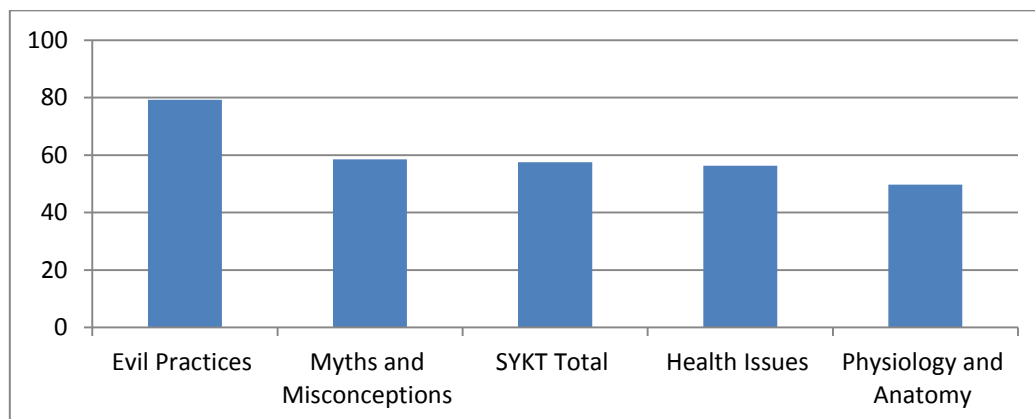


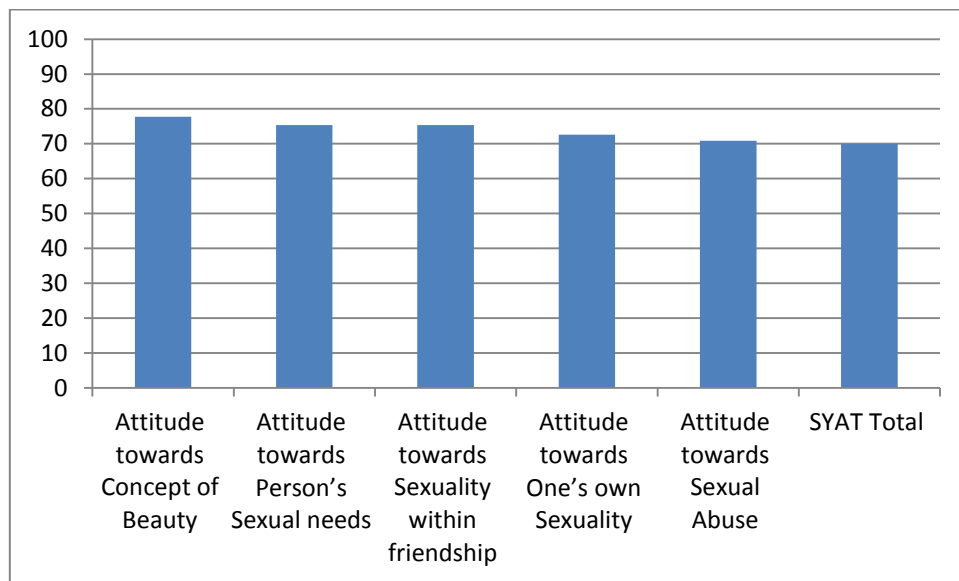
Table 4.3.1 and 4.3.2 at the pre-test, a similar pattern in the spread of scores for SYKT is observed for both males and females. It is observed that knowledge about Evil Practices in sexuality is at the top followed by awareness about Myths and Misconceptions and later by Health Issues related to sexuality. However, knowledge about Physiology and Anatomy seems to be very low for both the genders.

**Table 4.3.3 Descriptive Statistics (males): Pre-test: Stepping into Youth: Attitude Test (SYAT) (N=54)**

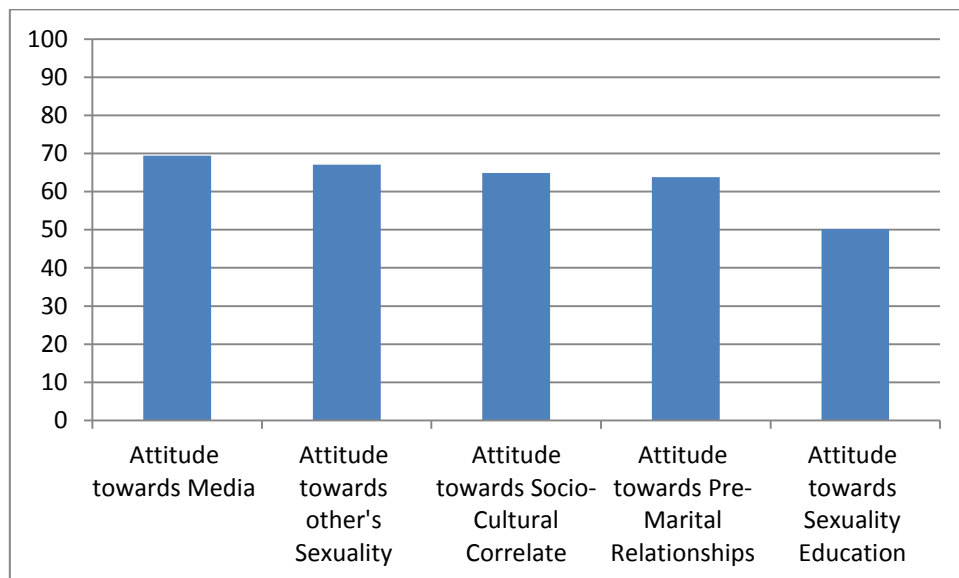
<b>SYAT Areas</b>	<b>Min Obtained</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
Attitude towards Concept of Beauty (in %)	16.67	100.00	77.78	17.55
Attitude towards Person's Sexual needs (in %)	50.00	100.00	75.37	12.92
Attitude towards Sexuality within friendship (in %)	40.63	96.88	75.35	12.44
Attitude towards One's own Sexuality (in %)	37.50	100.00	72.61	13.46
Attitude towards Sexual Abuse (in %)	31.25	93.75	70.83	13.42
SYAT Total (in %)	40.42	84.17	69.99	8.88
Attitude towards Media (in %)	20.00	90.00	69.44	13.52
Attitude towards other's Sexuality (in %)	16.67	100.00	67.05	19.75
Attitude towards Socio-Cultural Correlate (in %)	42.86	85.71	64.88	11.62
Attitude towards Pre-Marital Relationships (in %)	25.00	89.29	63.82	16.34
Attitude towards Sexuality Education (in %)	0.00	100.00	50.23	21.92
SYAT Total-Raw Score (Min 0 - Max 240)	97	202	167.98	21.30
Attitude towards Sexuality within friendship- Raw Score (Min 0 - Max 32)	13	31	24.11	3.98
Attitude towards Sexual Abuse-Raw Score (Min 0 - Max 32)	10	30	22.67	4.30
Attitude towards Concept of Beauty-Raw Score (Min 0 - Max 24)	4	24	18.67	4.21
Attitude towards Socio – Cultural correlate- Raw Score (Min 0 - Max 28)	12	24	18.17	3.25
Attitude towards Pre-marital Relationships- Raw Score (Min 0 - Max 28)	7	25	17.87	4.58
Attitude towards One's own Sexuality- Raw Score (Min 0 - Max 24)	9	24	17.43	3.23
Attitude towards other's sexuality- Raw Score (Min 0 -Max 24)	4	24	16.09	4.74
Attitude towards Media- Raw Score (Min 0 - Max 20)	4	18	13.89	2.70
Attitude towards sexuality education- Raw Score (Min 0 - Max 8)	0	8	4.02	1.75
Attitude towards Person's sexual needs- Raw Score (Min 0 - Max 20)	0	20	4.27	7.02

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.3 (A) Descriptive Statistics (males): Pre-test: Stepping into Youth: Attitude Test (SYAT) (N=54)**



**Fig 4.3.3 (B) Descriptive Statistics (males): Pre-test: Stepping into Youth: Attitude Test (SYAT) (N=54)**



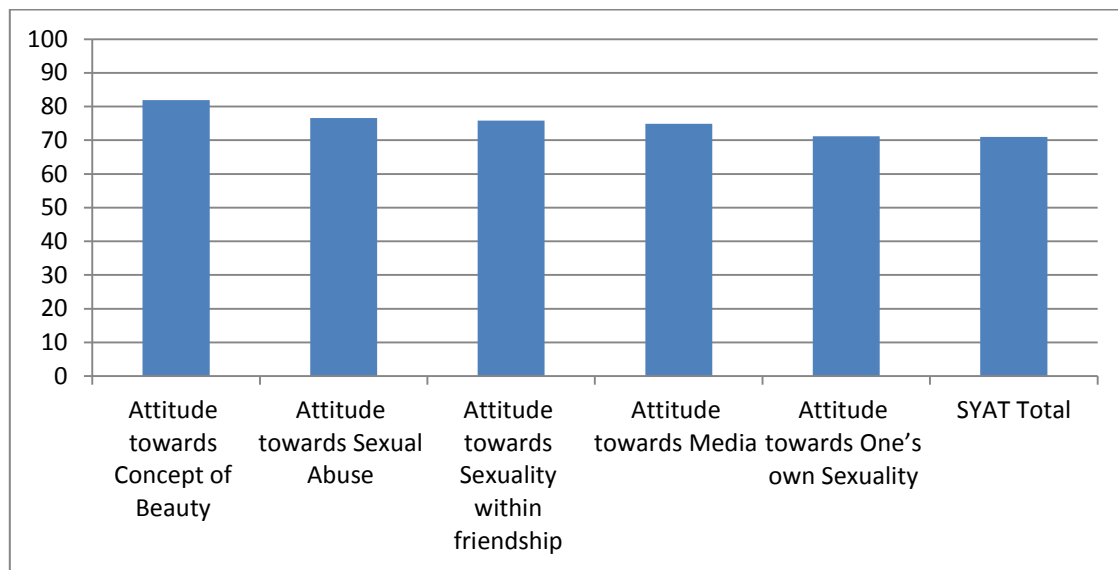
**Table 4.3.4 Descriptive Statistics (females): Pre-test: Stepping into Youth: Attitude Test (SYAT) (N=58)**

<b>SYAT Areas</b>	<b>Min Obtained</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Attitude towards Concept of Beauty (in %)</b>	41.67	100.00	81.90	14.36
<b>Attitude towards Sexual Abuse (in %)</b>	37.50	96.88	76.62	11.31
<b>Attitude towards Sexuality within friendship (in %)</b>	34.38	93.75	75.81	11.69
<b>Attitude towards Media (in %)</b>	30.00	100.00	74.83	14.26
<b>Attitude towards One's own Sexuality (in %)</b>	29.17	100.00	71.19	13.57
<b>SYAT Total (in %)</b>	27.08	83.33	70.97	9.38
<b>Attitude towards Person's Sexual needs (in %)</b>	20.00	100.00	70.34	16.11
<b>Attitude towards Socio-Cultural Correlate (in %)</b>	14.29	85.71	63.85	14.11
<b>Attitude towards Pre-Marital Relationships (in %)</b>	28.57	96.43	63.18	15.11
<b>Attitude towards other's Sexuality (in %)</b>	0.00	100.00	63.15	24.88
<b>Attitude towards Sexuality Education (in %)</b>	12.50	100.00	63.15	24.38
<b>SYAT Total-Raw Score (Min 0 - Max 240)</b>	65	200	170.33	22.51
<b>Attitude towards Sexual Abuse-Raw Score (Min 0 - Max 32)</b>	12	31	24.52	3.62
<b>Attitude towards Sexuality within friendship-Raw Score (Min 0 - Max 32)</b>	11	30	24.26	3.74
<b>Attitude towards Concept of Beauty-Raw Score (Min 0 - Max 24)</b>	10	24	19.66	3.45
<b>Attitude towards Socio – Cultural correlate- Raw Score (Min 0 - Max 28)</b>	4	24	17.88	3.95
<b>Attitude towards Pre-marital Relationships-Raw Score (Min 0 - Max 28)</b>	8	27	17.69	4.23
<b>Attitude towards One's own Sexuality- Raw Score (Min 0 - Max 24)</b>	7	24	17.09	3.26
<b>Attitude towards other's sexuality- Raw Score (Min 0 -Max 24)</b>	0	24	15.16	5.97
<b>Attitude towards Media- Raw Score (Min 0 - Max 20)</b>	6	20	14.97	2.85
<b>Attitude towards sexuality education- Raw Score (Min 0 - Max 8)</b>	1	8	5.05	1.95
<b>Attitude towards Person's sexual needs- Raw Score (Min 0 - Max 20)</b>	0	20	3.34	2.95

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*



**Fig 4.3.4 (A) Descriptive Statistics (females): Pre-test: Stepping into Youth: Attitude Test (SYAT) (N=58)**



**Fig 4.3.4(B) Descriptive Statistics (females): Pre-test: Stepping into Youth: Attitude Test (SYAT) (N=58)**

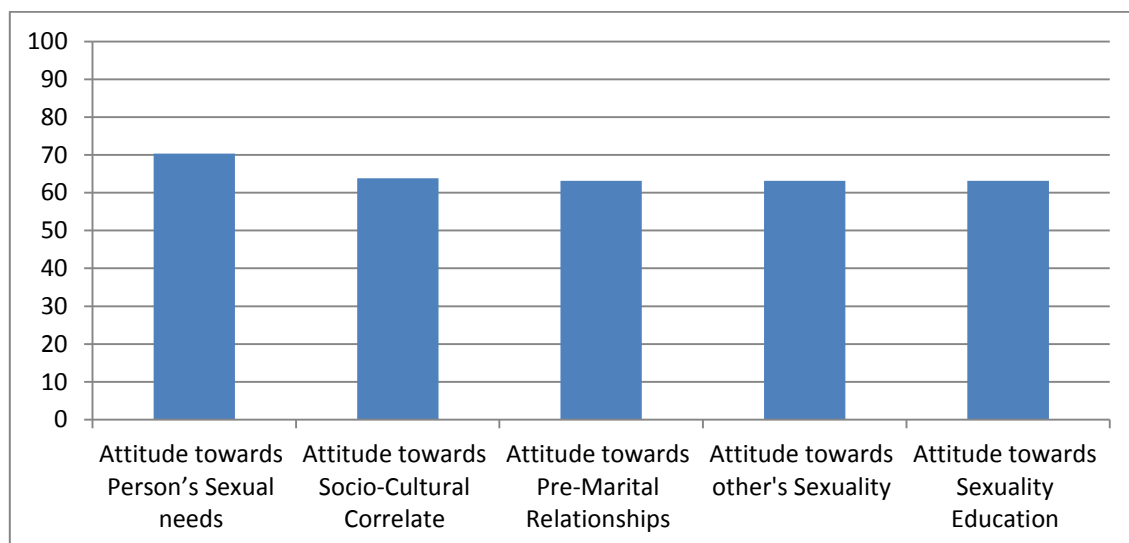


Table no 4.3.3 and 4.3.4 shows the values for the male and female group on SYAT separately. It is observed that the males hold a considerably better positive attitude towards the concept of beauty, one's own sexuality, attitude towards sexuality within friendship, attitude towards one's own sexuality and attitude towards sexual abuse followed by the attitude towards other's sexuality, attitude towards socio-cultural correlates and attitude towards pre-marital relationships. Their attitude towards sexuality education seems to be quite confused. A similar picture is seen for the females where the attitude towards the

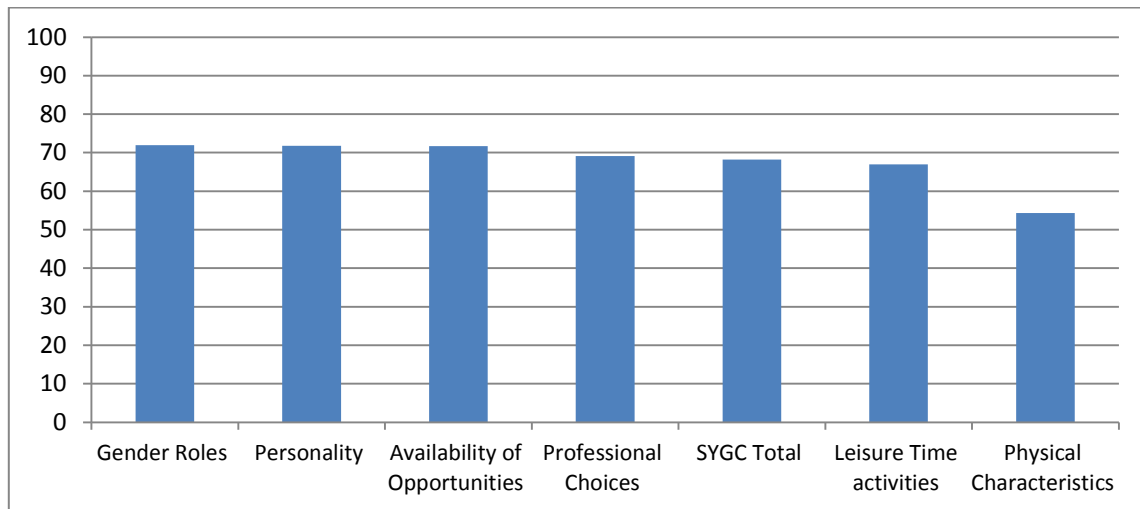
concept of beauty, occupies the top place. However attitude towards sexual abuse which at the fourth place for males in the hierarchy, comes at the second position for the females. Attitude towards Pre-marital Relationships is at lowest position indicating the need for a constructive intervention.

**Table 4.3.5 Descriptive Statistics (males): Pre-test: Stepping into Youth: Gender Concept Test (SYGC) (N=54)**

<b>SYGC Areas</b>	<b>Min Obtained</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Gender Roles (in %)</b>	36.67	100.00	71.98	15.03
<b>Personality (in %)</b>	40.35	100.00	71.77	13.69
<b>Availability of Opportunities (in %)</b>	40.00	100.00	71.67	13.28
<b>Professional Choices (in %)</b>	36.36	100.00	69.14	14.89
<b>SYGC Total (in %)</b>	47.14	99.52	68.19	11.63
<b>Leisure Time activities (in %)</b>	33.33	100.00	66.98	14.04
<b>Physical Characteristics (in %)</b>	33.33	100.00	54.32	16.21
<b>SYGC Total-Raw Score (Min 70 - Max 210)</b>	99	209	143.20	24.42
<b>Personality-Raw Score (Min 19 - Max 57)</b>	23	57	40.91	7.80
<b>Professional Choices-Raw Score (Min 11 - Max 33)</b>	12	33	22.81	4.91
<b>Gender Roles-Raw Score (Min 10 - Max 30)</b>	11	30	21.59	4.51
<b>Availability of Opportunities-Raw Score (Min 10 - Max 30)</b>	12	30	21.50	3.98
<b>Leisure Time activities-Raw Score (Min 10 - Max 30)</b>	10	30	20.09	4.21
<b>Physical Characteristics-Raw Score (Min 10 - Max 30)</b>	10	30	16.30	4.86

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.5 Descriptive Statistics (males): Pre-test: Stepping into Youth: Gender Concept Test (SYGC) (N=54)**

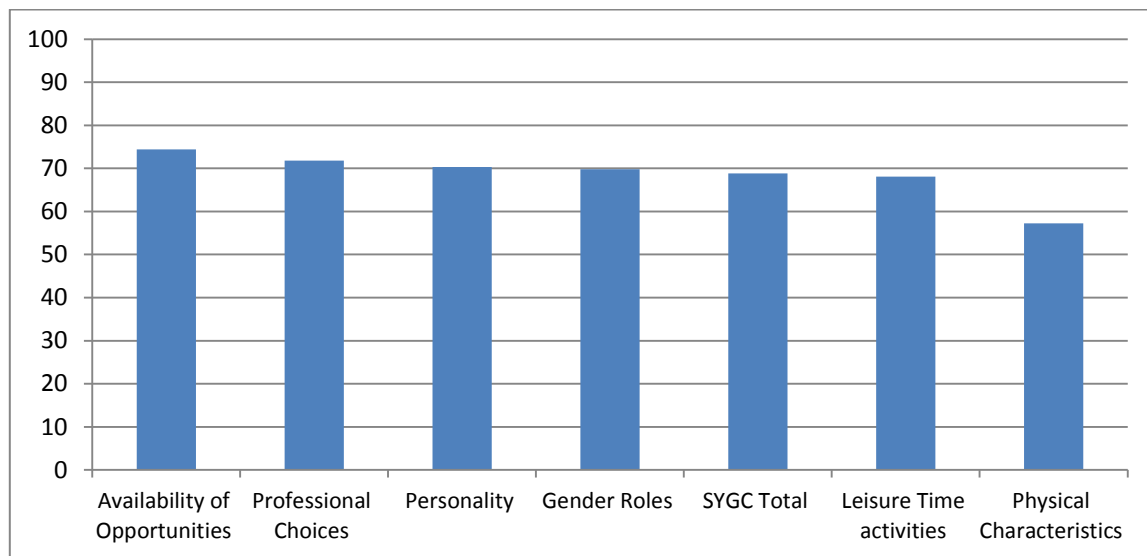


**Table 4.3.6 Descriptive Statistics (females): Pre-test: Stepping into Youth: Gender Concept Test (SYGC) (N=58)**

SYGC Areas	Min Obtained	Max Obtained	Mean	SD
Availability of Opportunities (in %)	50.00	100.00	74.43	14.46
Professional Choices (in %)	39.39	100.00	71.79	15.14
Personality (in %)	40.35	98.25	70.30	14.08
Gender Roles (in %)	33.33	100.00	69.77	17.55
SYGC Total (in %)	45.24	98.10	68.87	12.64
Leisure Time activities (in %)	40.00	100.00	68.10	14.38
Physical Characteristics (in %)	33.33	93.33	57.24	14.48
SYGC Total-Raw Score (Min 70 - Max 210)	95	206	144.62	26.54
Personality-Raw Score (Min 19 - Max 57)	23	56	40.07	8.03
Professional Choices-Raw Score (Min 11 - Max 33)	13	33	23.69	5.00
Availability of Opportunities-Raw Score (Min 10 - Max 30)	15	30	22.33	4.34
Gender Roles-Raw Score (Min 10 - Max 30)	10	30	20.93	5.26
Leisure Time activities-Raw Score (Min 10 - Max 30)	12	30	20.43	4.31
Physical Characteristics-Raw Score (Min 10 - Max 30)	10	28	17.17	4.35

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.6 Descriptive Statistics (females): Pre-test: Stepping into Youth: Gender Concept Test (SYGC) (N=58)**



The above tables (4.3.5 & 4.3.6) represent overall picture for the males and females on gender concepts. For males, the least stereotypical thinking is obtained for the area- ‘availability of opportunities’ and ‘gender roles’. They also seem to be less stereotyped regarding professional choices and leisure time activities prescribed traditionally. This is a very positive indication; however, they have displayed considerable stereotypical thinking regarding typical notions of external physical characteristics a boy or girls is supposed to possess. (Ex.long hair-girls, muscular body- boys, typically displayed styles of movement etc.).

Similar pattern is observed for the females indicating that stereotyping takes place in a uniform manner for both the sexes.

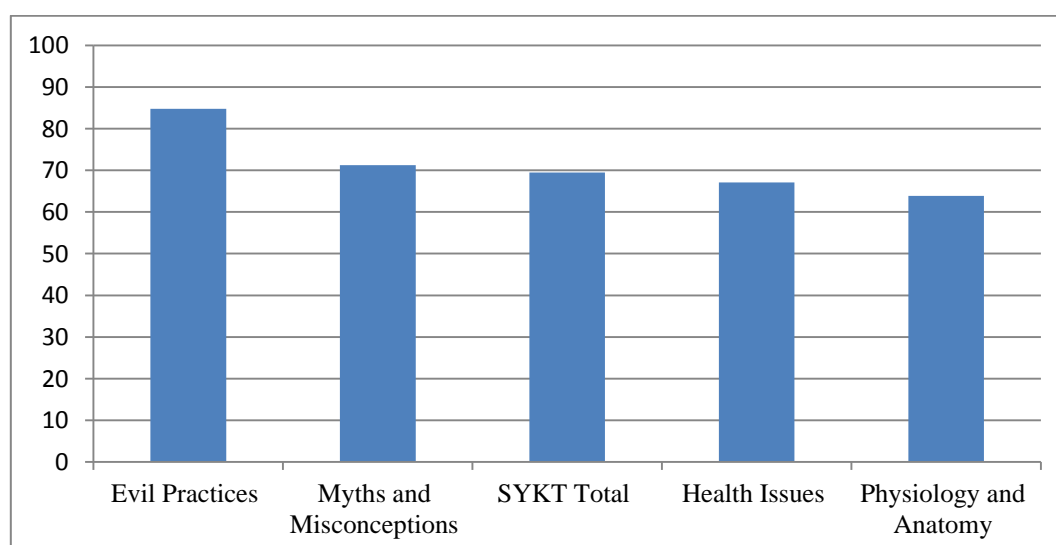
❖ **4.3 Gender wise analysis: Post-test: Descriptive statistics:(Males- 54 and Females-58)**

**Table 4.3.7 Descriptive Statistics (males): Post-test: Stepping into Youth: Knowledge Test (SYKT) (N=54)**

SYKT Areas	Min Obtained	Max Obtained	Mean	SD
Evil Practices (in %)	25.00	100.00	84.72	20.84
Myths and Misconceptions (in %)	33.33	93.33	71.23	12.87
SYKT Total (in %)	42.50	90.00	69.58	11.79
Health Issues (in %)	11.11	100.00	67.08	18.81
Physiology and Anatomy (in %)	25.00	100.00	64.35	15.90
SYKT Total-Raw Score (Min 0 - Max 80)	17	36	27.83	4.72
Myths and Misconceptions-Raw Score (Min 0 - Max 30)	5	14	10.69	1.93
Physiology and Anatomy-Raw Score (Min 0 - Max 24)	3	12	7.72	1.91
Health Issues-Raw Score (Min 0 - Max 18)	1	9	6.04	1.69
Evil Practices-Raw Score (Min 0 - Max 8)	1	4	3.39	0.83

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.7 Descriptive Statistics (males): Post-test: Stepping into Youth: Knowledge Test (SYKT) (N=54)**

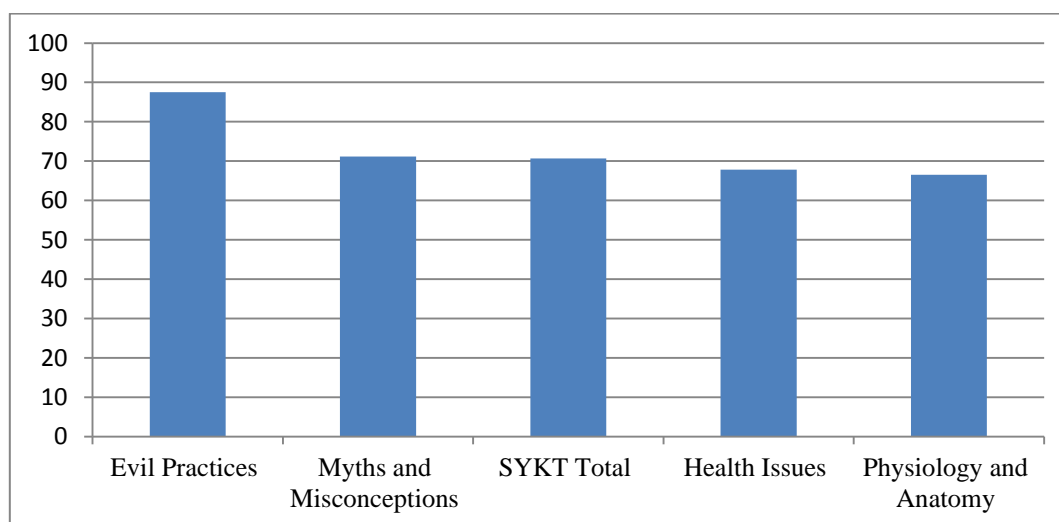


**Table 4.3.8 Descriptive Statistics (females): Post-test: Stepping into Youth: Knowledge Test (SYKT) (N=59)**

<b>SYKT Areas</b>	<b>Min Obtained</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Evil Practices (in %)</b>	50.00	100.00	87.50	17.05
<b>Myths and Misconceptions (in %)</b>	33.33	93.33	71.15	12.76
<b>SYKT Total (in %)</b>	35.00	92.50	70.52	11.44
<b>Health Issues (in %)</b>	22.22	100.00	67.82	16.61
<b>Physiology and Anatomy (in %)</b>	16.67	100.00	66.52	16.92
<b>SYKT Total-Raw Score (Min 0 - Max 80)</b>	14	37	28.21	4.58
<b>Myths and Misconceptions-Raw Score (Min 0 - Max 30)</b>	5	14	10.67	1.91
<b>Physiology and Anatomy-Raw Score (Min 0 - Max 24)</b>	2	12	7.98	2.03
<b>Health Issues-Raw Score (Min 0 - Max 18)</b>	2	9	6.10	1.49
<b>Evil Practices-Raw Score (Min 0 - Max 8)</b>	2	4	3.50	0.68

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.8 Descriptive Statistics (females): Post-test: Stepping into Youth: Knowledge Test (SYKT) (N=59)**



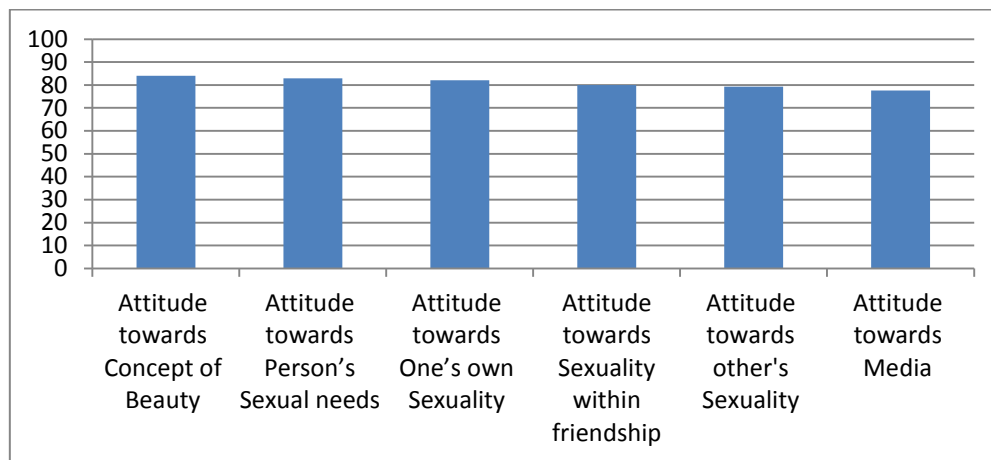
Both these tables (Table 4.3.7 and 4.3.8) show that awareness about “evil practices in sexuality’ has come up as the top scored aspect at post test for girls as well as boys. It is followed by awareness about myths –misconceptions, health issues and knowledge of anatomy- physiology. Thus more emphasis needs to be given on imparting knowledge of the reproductive system so that it gets anchored in the minds properly.

**Table 4.3.9 Descriptive statistics (males):Post-test: Stepping into Youth: Attitude Test (SYAT) (N=54)**

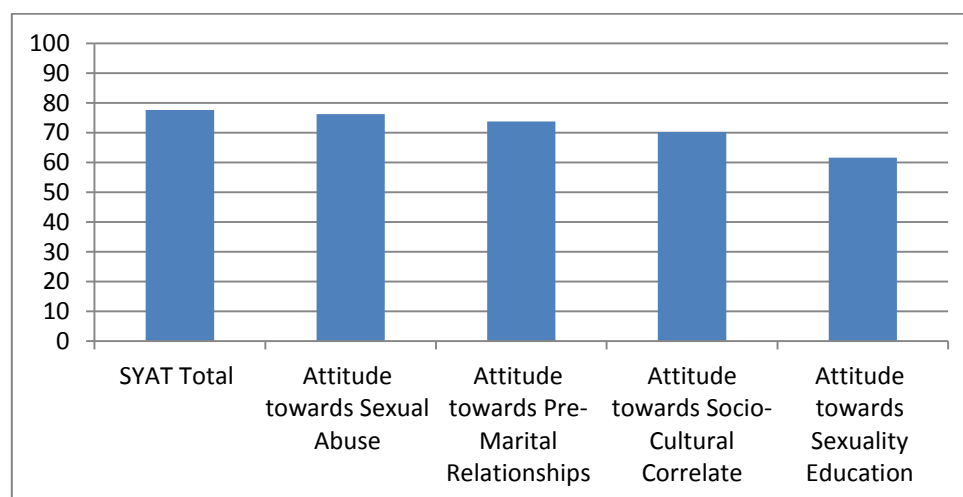
<b>SYAT Areas</b>	<b>Min Obtained</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
Attitude towards Concept of Beauty (in %)	54.17	100.00	84.03	12.03
Attitude towards Person's Sexual needs (in %)	40.00	100.00	82.96	13.92
Attitude towards One's own Sexuality (in %)	50.00	100.00	82.10	11.89
Attitude towards Sexuality within friendship (in %)	37.50	100.00	79.92	12.60
Attitude towards other's Sexuality (in %)	41.67	100.00	79.32	15.25
Attitude towards Media (in %)	40.00	100.00	77.59	14.59
<b>SYAT Total (in %)</b>	<b>57.08</b>	<b>92.08</b>	<b>77.58</b>	<b>7.73</b>
Attitude towards Sexual Abuse (in %)	50.00	93.75	76.16	11.74
Attitude towards Pre-Marital Relationships (in %)	21.43	100.00	73.74	16.46
Attitude towards Socio-Cultural Correlate (in %)	35.71	100.00	70.17	13.63
Attitude towards Sexuality Education (in %)	25.00	100.00	61.57	21.83
<b>SYAT Total-Raw Score (Min 0 - Max 240)</b>	<b>137</b>	<b>221</b>	<b>186.19</b>	<b>18.55</b>
Attitude towards Sexuality within friendship-Raw Score (Min 0 - Max 32)	12	32	25.57	4.03
Attitude towards Sexual Abuse-Raw Score (Min 0 - Max 32)	16	30	24.37	3.76
Attitude towards Pre-marital Relationships-Raw Score (Min 0 - Max 28)	6	28	20.65	4.61
Attitude towards Concept of Beauty-Raw Score (Min 0 - Max 24)	13	24	20.17	2.89
Attitude towards One's own Sexuality- Raw Score (Min 0 - Max 24)	12	24	19.7	2.85
Attitude towards Socio – Cultural correlate- Raw Score (Min 0 - Max 28)	10	28	19.65	3.82
Attitude towards other's sexuality- Raw Score (Min 0 - Max 24)	10	24	19.04	3.66
Attitude towards Person's sexual needs- Raw Score (Min 0 - Max 20)	8	20	16.59	2.78
Attitude towards Media- Raw Score (Min 0 - Max 20)	8	20	15.52	2.92
Attitude towards sexuality education- Raw Score (Min 0 - Max 8)	2	8	4.93	1.75

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.9 (A) Descriptive statistics (males): Post-test: Stepping into Youth: Attitude Test (SYAT) (N=54)**



**Fig 4.3.9 (B) Descriptive statistics (males) : Post-test: Stepping into Youth: Attitude Test (SYAT) (N=54)**



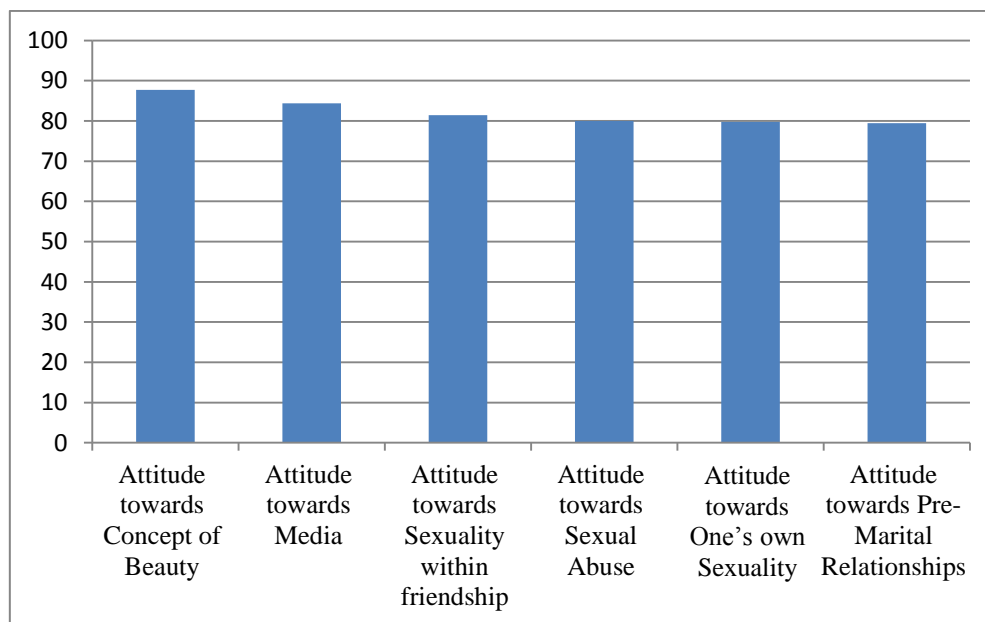


**Table 4.3.10 Descriptive statistics (females): Post-test: Stepping into Youth: Attitude Test (SYAT) (N=58)**

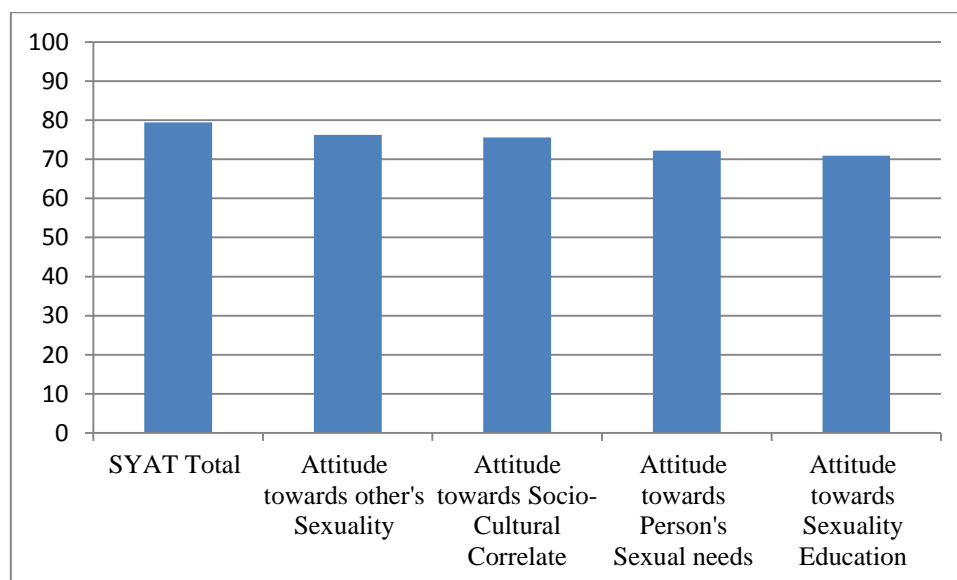
<b>SYAT Areas</b>	<b>Min Obtained</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Attitude towards Concept of Beauty (in %)</b>	54.17	100.00	87.72	10.28
<b>Attitude towards Media (in %)</b>	50.00	100.00	84.40	12.07
<b>Attitude towards Sexuality within friendship (in %)</b>	50.00	100.00	81.41	9.61
<b>Attitude towards Sexual Abuse (in %)</b>	56.25	90.63	79.96	8.72
<b>Attitude towards One's own Sexuality (in %)</b>	45.83	100.00	79.74	11.51
<b>Attitude towards Pre-Marital Relationships (in %)</b>	42.86	100.00	79.43	14.54
<b>SYAT Total (in %)</b>	58.75	90.42	79.38	6.29
<b>Attitude towards other's Sexuality (in %)</b>	16.67	100.00	76.22	19.01
<b>Attitude towards Socio-Cultural Correlate (in %)</b>	57.14	100.00	75.55	10.49
<b>Attitude towards Person's Sexual needs (in %)</b>	35.00	100.00	72.24	15.87
<b>Attitude towards Sexuality Education (in %)</b>	12.50	100.00	70.91	22.01
<b>SYAT Total-Raw Score (Min 0 - Max 240)</b>	141	217	190.52	15.09
<b>Attitude towards Sexuality within friendship-Raw Score (Min 0 - Max 32)</b>	16	32	26.05	3.07
<b>Attitude towards Sexual Abuse-Raw Score (Min 0 - Max 32)</b>	18	29	25.59	2.79
<b>Attitude towards Pre-marital Relationships-Raw Score (Min 0 - Max 28)</b>	12	28	22.24	4.07
<b>Attitude towards Socio – Cultural correlate-Raw Score (Min 0 - Max 28)</b>	16	28	21.16	2.94
<b>Attitude towards Concept of Beauty-Raw Score (Min 0 - Max 24)</b>	13	24	21.05	2.47
<b>Attitude towards One's own Sexuality- Raw Score (Min 0 - Max 24)</b>	11	24	19.14	2.76
<b>Attitude towards other's sexuality- Raw Score (Min 0 -Max 24)</b>	4	24	18.29	4.56
<b>Attitude towards Media- Raw Score (Min 0 - Max 20)</b>	10	20	16.88	2.41
<b>Attitude towards Person's sexual needs- Raw Score (Min 0 - Max 20)</b>	7	20	14.45	3.17
<b>Attitude towards sexuality education- Raw Score (Min 0 - Max 8)</b>	1	8	5.67	1.76

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.10 (A) Descriptive statistics (females): Post-test: Stepping into Youth: Attitude Test (SYAT) (N=58)**



**Fig 4.3.10 (B) Descriptive statistics (females): Post-test: Stepping into Youth: Attitude Test (SYAT) (N=58)**



Tables 4.3.9 and 4.3.10 show the overall picture regarding the participants' attitude towards sexuality at post-test. Interestingly both males and females show highest score on the 'concept of beauty' as compared to other areas. However certain differences are noted in the ranking for other aspects among these two groups. Areas like 'attitude towards person's

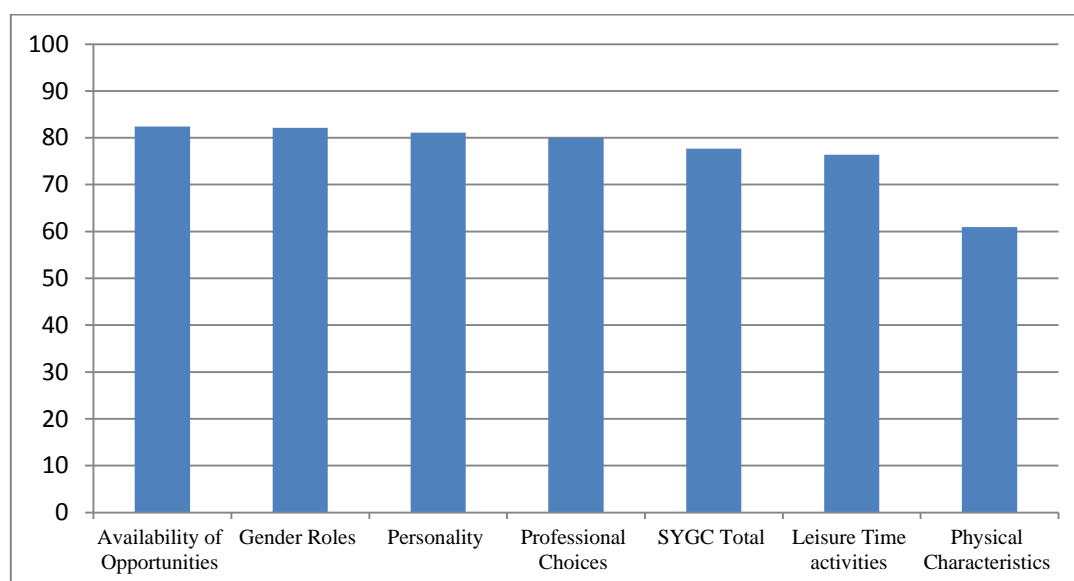
sexual needs’ followed by one’s own sexuality’, ‘sexuality within friendship’ and ‘others’ sexuality’ are in top position for the females. But for the males, ‘media’, ‘sexuality within friendship’ and ‘sexual abuse’ rank as the top four areas. However for both the males and females ‘attitude towards sexuality education’ is at a lower end as compared to other aspects.

**Table 4.3.11 Descriptive Statistics (males): Post-Test: Stepping into Youth: Gender Concepts (SYGC) (N=54)**

<b>SYGC Areas</b>	<b>Min Obtained</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Availability of Opportunities (in %)</b>	40.00	100.00	82.41	15.19
<b>Gender Roles (in %)</b>	33.33	100.00	82.16	17.65
<b>Personality (in %)</b>	45.61	100.00	81.12	14.15
<b>Professional Choices (in %)</b>	39.39	100.00	80.02	15.22
<b>SYGC Total (in %)</b>	39.05	99.52	77.72	13.59
<b>Leisure Time activities (in %)</b>	33.33	100.00	76.36	15.60
<b>Physical Characteristics (in %)</b>	33.33	100.00	60.93	17.91
<b>SYGC Total-Raw Score (Min 70 - Max 210)</b>	82.00	209.00	163.20	28.54
<b>Personality-Raw Score (Min 19 - Max 57)</b>	26.00	57.00	46.24	8.06
<b>Professional Choices-Raw Score (Min 11 - Max 33)</b>	13.00	33.00	26.41	5.02
<b>Availability of Opportunities-Raw Score (Min 10 - Max 30)</b>	12.00	30.00	24.72	4.56
<b>Gender Roles-Raw Score (Min 10 - Max 30)</b>	10.00	30.00	24.65	5.30
<b>Leisure Time activities-Raw Score (Min 10 - Max 30)</b>	10.00	30.00	22.91	4.68
<b>Physical Characteristics-Raw Score (Min 10 - Max 30)</b>	10.00	30.00	18.28	5.37

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.11 Descriptive Statistics (males): Post-Test: Stepping into Youth: Gender Concepts (SYGC) (N=54)**

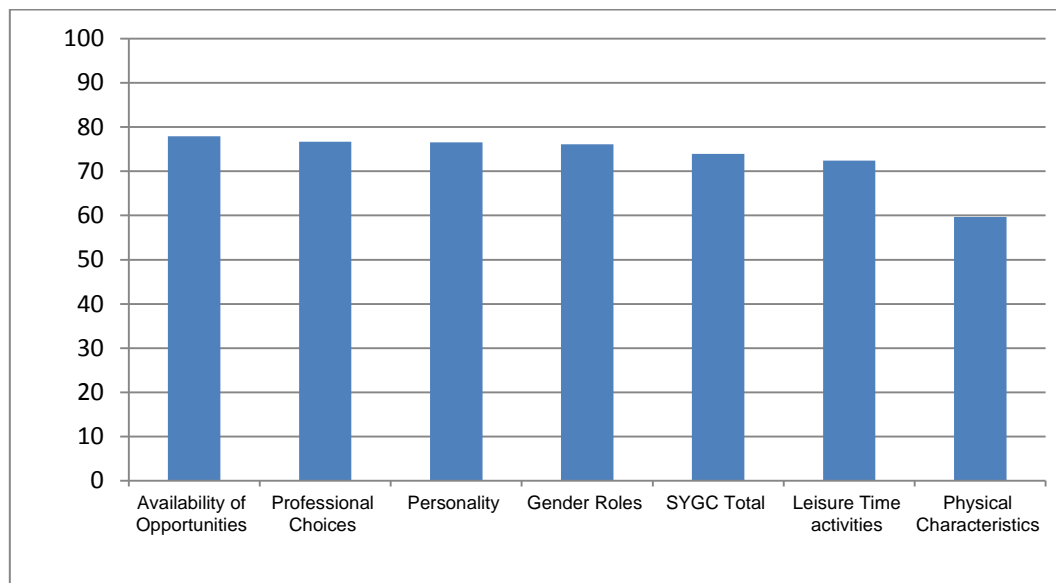


**Table 4.3.12 Descriptive Statistics (females): Post-Test: Stepping into Youth: Gender Concepts (SYGC) (N=58)**

SYGC Areas	Min Obtained	Max Obtained	Mean	SD
Availability of Opportunities (in %)	46.67	100	77.93	16.81
Professional Choices (in %)	39.39	100	76.65	17.19
Personality (in %)	47.37	100	76.50	16.28
Gender Roles (in %)	36.67	100	76.09	19.78
SYGC Total (in %)	46.19	100	73.92	15.85
Leisure Time activities (in %)	43.33	100	72.41	17.42
Physical Characteristics (in %)	33.33	100	59.66	17.49
SYGC Total-Raw Score (Min 70 - Max 210)	97	210	155.24	33.28
Personality-Raw Score (Min 19 - Max 57)	27	57	43.60	9.28
Professional Choices-Raw Score (Min 11 - Max 33)	13	33	25.29	5.67
Availability of Opportunities-Raw Score (Min 10 - Max 30)	14	30	23.38	5.04
Gender Roles-Raw Score (Min 10 - Max 30)	11	30	22.83	5.93
Leisure Time activities-Raw Score (Min 10 - Max 30)	13	30	21.72	5.23
Physical Characteristics-Raw Score (Min 10 - Max 30)	10	30	17.90	5.25

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.12 Descriptive Statistics (females): Post-Test: Stepping into Youth: Gender Concepts (SYGC) (N=58)**



The posttest values for SYGC indicate a similar pattern for males and females. Both have highest means for ‘availability of opportunities’. It is followed by scores for ‘gender roles’ in males while by ‘professional choices’ in females. This means that in males ‘concept of gender roles has taken second highest position in overall gender concept while in females it is the area of ‘professional choices’. For both, ‘physical characteristics’ is seen at the last position amongst the areas covered under the scale (SYGC). It means that dissolving stereotypes regarding external physical characteristics attached to genders is not easy for people.

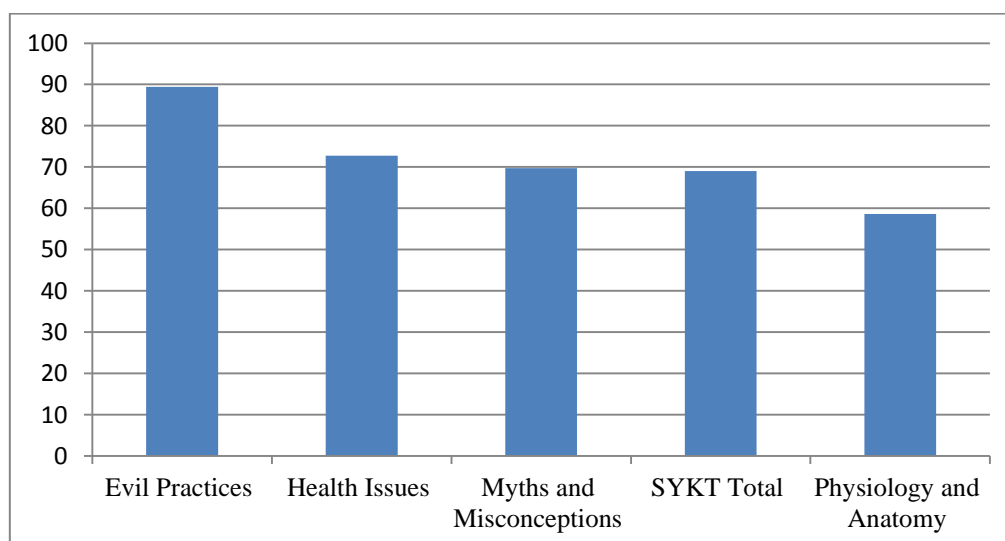
❖ **4.3 Gender wise analysis: Stability-test: Descriptive statistics: (Males- 33 and Females-40)**

**Table 4.3.13 Descriptive statistics (males): Stability Test: Stepping into Youth: Knowledge Test (SYKT) (N=33)**

SYKT Areas	Min Obtained	Max Obtained	Mean	SD
Evil Practices (in %)	25.00	100.00	89.39	21.68
Health Issues (in %)	11.11	100.00	72.73	20.24
Myths and Misconceptions (in %)	33.33	86.67	69.70	13.55
SYKT Total (in %)	27.50	92.50	69.02	13.27
Physiology and Anatomy (in %)	16.67	100.00	58.59	17.11
SYKT Total (Raw Score)	11	37	27.61	5.31
Myths and Misconceptions (Raw Score)	5	13	10.45	2.03
Physiology and Anatomy (Raw Score)	2	12	7.03	2.05
Health Issues (Raw Score)	1	9	6.55	1.82
Evil Practices (Raw Score)	1	4	3.58	0.87

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.13 Descriptive statistics (males): Stability Test: stepping into youth: Knowledge Test (SYKT) (N=33)**



**Table 4.3.14 Descriptive statistics (females): Stability Test: Stepping into Youth: Knowledge Test (SYKT) (N=40)**

SYKT Areas	Min Obtained	Max Obtained	Mean	SD
Evil Practices (in %)	25.00	100.00	86.88	19.60
Health Issues (in %)	44.44	100.00	69.17	16.78
Myths and Misconceptions (in %)	26.67	86.67	69.17	11.47
SYKT Total (in %)	52.50	100.00	69.69	11.21
Physiology and Anatomy (in %)	33.33	91.67	62.08	14.24
SYKT Total (Raw Score)	21	42	27.88	4.48
Myths and Misconceptions (Raw Score)	4	13	10.38	1.72
Physiology and Anatomy (Raw Score)	4	11	7.45	1.71
Health Issues (Raw Score)	4	9	6.23	1.51
Evil Practices (Raw Score)	1	4	3.48	0.78

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.14 Descriptive statistics (females): Stability Test: Stepping into Youth: Knowledge Test (SYKT) (N=40)**

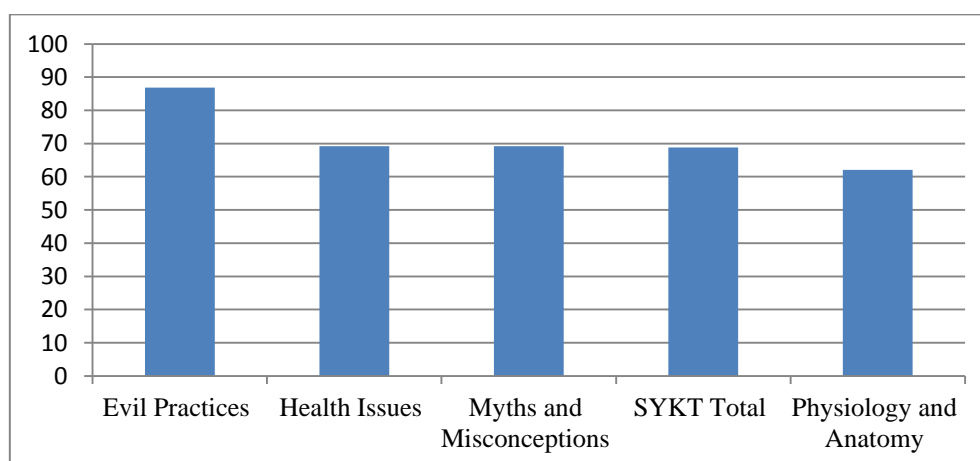


Table 4.3.13 and 4.3.14 shows that the male and female participants both have performed very well on the ‘knowledge about evil practices in sexuality’ followed by ‘awareness about sexuality related health issues’. ‘Myths-misconceptions’, and ‘knowledge about physiology-anatomy are comparatively at a lower end. The homogeneity of the group seems to be quite similar as that of the post-test.

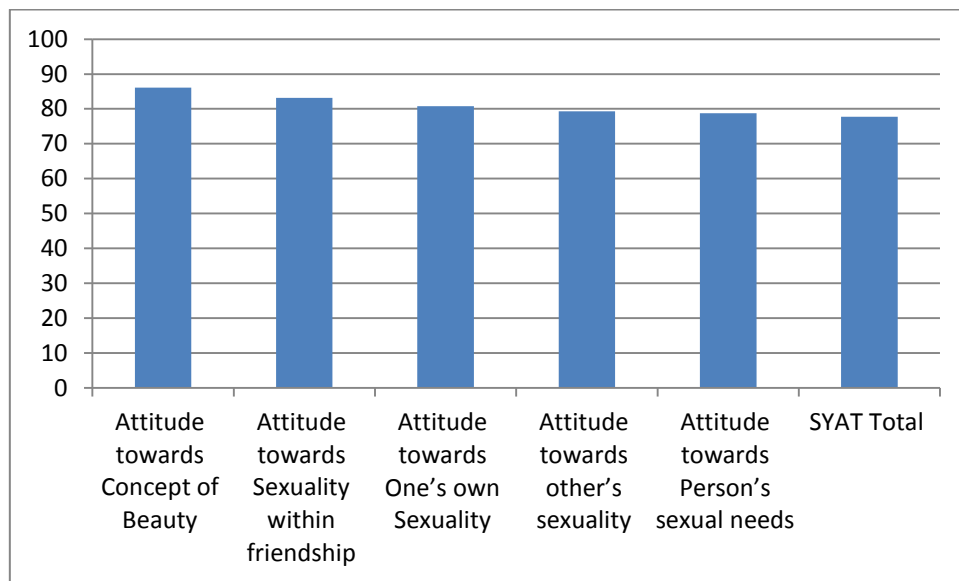
**Table 4.3.15 Descriptive statistics (males): Stability Test: Stepping into Youth: Attitude Test (SYAT) (N=33)**

<b>SYAT Areas</b>	<b>Min Obtained</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
Attitude towards Concept of Beauty (in %)	54.17	100.00	86.11	13.69
Attitude towards Sexuality within friendship (in %)	65.63	100.00	83.14	8.97
Attitude towards One's own Sexuality (in %)	62.50	100.00	80.81	10.04
Attitude towards other's sexuality (in %)	45.83	100.00	79.29	15.85
Attitude towards Person's sexual needs (in %)	60.00	100.00	78.79	12.50
SYAT Total (in %)	61.67	90.00	77.71	7.47
Attitude towards Sexual Abuse (in %)	37.50	100.00	77.56	14.20
Attitude towards Pre-marital Relationships (in %)	46.43	100.00	74.89	15.24
Attitude towards Media (in %)	45.00	100.00	74.85	15.38
Attitude towards sexuality education (in %)	25.00	100.00	72.35	22.70
Attitude towards Socio – Cultural correlate (in %)	50.00	89.29	70.35	11.10
SYAT Total (Raw Score)	148	216	186.52	17.93
Attitude towards Sexuality within friendship (Raw Score)	21	32	26.61	2.87
Attitude towards Sexual Abuse (Raw Score)	12	32	24.82	4.55
Attitude towards Pre-marital Relationships (Raw Score)	13	28	20.97	4.27
Attitude towards Concept of Beauty (Raw Score)	13	24	20.67	3.29
Attitude towards Socio – Cultural correlate (Raw Score)	14	25	19.70	3.11
Attitude towards One's own Sexuality (Raw Score)	15	24	19.39	2.41
Attitude towards other's sexuality (Raw Score)	11	24	19.03	3.80
Attitude towards Person's sexual needs (Raw Score)	12	20	15.76	2.50
Attitude towards Media (Raw Score)	9	20	14.97	3.08
Attitude towards sexuality education (Raw Score)	2	8	5.79	1.82

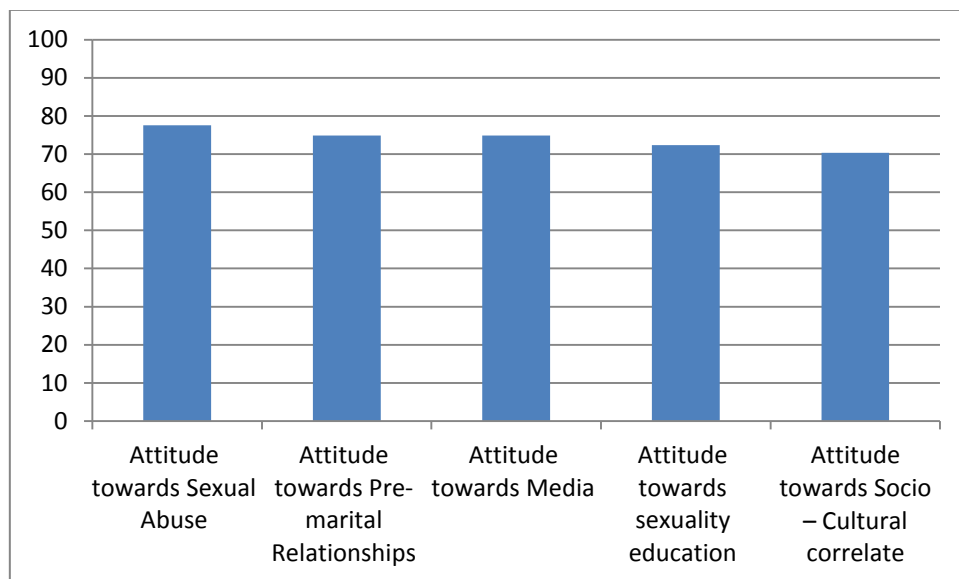
*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*



**Fig 4.3.15 (A) Descriptive statistics (males): Stability Test: Stepping into Youth: Attitude Test (SYAT) (N=33)**



**Fig 4.3.15 (B) Descriptive statistics (males): Stability Test: Stepping into Youth: Attitude Test (SYAT) (N=33)**

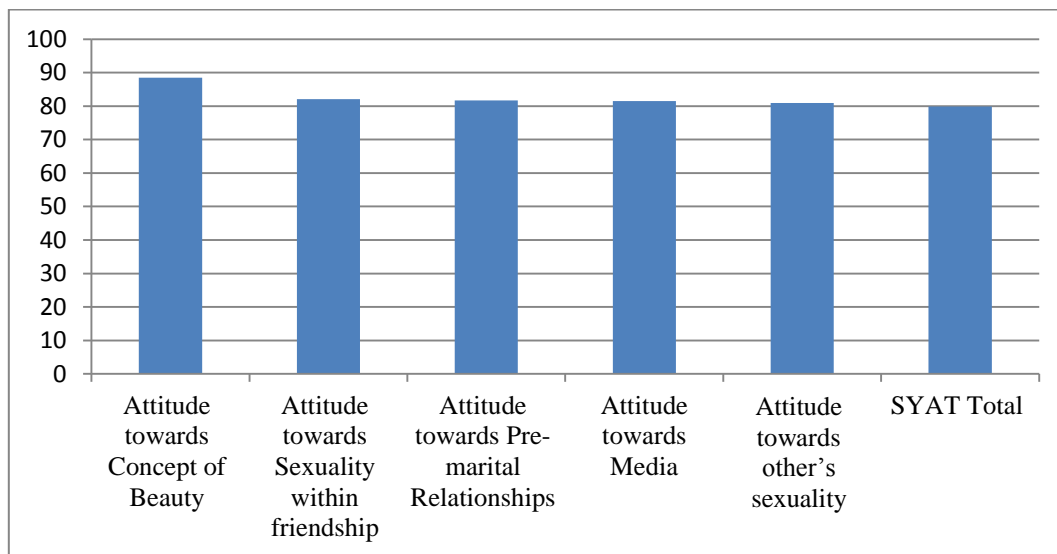


**Table 4.3.16 Descriptive statistics (females): Stability Test: Stepping into Youth: Attitude Test (SYAT) (N=40)**

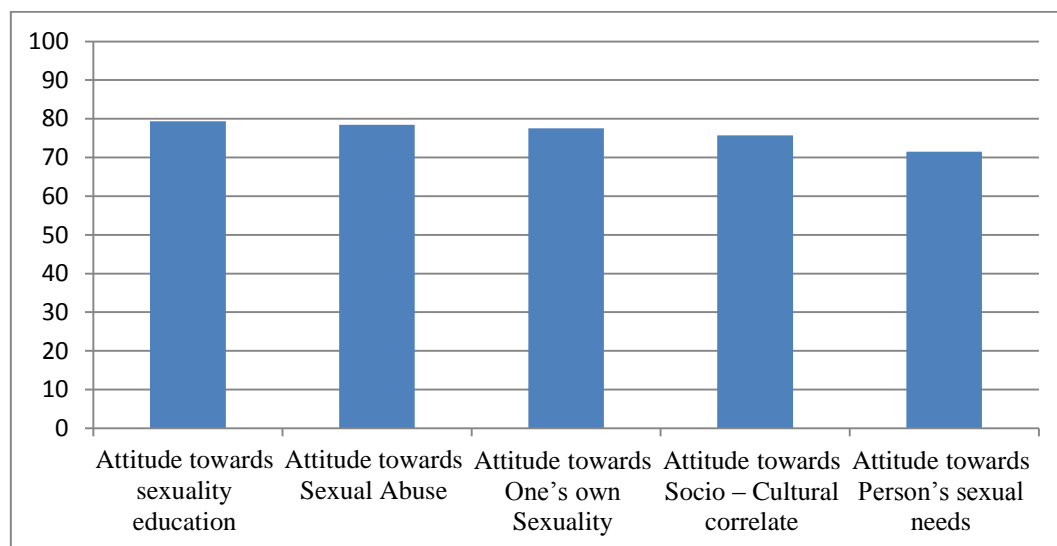
<b>SYAT Areas</b>	<b>Min Obtained</b>	<b>Max Obtained</b>	<b>Mean</b>	<b>SD</b>
Attitude towards Concept of Beauty (in %)	50.00	100.00	88.44	12.06
Attitude towards Sexuality within friendship (in %)	59.38	100.00	82.03	9.43
Attitude towards Pre-marital Relationships (in %)	57.14	100.00	81.70	14.18
Attitude towards Media-PER	50.00	100.00	81.50	14.2
Attitude towards other's sexuality (in %)	41.67	100.00	80.94	15.33
SYAT Total (in %)	63.33	89.58	79.84	7.12
Attitude towards sexuality education (in %)	37.50	100.00	79.38	18.68
Attitude towards Sexual Abuse (in %)	56.25	96.88	78.44	11.12
Attitude towards One's own Sexuality (in %)	41.67	100.00	77.50	12.55
Attitude towards Socio – Cultural correlate (in %)	46.43	100.00	75.71	13.82
Attitude towards Person's sexual needs (in %)	50.00	95.00	71.50	12.92
SYAT Total (Raw Score)	152	215	191.63	17.10
Attitude towards Sexuality within friendship (Raw Score)	19	32	26.25	3.02
Attitude towards Sexual Abuse (Raw Score)	18	31	25.10	3.56
Attitude towards Pre-marital Relationships (Raw Score)	16	28	22.87	3.97
Attitude towards Concept of Beauty (Raw Score)	12	24	21.23	2.90
Attitude towards Socio – Cultural correlate (Raw Score)	13	28	21.20	3.87
Attitude towards other's sexuality (Raw Score)	10	24	19.42	3.68
Attitude towards One's own Sexuality (Raw Score)	10	24	18.60	3.01
Attitude towards Media (Raw Score)	10	20	16.30	2.84
Attitude towards Person's sexual needs (Raw Score)	10	19	14.30	2.58
Attitude towards sexuality education (Raw Score)	3	8	6.35	1.49

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.16(A) Descriptive statistics (females): Stability Test: Stepping into Youth: Attitude Test (SYAT) (N=40)**



**Fig 4.3.16(B) Descriptive statistics (females): Stability Test: Stepping into Youth: Attitude Test (SYAT) (N=40)**



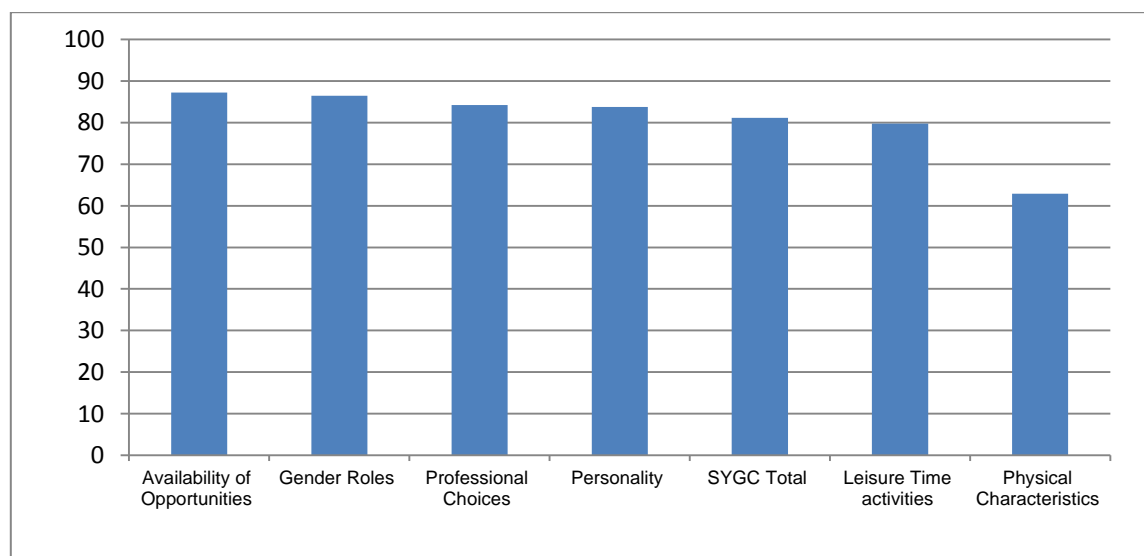
Tables 4.3.15 and 4.3.16 indicate a similar picture to that of the post-test as far as the pattern of attitude towards various aspects of sexuality for both the groups is considered.

**Table 4.3.17 Descriptive statistics (males): Stability Test: Stepping into Youth: Gender Concept Test (SYGC) (N=33)**

SYGC Areas	Min Obtained	Max Obtained	Mean	SD
Availability of Opportunities (in %)	56.67	100.00	87.27	10.36
Gender Roles (in %)	56.67	100.00	86.46	13.44
Professional Choices (in %)	60.61	100.00	84.21	11.61
Personality (in %)	54.39	100.00	83.79	13.61
SYGC Total (in %)	58.57	98.57	81.18	11.01
Leisure Time activities (in %)	53.33	100.00	79.8	12.69
Physical Characteristics (in %)	36.67	93.33	62.93	16.99
SYGC Total (Raw Score)	123	207	170.48	23.13
Personality (Raw Score)	31	57	47.76	7.76
Professional Choices(Raw Score)	20	33	27.79	3.83
Availability of Opportunities (Raw Score)	17	30	26.18	3.11
Gender Roles (Raw Score)	17	30	25.94	4.03
Leisure Time activities (Raw Score)	16	30	23.94	3.81
Physical Characteristics (Raw Score)	11	28	18.88	5.10

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.17 Descriptive statistics (males): Stability Test: Stepping into Youth: Gender Concept Test (SYGC) (N=33)**



**Table 4.3.18 Descriptive statistics (females): Stability Test: Stepping into Youth: Gender Concept Test (SYGC) (N=40)**

SYGC Areas	Min Obtained	Max Obtained	Mean	SD
Availability of Opportunities (in %)	43.33	100.00	85.58	12.62
Gender Roles (in %)	46.67	100.00	82.92	15.31
Professional Choices (in %)	39.39	100.00	81.29	14.89
Personality (in %)	40.35	100.00	79.25	16.24
SYGC Total-PER	40.00	100.00	78.15	13.88
Leisure Time activities (in %)	36.67	100.00	77.25	14.96
Physical Characteristics (in %)	33.33	100.00	61.33	17.89
SYGC Total (Raw Score)	84	210	164.13	29.15
Personality (Raw Score)	23	57	45.17	9.26
Professional Choices (Raw Score)	13	33	26.82	4.91
Availability of Opportunities (Raw Score)	13	30	25.68	3.79
Gender Roles (Raw Score)	14	30	24.88	4.59
Leisure Time activities(Raw Score)	11	30	23.18	4.49
Physical Characteristics (Raw Score)	10	30	18.4	5.37

*The raw scores obtained in each of the sub-factors have been converted to % to make them comparable to each other.*

**Fig 4.3.18 Descriptive statistics (females): Stability Test: Stepping into Youth: Gender Concept (SYGC) (N=40)**

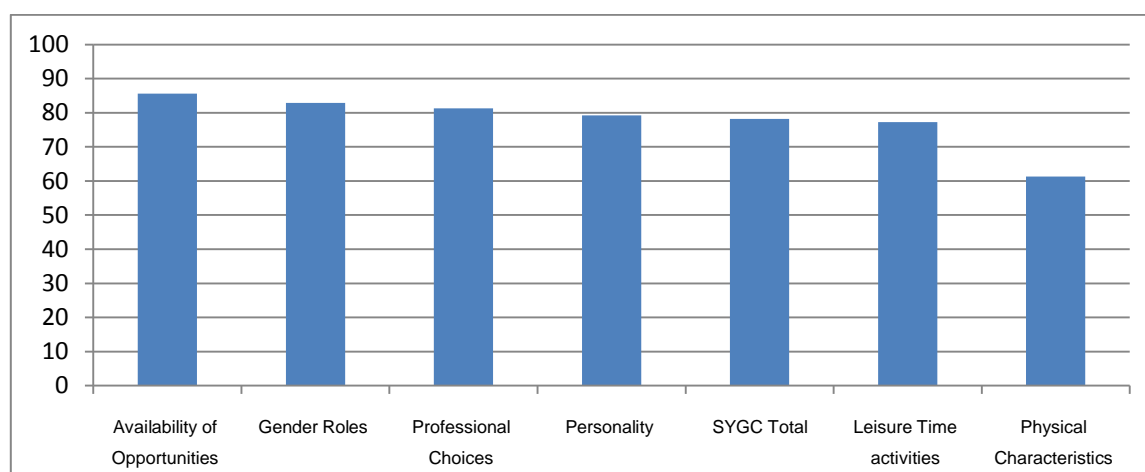


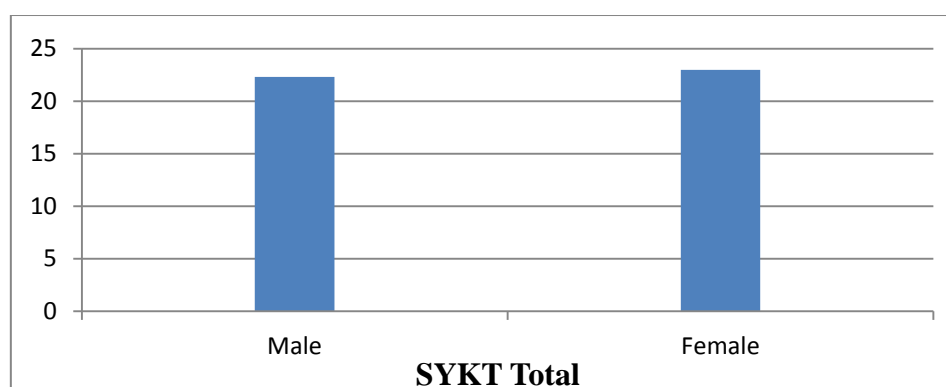
Table 4.3.17 and 4.3.18 indicate a similar picture to that of the posttest with respect to various aspects of gender concepts in sexuality for both the groups.

#### ❖ 4.4 Gender Comparisons at Pre-test: (Male-54 and Female-58)

**Table 4.4.1 Gender Comparison (Pre-test): Stepping into Youth: Knowledge Test (SYKT)**

SYKT Areas (Raw Scores)	Gender	N	Mean	SD	Mean Difference	p-value
Physiology and Anatomy	Male	54	5.52	1.98	-0.43	0.26
	Female	58	5.95	2.05		
Myths and Misconceptions	Male	54	8.81	2.50	0.07	0.88
	Female	58	8.74	2.52		
Health Issues	Male	54	5.02	1.80	-0.03	0.92
	Female	58	5.05	1.72		
Evil Practices	Male	54	2.98	1.04	-0.19	0.26
	Female	58	3.17	0.75		
SYKT Total	Male	54	22.33	5.61	-0.58	0.58
	Female	58	22.91	5.35		

**Fig 4.4.1(A) Gender Comparison (Pre-test): Stepping into Youth: Knowledge Test (SYKT)**



**Fig 4.4.1(B) Gender Comparison (Pre-test): Stepping into Youth: Knowledge Test (SYKT)**

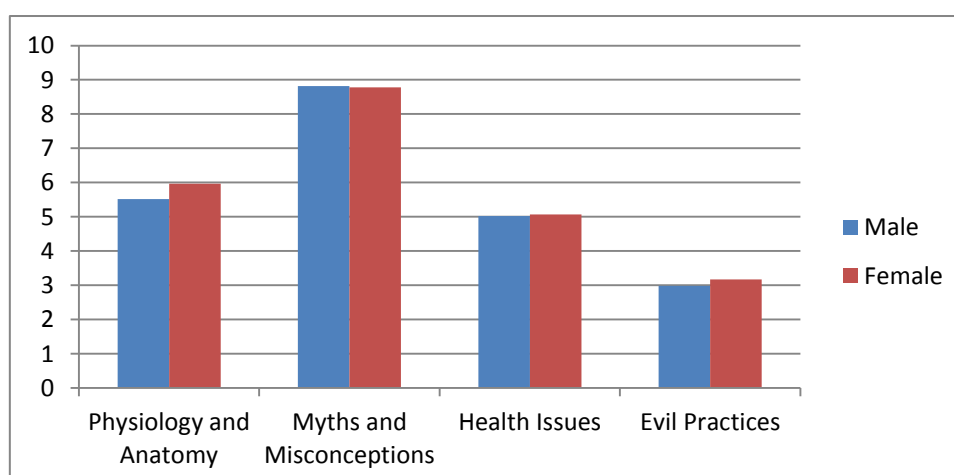
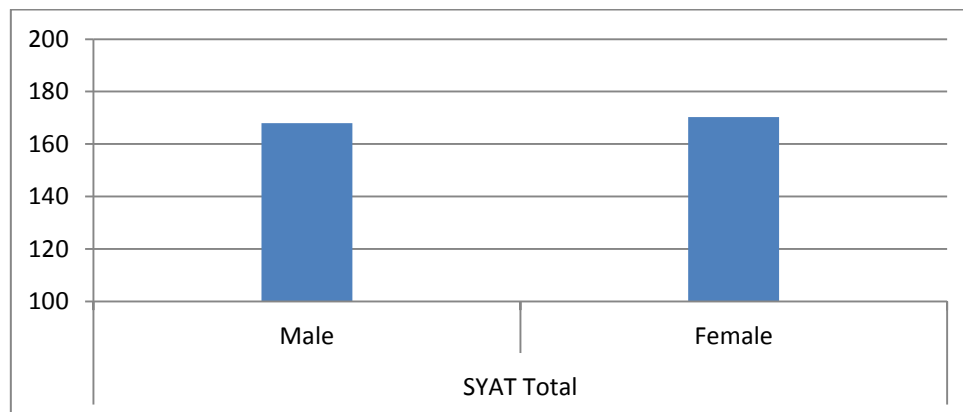


Table 4.4.1 indicates no difference across gender in the knowledge about sexuality (on any of the aspects). This means that males and females were on the same level on SYKT before they underwent the training in sexuality education.

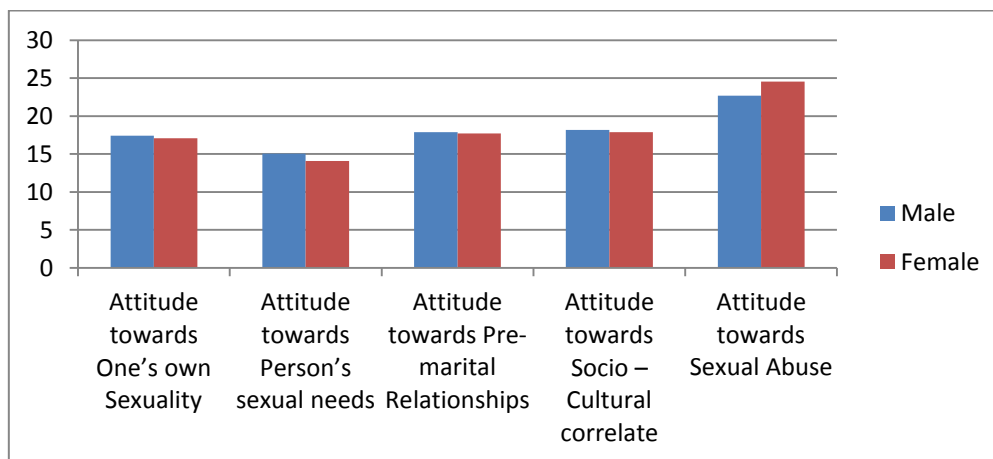
**Table 4.4.2 Gender comparisons (Pre-test): Stepping into Youth: Attitude Test (SYAT)**

<b>SYAT Areas (raw scores)</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mean Difference</b>	<b>p-value</b>
<b>Attitude towards One's own Sexuality</b>	<b>Male</b>	54	17.43	3.23	0.34	0.58
	<b>Female</b>	58	17.09	3.26		
<b>Attitude towards Person's sexual needs</b>	<b>Male</b>	54	15.07	2.58	1.01	<b>0.07</b>
	<b>Female</b>	58	14.07	3.22		
<b>Attitude towards Pre-marital Relationships</b>	<b>Male</b>	54	17.87	4.58	0.18	0.83
	<b>Female</b>	58	17.69	4.23		
<b>Attitude towards Socio – Cultural correlate</b>	<b>Male</b>	54	18.17	3.26	0.29	0.68
	<b>Female</b>	58	17.88	3.95		
<b>Attitude towards Sexual Abuse</b>	<b>Male</b>	54	22.67	4.30	1.85	<b>0.02</b>
	<b>Female</b>	58	24.52	3.62		
<b>Attitude towards Media</b>	<b>Male</b>	54	13.89	2.70	1.08	<b>0.04</b>
	<b>Female</b>	58	14.97	2.85		
<b>Attitude towards Concept of Beauty</b>	<b>Male</b>	54	18.67	4.21	0.99	0.18
	<b>Female</b>	58	19.66	3.45		
<b>Attitude towards Sexuality within friendship</b>	<b>Male</b>	54	24.11	3.98	0.15	0.84
	<b>Female</b>	58	24.26	3.74		
<b>Attitude towards other's sexuality</b>	<b>Male</b>	54	16.09	4.74	0.94	0.36
	<b>Female</b>	58	15.16	5.97		
<b>Attitude towards sexuality education</b>	<b>Male</b>	54	4.02	1.75	1.03	<b>0.00</b>
	<b>Female</b>	58	5.05	1.95		
<b>SYAT Total</b>	<b>Male</b>	54	167.98	21.30	2.35	0.57
	<b>Female</b>	58	170.33	22.51		

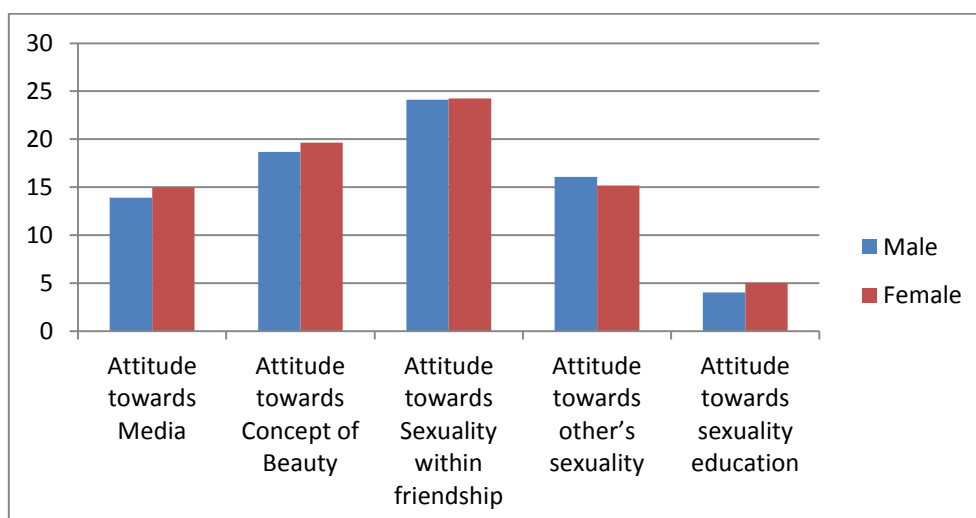
**Fig 4.4.2 (A) Gender comparisons (Pre-test): Stepping into Youth: Attitude Test (SYAT)**



**Fig 4.4.2 (B) Gender comparisons (Pre-test): Stepping into Youth: Attitude Test (SYAT)**



**Fig 4.4.2 (C) Gender comparisons (Pre-test): Stepping into Youth: Attitude Test (SYAT)**



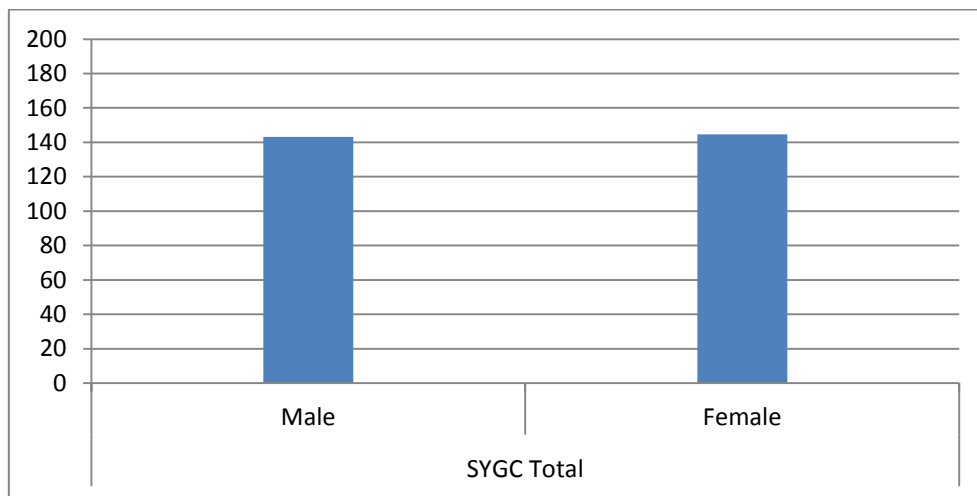


Though no difference was found at pre-test on total score on attitude towards sexuality, table 4.4.2 shows that there was a significant difference on some of the sub areas. The males showed higher scores on attitude towards ‘person’s sexual needs’ as compared to females while the females were significantly better on ‘attitude towards sexual abuse’, ‘media’ and ‘sexuality education’. However this difference was marginally significant.

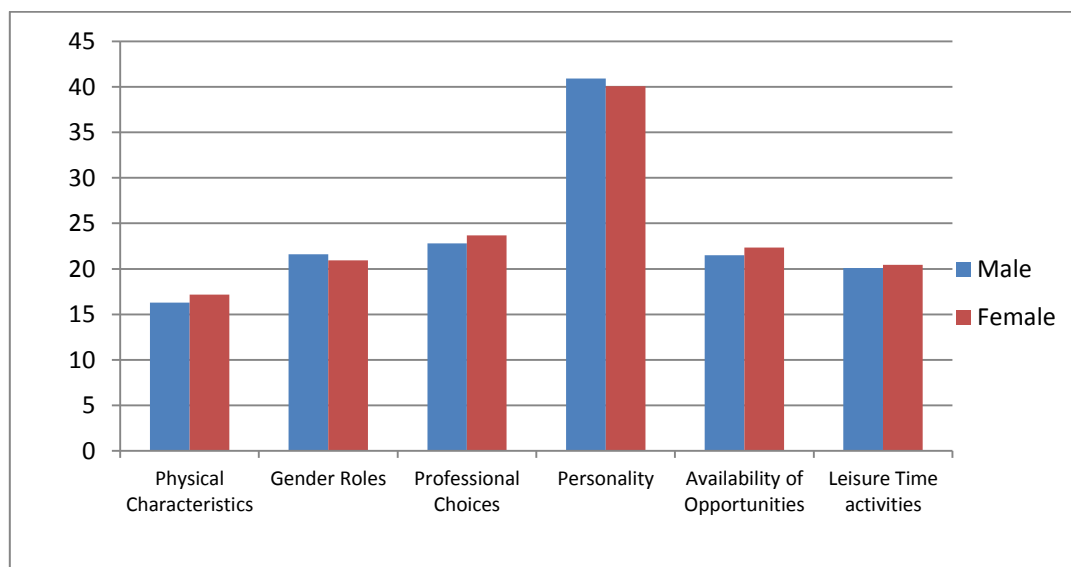
**Table 4.4.3 Gender Comparisons (Pre-test): Stepping into Youth: Gender Concept Test (SYGC)**

<b>SYGC Areas (raw scores)</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mean Difference</b>	<b>p-value</b>
<b>Physical Characteristics</b>	<b>Male</b>	54	16.30	4.86	0.88	0.32
	<b>Female</b>	58	17.17	4.35		
<b>Gender Roles</b>	<b>Male</b>	54	21.59	4.51	0.66	0.48
	<b>Female</b>	58	20.93	5.26		
<b>Professional Choices</b>	<b>Male</b>	54	22.81	4.92	-0.88	0.35
	<b>Female</b>	58	23.69	5.00		
<b>Personality</b>	<b>Male</b>	54	40.91	7.80	0.84	0.58
	<b>Female</b>	58	40.07	8.03		
<b>Availability of Opportunities</b>	<b>Male</b>	54	21.50	3.99	0.83	0.30
	<b>Female</b>	58	22.33	4.34		
<b>Leisure Time activities</b>	<b>Male</b>	54	20.09	4.21	0.34	0.68
	<b>Female</b>	58	20.43	4.31		
<b>SYGC Total</b>	<b>Male</b>	54	143.20	24.42	1.42	0.77
	<b>Female</b>	58	144.62	26.54		

**Fig 4.4.3(A) Gender Comparisons (Pre-test): Stepping into Youth: Gender Concept test (SYGC)**



**Fig 4.4.3(B) Gender Comparisons (Pre-test): Stepping into Youth: Gender Concept Test (SYGC)**



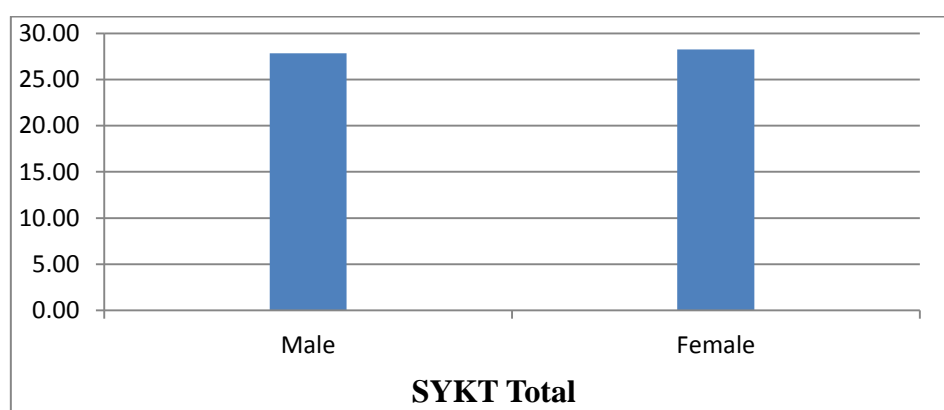
The comparison of genders at pretest on gender concepts shows no significant difference between groups indicating that male and female participants had very similar ideas regarding gender concepts/ stereotypical thinking before they entered the intervention.

❖ 4.4 Gender comparison at Post-test: (Male-54 and Female-58)

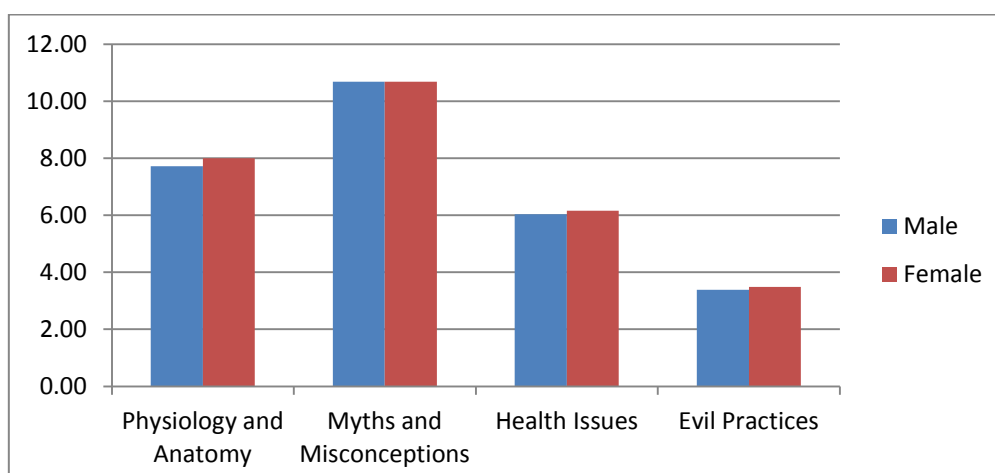
**Table 4.4.4 Gender comparisons (Post-test): Stepping into Youth: Knowledge Test (SYKT)**

SYKT Areas (Raw Scores)	Gender	N	Mean	SD	Mean Difference	p-value
Physiology and Anatomy	Male	54	7.72	1.91	-0.26	0.49
	Female	58	7.98	2.03		
Myths and Misconceptions	Male	54	10.69	1.93	0.01	0.97
	Female	58	10.67	1.91		
Health Issues	Male	54	6.04	1.69	-0.07	0.83
	Female	58	6.10	1.49		
Evil Practices	Male	54	3.39	0.83	-0.11	0.44
	Female	58	3.50	0.68		
SYKT Total	Male	54	27.83	4.72	-0.37	0.67
	Female	58	28.21	4.58		

**Fig 4.4.4(A) Gender comparisons (Post-test): Stepping into Youth: Knowledge Test (SYKT)**



**Fig 4.4.4(B) Gender comparisons (Post-test): Stepping into Youth: Knowledge Test (SYKT)**

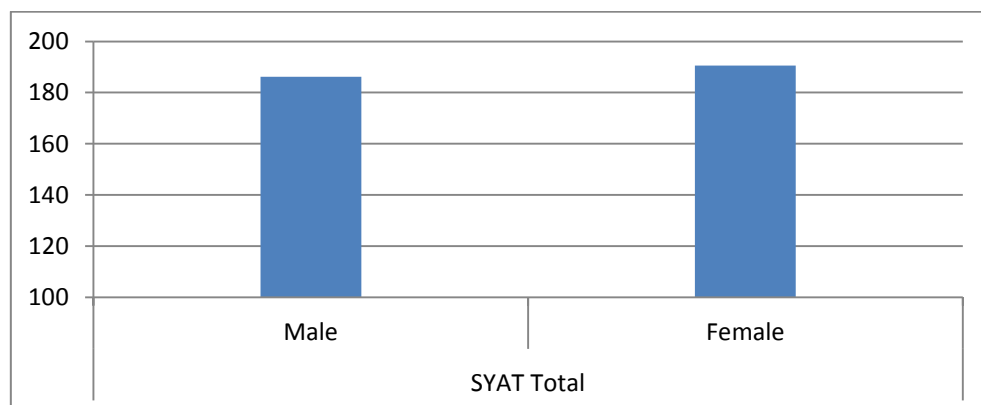


It is very interesting to see that (though the group as a whole has shown significant gain on knowledge regarding sexuality ref. Table 4.4.1); no significant difference is observed across genders at the post test. It strongly indicates that both male and female participants gained equally as a result of intervention.

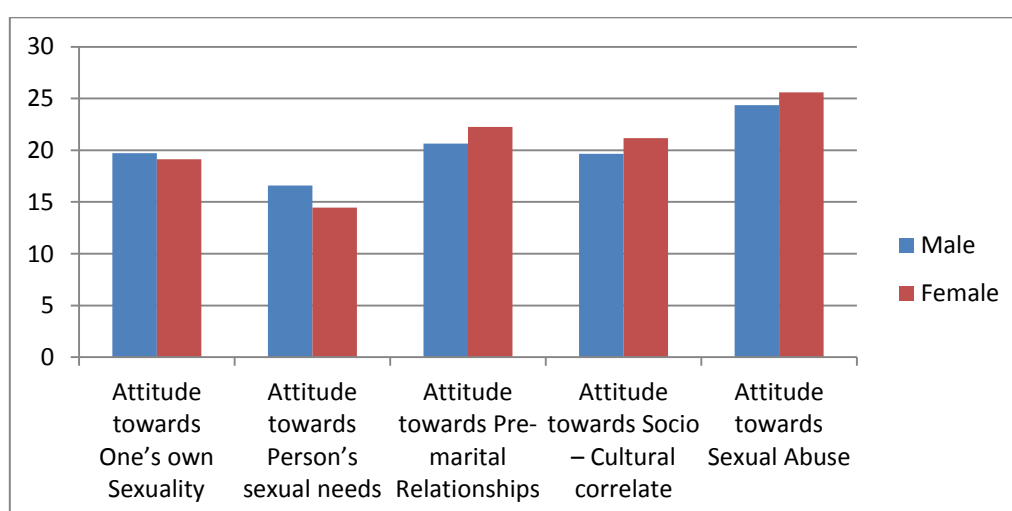
**Table 4.4.5 Gender comparisons (Post-test): Stepping into Youth: Attitude Test (SYAT)**

SYAT Areas (raw scores)	Gender	N	Mean	SD	Mean Difference	p-value
Attitude towards One's own Sexuality	Male	54	19.70	2.85	0.57	0.29
	Female	58	19.14	2.76		
Attitude towards Person's sexual needs	Male	54	16.59	2.78	2.14	<b>0.00</b>
	Female	58	14.45	3.17		
Attitude towards Pre-marital Relationships	Male	54	20.65	4.61	1.59	<b>0.06</b>
	Female	58	22.24	4.07		
Attitude towards Socio – Cultural correlate	Male	54	19.65	3.81	1.51	<b>0.02</b>
	Female	58	21.16	2.93		
Attitude towards Sexual Abuse	Male	54	24.37	3.75	1.22	<b>0.05</b>
	Female	58	25.59	2.79		
Attitude towards Media	Male	54	15.52	2.91	1.36	<b>0.01</b>
	Female	58	16.88	2.41		
Attitude towards Concept of Beauty	Male	54	20.17	2.88	0.89	0.08
	Female	58	21.05	2.46		
Attitude towards Sexuality within friendship	Male	54	25.57	4.03	-0.48	0.48
	Female	58	26.05	3.07		
Attitude towards other's sexuality	Male	54	19.04	3.66	0.74	0.35
	Female	58	18.29	4.56		
Attitude towards sexuality education	Male	54	4.93	1.74	0.75	<b>0.03</b>
	Female	58	5.67	1.76		
SYAT Total	Male	54	186.19	18.54	4.33	0.18
	Female	58	190.52	15.09		

**Fig 4.4.5(A) Gender comparisons (Post-test): Stepping into youth: Attitude Test (SYAT)**



**Fig 4.4.5(B) Gender comparisons (Post-test): Stepping into youth: Attitude Test (SYAT)**



**Fig 4.4.5(C) Gender comparisons (Post-test): Stepping into Youth: Attitude Test (SYAT)**

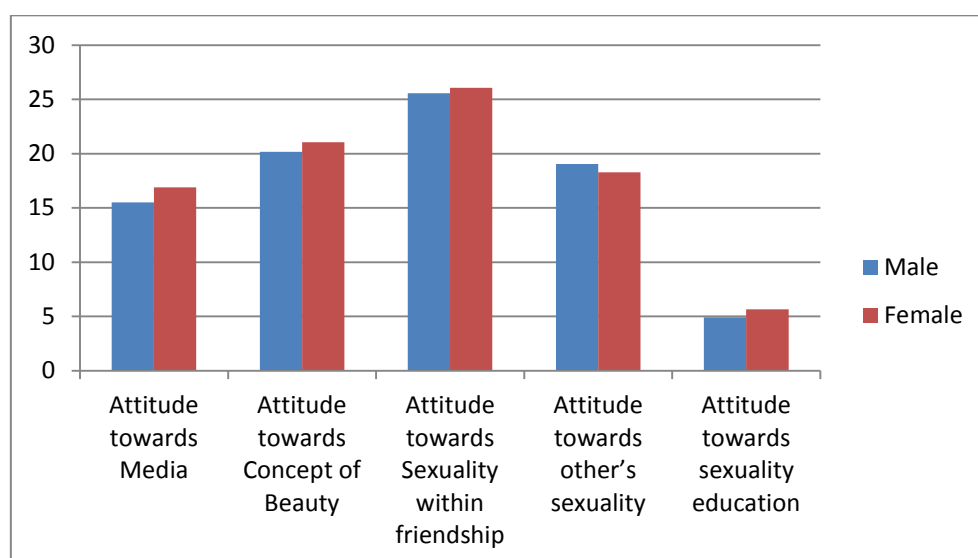
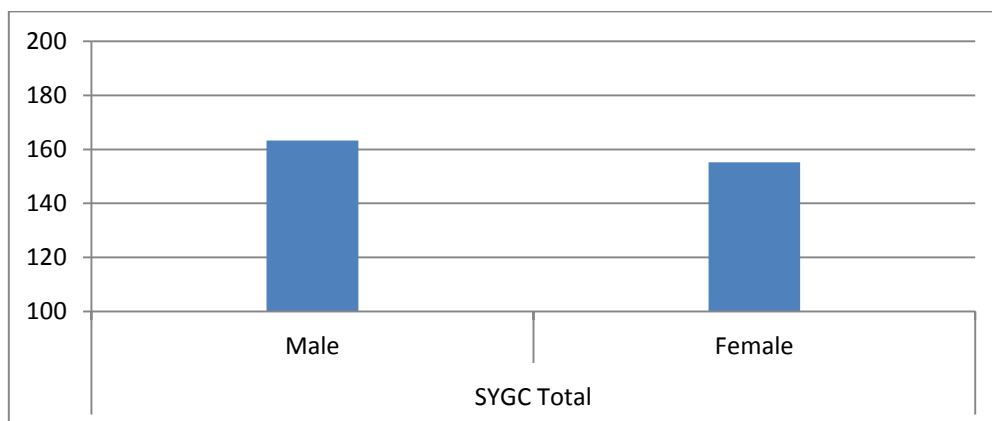


Table 4.4.5 shows that though there is no significant difference among genders in the total score at post-test, the effect of intervention has been slightly different for male and female participants for certain sub areas of SYAT. The males show a significantly better score on 'attitude towards a person's sexual needs'. However the females have performed significantly better on- 'attitudes towards pre-marital relationship', 'socio cultural correlates', 'attitude towards sexual abuse', 'attitude towards media' and 'attitude towards sexuality education in general'. This indicates that the participation in intensive training on sexuality education has influenced the females more positively on certain aspects than the males.

**Table 4.4.6 Gender comparisons (Post-test): Stepping into Youth: Gender Concept Test (SYGC)**

SYGC Areas	Gender	N	Mean	SD	Mean Difference	p-value
Physical Characteristics	Male	54	18.28	5.37	0.38	0.71
	Female	58	17.90	5.25		
Gender Roles	Male	54	24.65	5.30	1.82	0.09
	Female	58	22.83	5.93		
Professional Choices	Male	54	26.41	5.02	1.11	0.28
	Female	58	25.29	5.67		
Personality	Male	54	46.24	8.06	2.64	0.11
	Female	58	43.60	9.28		
Availability of Opportunities	Male	54	24.72	4.56	1.34	0.14
	Female	58	23.38	5.04		
Leisure Time activities	Male	54	22.91	4.68	1.18	0.21
	Female	58	21.72	5.23		
SYGC Total	Male	54	163.20	28.54	7.96	0.18
	Female	58	155.24	33.29		

**Fig 4.5.6(A) Gender comparisons (Post-test): Stepping into Youth: Gender Concept Test (SYGC)**



**Fig 4.4.6(B) Gender comparisons (Post-test): Stepping into Youth: Gender Concept Test (SYGC)**



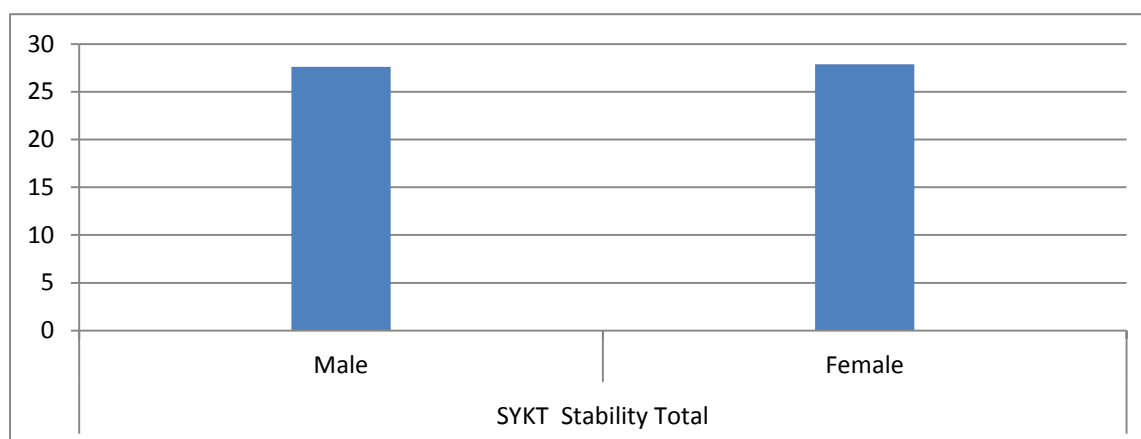
Table 4.4.6 indicates that no significant difference is observed between genders on SYGC at the post test. This means that both the genders have gained equally as a result of this training.

#### ❖ 4.4 Gender comparisons at the Stability testing: (Males-33 and Females-40)

**Table 4.4.7 Gender comparisons (Stability test): Stepping into Youth: Knowledge Test (SYKT)**

SYKT Areas (Raw Score)	Gender	N	Mean	SD	Mean Difference	p-value
Physiology and Anatomy Stability	Male	33	7.03	2.05	-0.42	0.34
	Female	40	7.45	1.71		
Myths and Misconceptions Stability	Male	33	10.45	2.03	0.08	0.86
	Female	40	10.38	1.72		
Health Issues Stability	Male	33	6.55	1.82	0.32	0.41
	Female	40	6.23	1.51		
Evil Practices Stability	Male	33	3.58	0.87	0.10	0.60
	Female	40	3.48	0.78		
SYKT-Stability-Total	Male	33	27.61	5.31	-0.27	0.82
	Female	40	27.88	4.49		

**Fig 4.4.7(A) Gender comparisons (Stability test): Stepping into Youth: Knowledge Test (SYKT)**



**Fig 4.4.7(B) Gender comparisons (Stability test): Stepping into Youth: Knowledge Test (SYKT)**

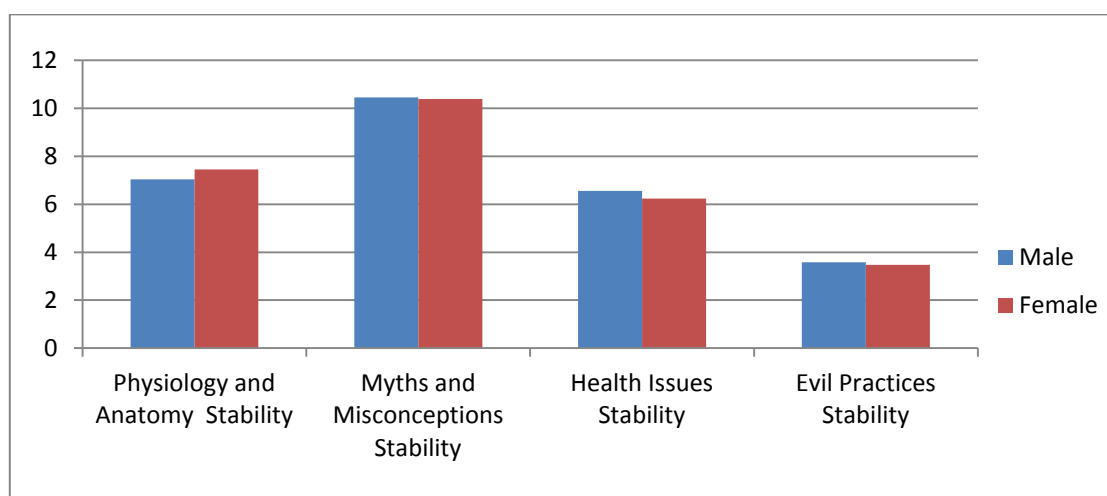


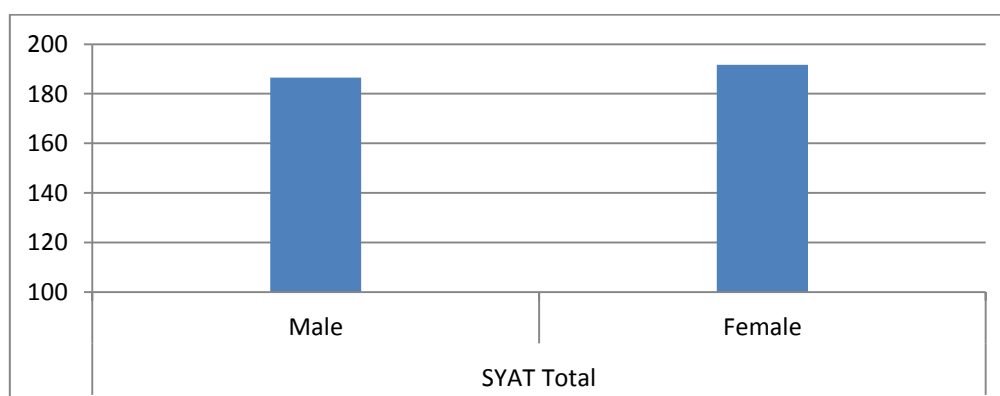


Table 4.4.7 shows that after engaging in the rigorous training imparted by them to adolescents, the youth mentors as a group have benefited but show no significant gender difference at stability testing. This means that both the genders have gained equally as a result of the exposure which included intensive training followed by actual field work in the classes.

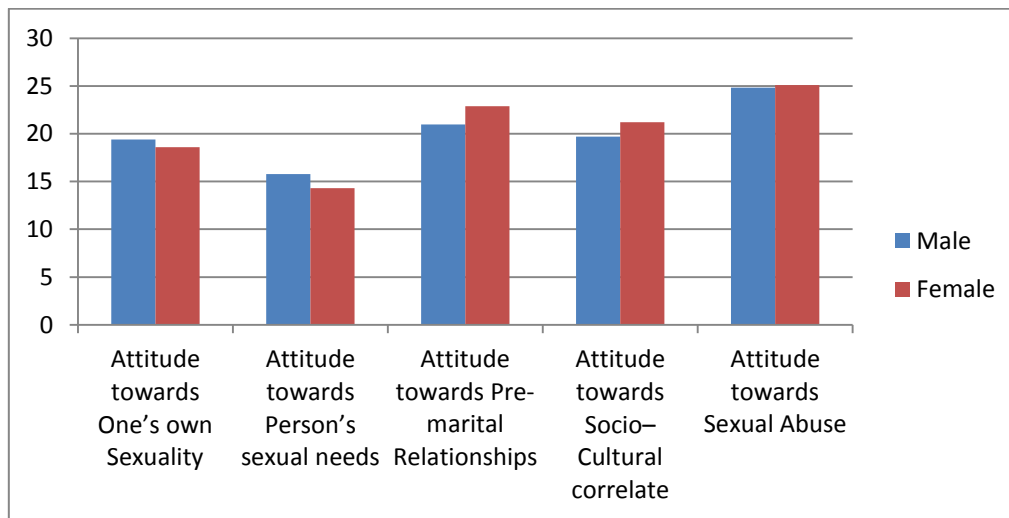
**Table 4.4.8 Gender comparisons (Stability test): Stepping into Youth: Attitude Test (SYAT)**

SYAT Areas (Raw Scores)	Gender	N	Mean	SD	Mean Difference	p-value
Attitude towards One's own Sexuality	Male	33	19.39	2.41	0.79	0.23
	Female	40	18.60	3.01		
Attitude towards Person's sexual needs	Male	33	15.76	2.50	1.46	<b>0.02</b>
	Female	40	14.30	2.58		
Attitude towards Pre-marital Relationships	Male	33	20.97	4.27	1.91	<b>0.05</b>
	Female	40	22.88	3.97		
Attitude towards Socio-Cultural correlate	Male	33	19.70	3.11	1.5	<b>0.07</b>
	Female	40	21.20	3.87		
Attitude towards Sexual Abuse	Male	33	24.82	4.55	0.28	0.77
	Female	40	25.10	3.56		
Attitude towards Media	Male	33	14.97	3.08	1.33	<b>0.06</b>
	Female	40	16.30	2.84		
Attitude towards Concept of Beauty	Male	33	20.67	3.29	0.56	0.44
	Female	40	21.23	2.90		
Attitude towards Sexuality within friendship	Male	33	26.61	2.87	0.36	0.61
	Female	40	26.25	3.02		
Attitude towards other's sexuality	Male	33	19.03	3.8	0.4	0.66
	Female	40	19.43	3.68		
Attitude towards sexuality education	Male	33	5.79	1.82	0.56	0.15
	Female	40	6.35	1.49		
SYAT Total	Male	33	186.52	17.93	5.11	0.22
	Female	40	191.63	17.10		

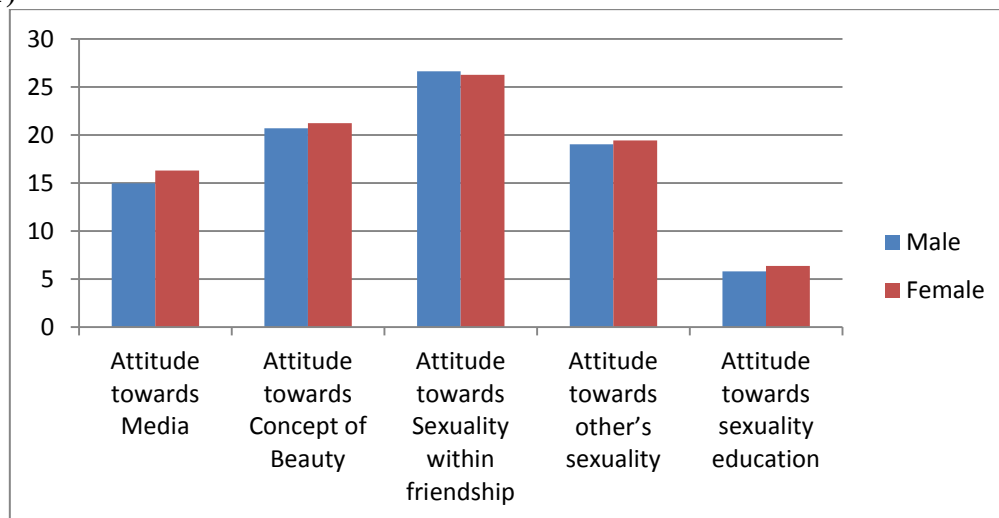
**Fig 4.4.8(A) Gender comparisons (Stability test): Stepping into Youth: Attitude Test (SYAT)**



**Fig 4.4.8(B) Gender comparisons (Stability test): Stepping into Youth: Attitude Test (SYAT)**



**Fig 4.4.8(C) Gender comparisons (Stability test): Stepping into Youth: Attitude Test (SYAT)**

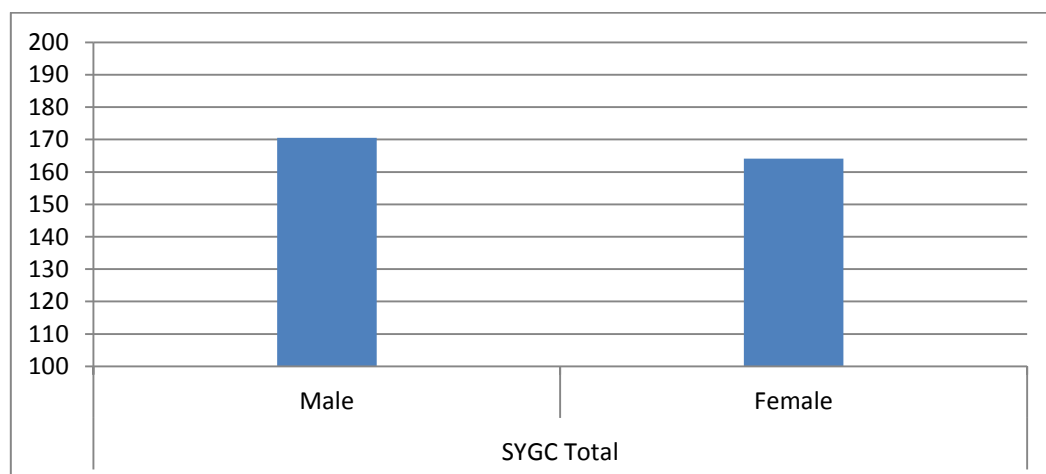


Though no significant difference across genders is seen on SYKT (table 4.4.8), there is considerable difference in some aspects of the attitude towards sexuality (SYAT). The areas showing the difference are- 'attitude towards a person's sexual needs' ( $M > F$ ), 'pre-marital relationship', 'socio cultural correlates, media' ( $F > M$ ).

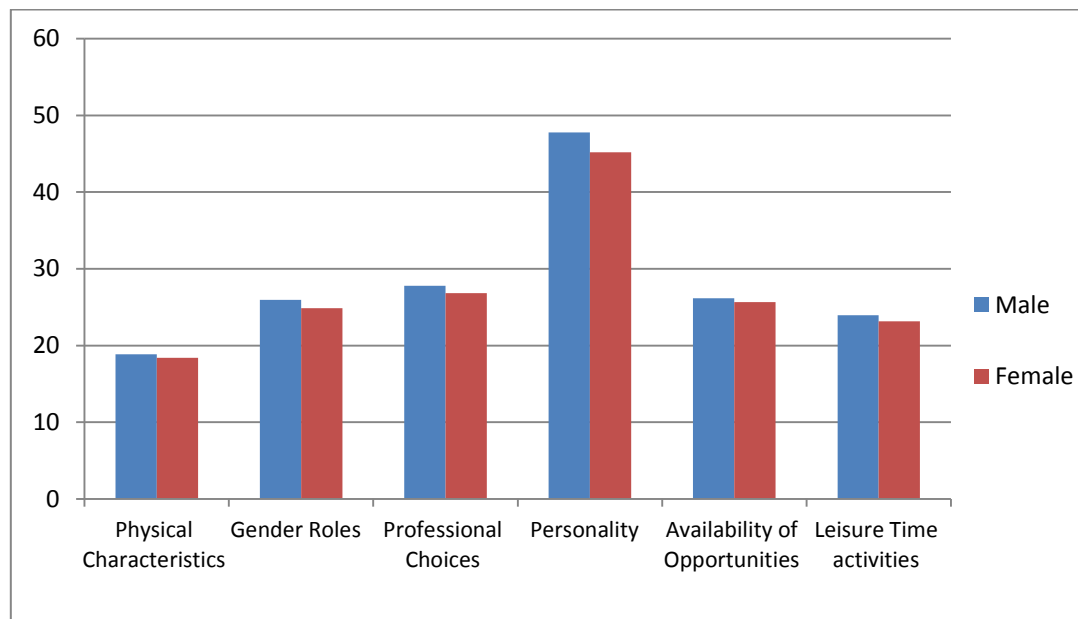
**Table 4.4.9 Gender comparisons (Stability test): Stepping into Youth: Gender Concept Test (SYGC)**

SYGC Areas (raw scores)	Gender	N	Mean	SD	Mean Difference	p-value
Physical Characteristics	Male	33	18.88	5.10	0.48	0.70
	Female	40	18.40	5.37		
Gender Roles	Male	33	25.94	4.03	1.06	0.30
	Female	40	24.88	4.59		
Professional Choices	Male	33	27.79	3.83	0.96	0.36
	Female	40	26.83	4.91		
Personality	Male	33	47.76	7.76	2.58	0.21
	Female	40	45.18	9.26		
Availability of Opportunities	Male	33	26.18	3.11	0.51	0.54
	Female	40	25.68	3.79		
Leisure Time activities	Male	33	23.94	3.81	0.76	0.44
	Female	40	23.18	4.49		
SYGC Total	Male	33	170.48	23.13	6.36	0.31
	Female	40	164.13	29.15		

**Fig 4.4.9(A) Gender comparisons (Stability test): Stepping into Youth: Gender Concept Test (SYGC)**



**Fig 4.4.9(B) Gender comparisons (Stability test): Stepping into Youth: Gender Concept Test (SYGC)**



In line with the post-test results, no significant difference is observed in gender concepts at the stability testing indicating that both the genders are equally benefitted by the training.

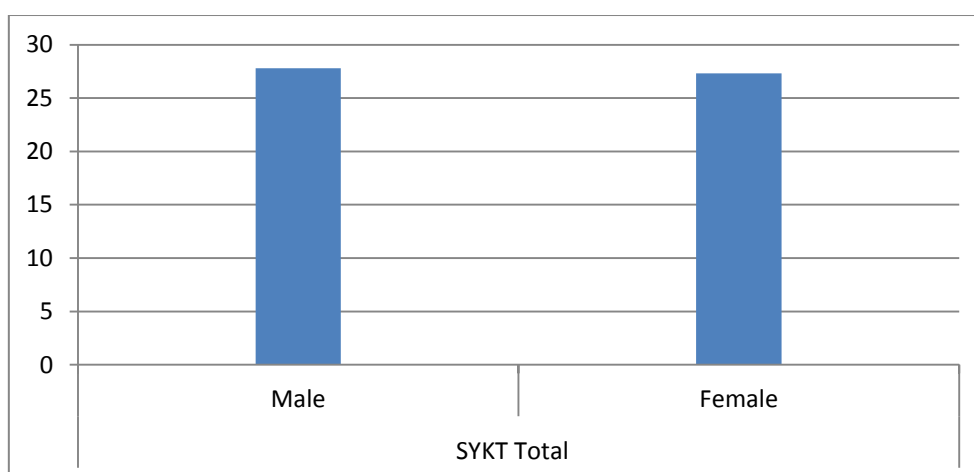
#### ❖ 4.5 Gender comparisons for Gain scores (Pre-test to Post-test): (Males-33 and Females-40)

The gender wise impact of the training was also calculated from the gain scores of the male and female participants on all the three tools. This shows how deeply the training and field experience has contributed in the changed performance of both the genders.

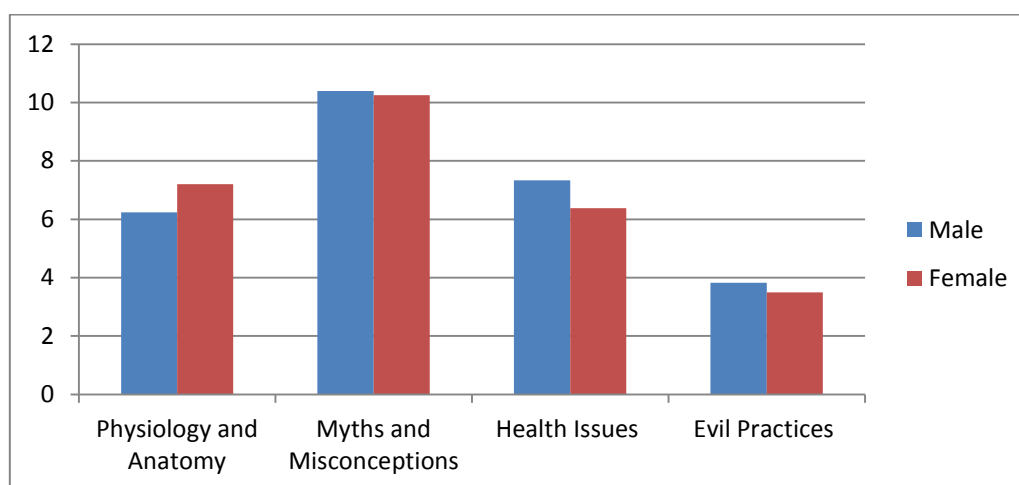
**Table 4.5.1 Gender comparisons (Gain score Post-Pre): Stepping into Youth: Knowledge Test (SYKT)**

SYKT Areas (gain in raw scores)	Gender	N	Mean gain scores	SD	Mean Difference	p-value
Physiology and Anatomy	Male	33	6.24	3.05	0.96	0.17
	Female	40	7.20	2.88		
Myths and Misconceptions	Male	33	10.39	3.01	0.14	0.85
	Female	40	10.25	3.37		
Health Issues	Male	33	7.33	3.19	0.96	0.18
	Female	40	6.38	2.82		
Evil Practices	Male	33	3.82	1.33	0.32	0.36
	Female	40	3.50	1.55		
SYKT Total	Male	33	27.79	7.46	0.46	0.79
	Female	40	27.33	7.57		

**Fig 4.5.1(A) Gender comparisons (Gain score Post-Pre): Stepping into Youth: Knowledge Test (SYKT)**



**Fig 4.5.1(B) Gender comparisons (Gain score Post-Pre): Stepping into Youth: Knowledge Test (SYKT)**

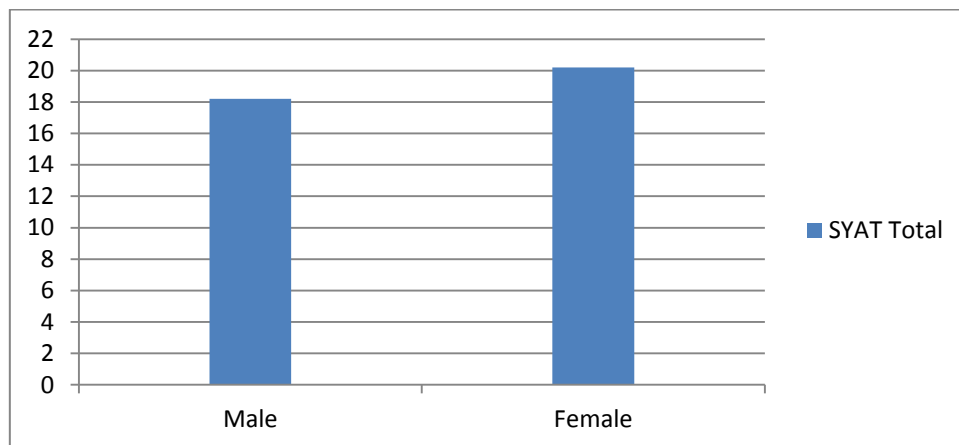


As mentioned earlier the gain score comparison of both the genders indicates no significant difference on any of the areas of SYKT. This means that the males and females gained equal amount of knowledge as a result of the training they received.

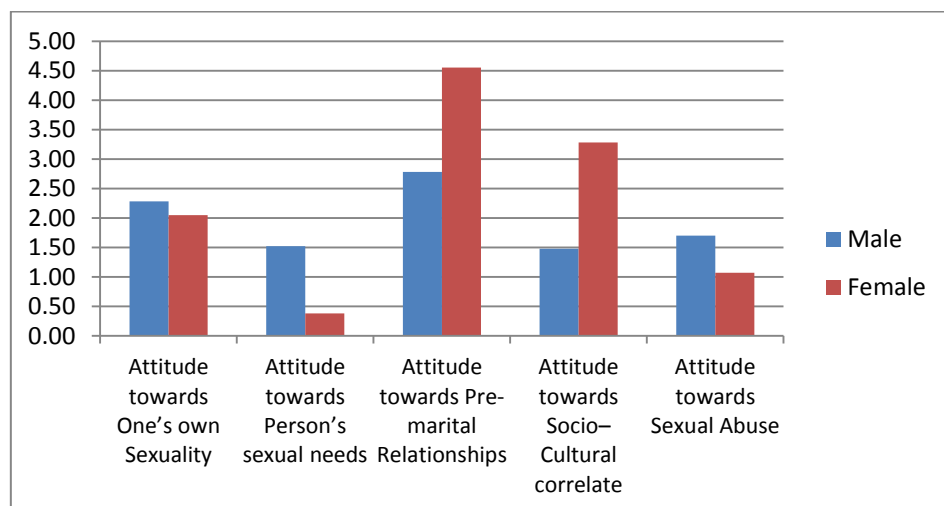
**Table 4.5.2 Gender comparisons (Gain score Post-Pre): Stepping into youth: Attitude Test (SYAT)**

SYAT Areas (gain in raw scores)	Gender	N	Mean gain scores	SD	Mean Difference	p-value
Attitude towards One's own Sexuality	Male	54	2.28	3.01	0.23	0.71
	Female	58	2.05	3.36		
Attitude towards Person's sexual needs	Male	54	1.52	3.24	1.14	<b>0.06</b>
	Female	58	0.38	2.97		
Attitude towards Pre-marital Relationships	Male	54	2.78	4.89	1.77	<b>0.06</b>
	Female	58	4.55	5.00		
Attitude towards Socio- Cultural correlate	Male	54	1.48	4.16	1.79	<b>0.03</b>
	Female	58	3.28	4.32		
Attitude towards Sexual Abuse	Male	54	1.70	4.29	0.64	0.41
	Female	58	1.07	3.78		
Attitude towards Media	Male	54	1.63	2.88	0.28	0.62
	Female	58	1.91	3.07		
Attitude towards Concept of Beauty	Male	54	1.50	4.03	0.10	0.88
	Female	58	1.40	3.18		
Attitude towards Sexuality within friendship	Male	54	1.46	4.65	0.33	0.67
	Female	58	1.79	3.48		
Attitude towards other's sexuality	Male	54	2.94	5.12	0.19	0.85
	Female	58	3.14	5.87		
Attitude towards sexuality education	Male	54	0.91	2.31	0.29	0.54
	Female	58	0.62	2.60		
SYAT Total	Male	54	18.20	20.39	1.99	0.61
	Female	58	20.19	20.56		

**Fig 4.5.2(A) Gender comparisons (Gain score Post-Pre): Stepping into youth: Attitude Test (SYAT)**



**Fig 4.5.2(B) Gender comparisons (Gain score Post-Pre): Stepping into youth: Attitude Test (SYAT)**



**Fig 4.5.2(C) Gender comparisons (Gain score Post-Pre): Stepping into youth: Attitude Test (SYAT)**

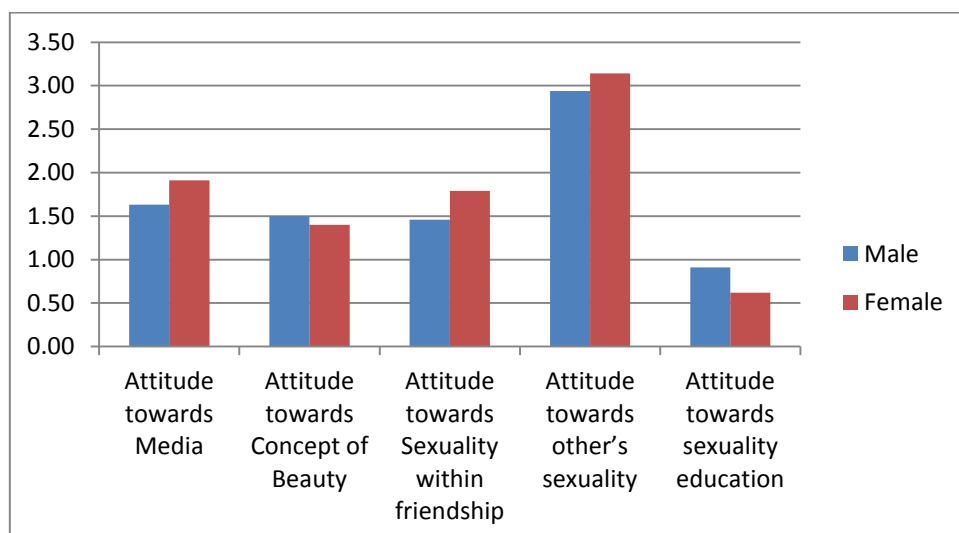


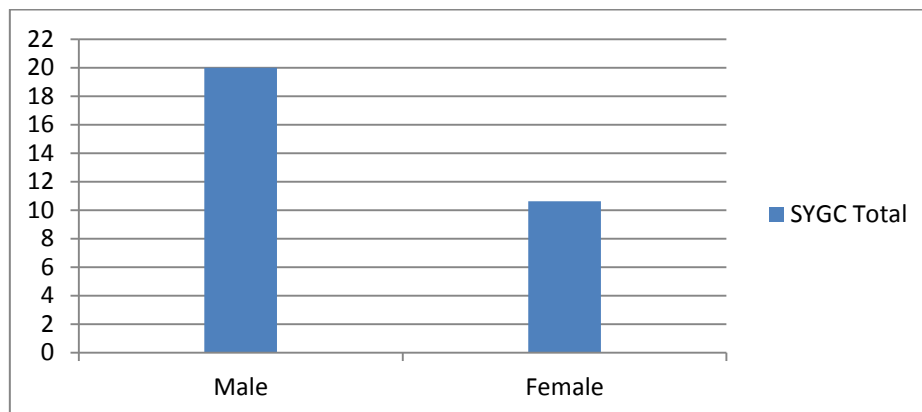
Table 4.5.2 shows that though gain in knowledge regarding sexuality is similar for both genders, they differ as far as the gain in attitude as a result of training is considered. There is a marginal difference (insignificant) among genders on ‘attitude towards a person’s sexual needs’ favouring the male population while ‘attitude towards pre-marital relationship favouring the female population’. However significant difference in gain scores is observed on ‘attitude towards socio cultural correlates’ of sexuality, favouring the female population.

**Table 4.5.3 Gender comparisons (Gain score Post-Pre): Stepping into Youth: Gender Concept Test (SYGC)**

<b>SYGC Areas (gain in raw scores)</b>	<b>Gender</b>	<b>N</b>	<b>Mean gain scores</b>	<b>SD</b>	<b>Mean Difference</b>	<b>p-value</b>
<b>Physical Characteristics</b>	<b>Male</b>	54	1.98	4.47	1.26	0.12
	<b>Female</b>	58	0.72	4.06		
<b>Gender Roles</b>	<b>Male</b>	54	3.06	5.31	1.16	0.21
	<b>Female</b>	58	1.90	4.29		
<b>Professional Choices</b>	<b>Male</b>	54	3.59	5.06	1.99	<b>0.02</b>
	<b>Female</b>	58	1.60	4.10		
<b>Personality</b>	<b>Male</b>	54	5.33	7.96	1.80	0.21
	<b>Female</b>	58	3.53	7.04		
<b>Availability of Opportunities</b>	<b>Male</b>	54	3.22	3.80	2.17	<b>0.00</b>
	<b>Female</b>	58	1.05	3.82		
<b>Leisure Time activities</b>	<b>Male</b>	54	2.81	4.24	1.52	<b>0.06</b>
	<b>Female</b>	58	1.29	4.15		
<b>SYGC Total</b>	<b>Male</b>	54	20.00	24.55	9.38	<b>0.03</b>
	<b>Female</b>	58	10.62	20.77		



**Fig 4.5.3(A) Gender comparisons (Gain score Post-Pre): Stepping into Youth: Gender Concept Test (SYGC)**



**Fig 4.5.3(B) Gender comparisons (Gain score Post-Pre): Stepping into Youth: Gender Concept (SYGC)**

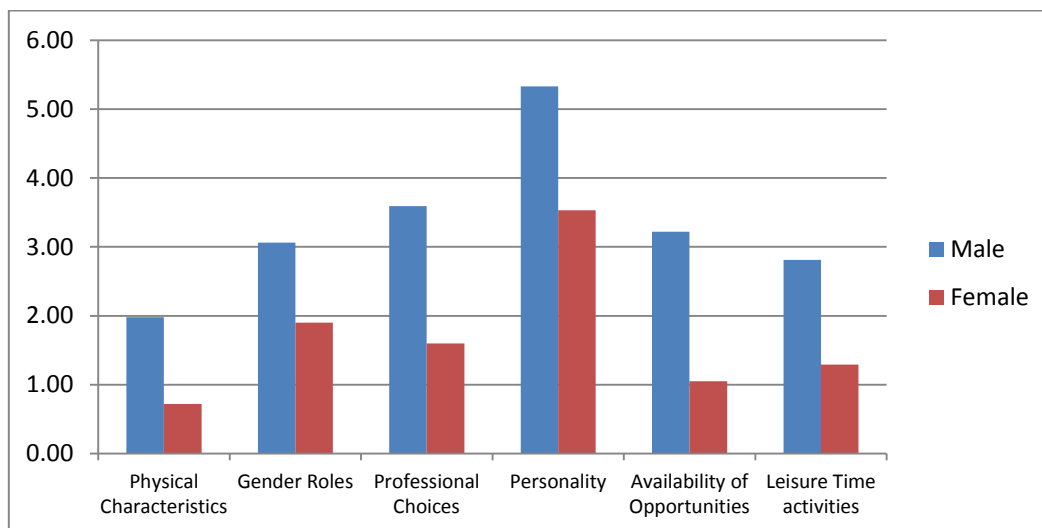


Table 4.5.3 shows that out of six sub-areas of SYGC on four areas, significant differences in gain scores are noted. The areas namely ‘professional choices’, ‘availability of opportunity’, ‘leisure time activities’ and the total scores on SYGC indicate significant differences favoring the male population. This shows that the overall exposure has actually benefitted the males more than the females.

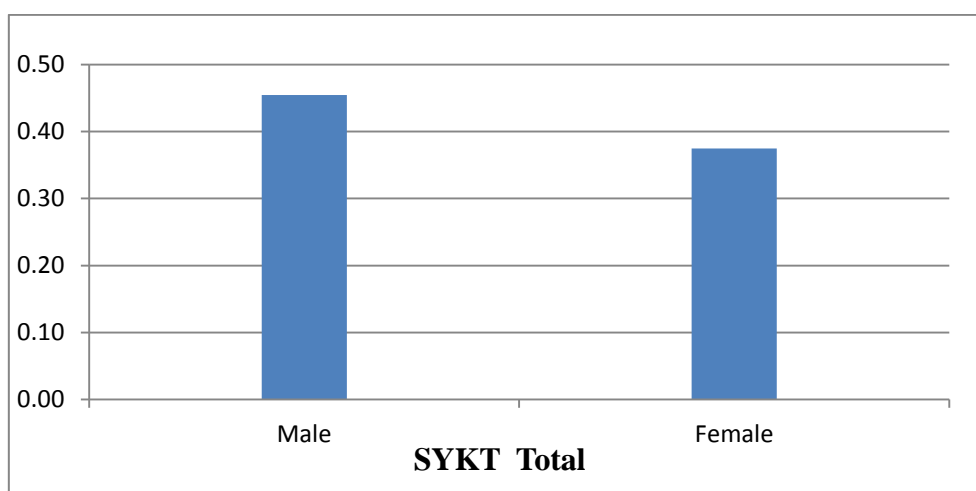
❖ **4.5 Gender comparisons: (Gain scores Post-test to Stability test): (Males-33 and Female-40)**

The same gain scores comparison was repeated to tap the impact of training / field experience on both genders as given below.

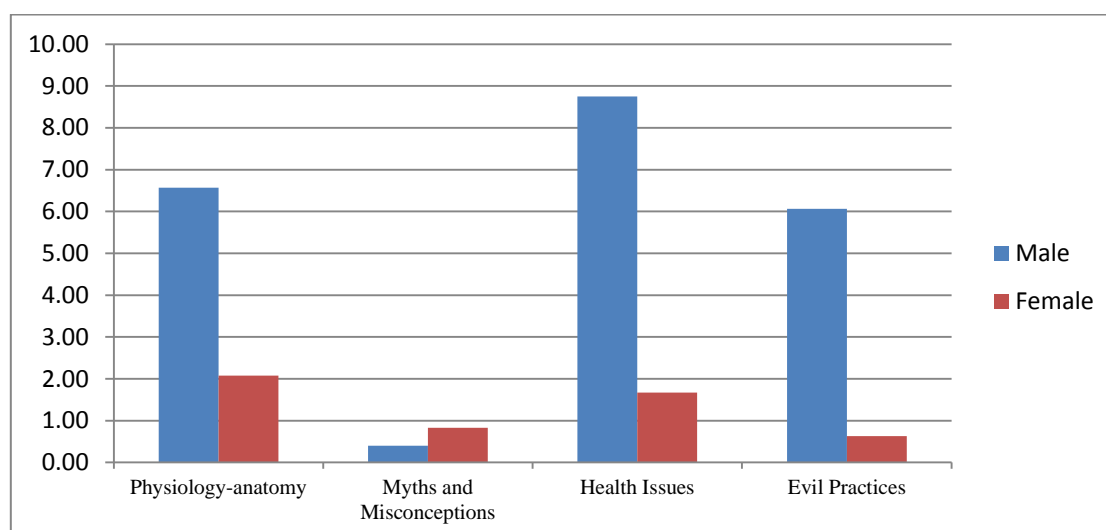
**Table 4.5.4 Gender comparisons (Gain scores Stability-Post): Stepping into Youth: Knowledge Test (SYKT)**

SYKT Areas (gain in raw scores)	Gender	N	Mean gain scores	SD	Mean Difference	p-value
Physiology-anatomy	Male	33	6.57	13.14	-4.48	0.20
	Female	40	2.08	15.98		
Myths and Misconceptions	Male	33	0.40	9.99	0.43	0.89
	Female	40	0.83	14.96		
Health Issues	Male	33	8.75	21.11	7.09	0.13
	Female	40	1.67	18.41		
Evil Practices	Male	33	6.06	17.71	5.44	0.27
	Female	40	0.63	22.99		
SYKT Total	Male	33	0.45	8.94	0.08	0.98
	Female	40	0.38	14.28		

**Fig 4.5.4(A) Gender comparisons (Gain scores Stability-Post): Stepping into Youth: Knowledge Test (SYKT)**



**Fig 4.5.4(B) Gender comparisons (Gain scores Stability-Post): Stepping into Youth: Knowledge Test (SYKT)**



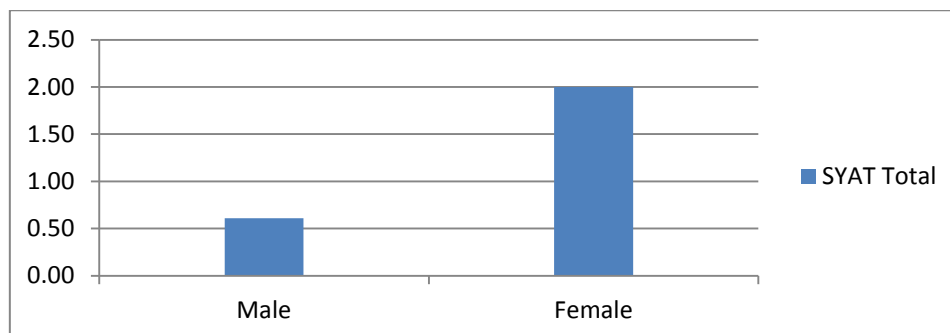
The gain score comparison after the stability testing for both the genders indicates no significant difference on any of the areas of SYKT. This means that the males and females benefitted equally on knowledge as a result of the field work they did in the schools followed by the intervention.

**Table 4.5.5 Gender comparisons (Gain scores Post-Pre): Stepping into Youth: Knowledge Test (SYAT)**

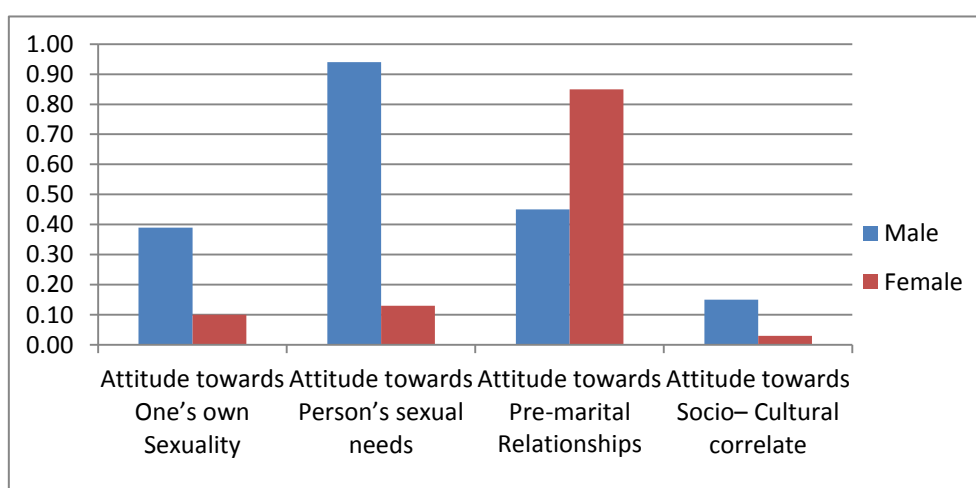
SYAT Areas (gain in raw scores)	Gender	N	Mean	SD	Mean Difference	p-value
Attitude towards One's own Sexuality	Male	33	0.39	3.07	-0.29	0.69
	Female	40	0.1	3.23		
Attitude towards Person's sexual needs	Male	33	0.94	4.06	-0.81	0.35
	Female	40	0.13	3.31		
Attitude towards Pre-marital Relationships	Male	33	0.45	4.98	-0.4	0.73
	Female	40	0.85	4.85		
Attitude towards Socio-Cultural correlate	Male	33	0.15	4.69	0.18	0.86
	Female	40	0.03	3.52		
Attitude towards Sexual Abuse	Male	33	0.21	4.77	0.51	0.63
	Female	40	0.3	4.21		
Attitude towards Media	Male	33	0.55	4.09	-0.07	0.93
	Female	40	0.48	2.46		
Attitude towards Concept of Beauty	Male	33	0.52	2.69	0.19	0.81
	Female	40	0.33	3.84		
Attitude towards Sexuality within friendship	Male	33	0.79	3.43	0.74	0.40
	Female	40	0.05	3.87		
Attitude towards other's sexuality	Male	33	0.52	3.08	-0.66	0.49
	Female	40	1.18	4.71		
Attitude towards sexuality education	Male	33	1.03	2.28	0.41	0.42
	Female	40	0.63	1.97		
SYAT Total	Male	33	0.61	16.95	1.39	0.74

	Female	40	2	17.89		
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**Fig 4.5.5(A) Gender comparisons (Gain scores Post-Pre): Stepping into Youth: Knowledge Test (SYAT)**



**Fig 4.5.5(B) Gender comparisons (Gain scores Post-Pre): Stepping into Youth: Knowledge Test (SYAT)**



**Fig 4.5.5(C) Gender comparisons (Gain scores Post-Pre): Stepping into Youth: Knowledge Test (SYAT)**

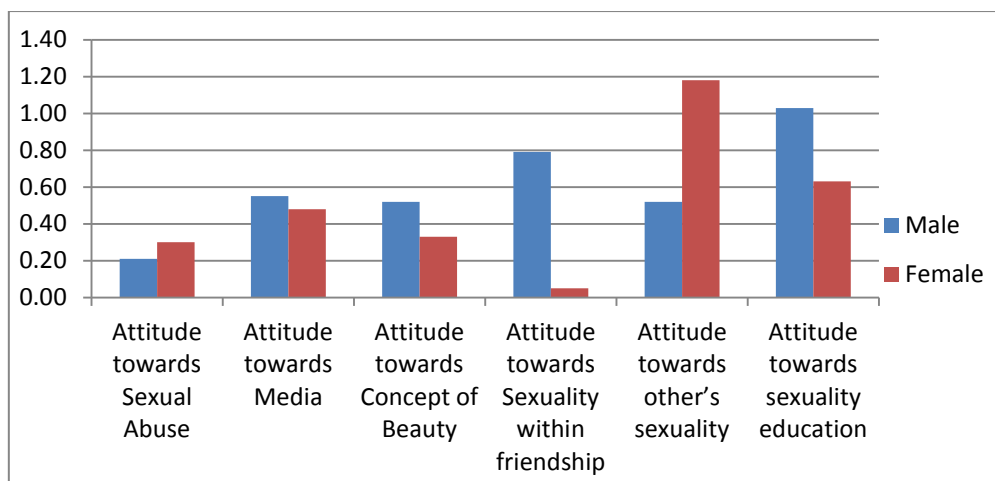
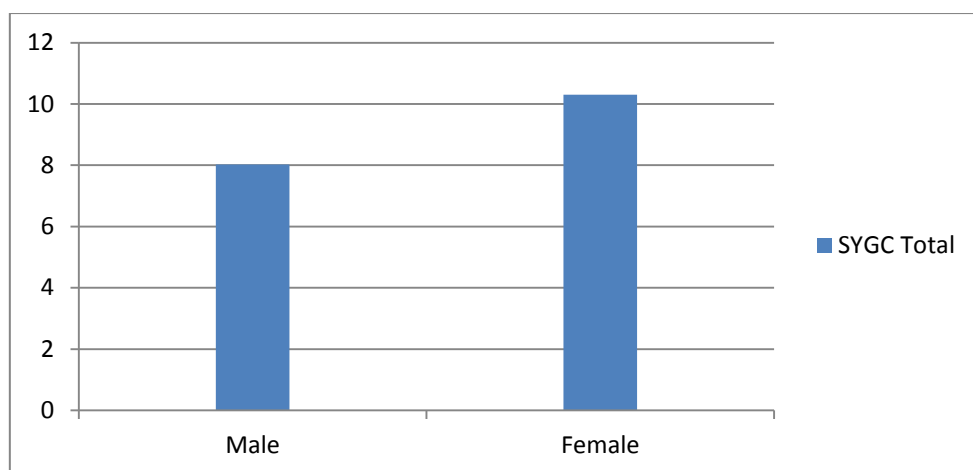


Table 4.5.5 shows that after completion of the field work (school sessions) the attitude of both the groups towards sexuality has arrived on a similar note. Both genders have gained equally as compared to their post-test scores. The areas, in which pre- post gain score differences for genders existed, have been eliminated after the actual field work. This is an important observation.

**Table 4.5.6 Gender comparisons (Gain scores Stability-Post): Stepping into youth: Knowledge Test (SYGC)**

SYGC Areas (gain in raw scores)	Gender	N	Mean gain scores	SD	Mean Difference	p-value
Physical Characteristics	Male	33	1.21	3.98	0.54	0.59
	Female	40	0.68	4.48		
Gender Roles	Male	33	1.73	5.28	0.22	0.84
	Female	40	1.95	4.19		
Professional Choices	Male	33	1.39	5.8	0.13	0.91
	Female	40	1.53	4.53		
Personality	Male	33	1.33	9.04	0.37	0.86
	Female	40	1.7	8.44		
Availability of Opportunities	Male	33	1.18	4.84	1.29	0.20
	Female	40	2.48	3.67		
Leisure Time activities	Male	33	1.18	4.48	0.79	0.46
	Female	40	1.98	4.66		
SYGC Total	Male	33	8.03	28.62	2.27	0.70
	Female	40	10.3	21.89		

**Fig 4.5.6(A) Gender comparisons (Gain scores Stability-Post): Stepping into youth: Knowledge Test (SYGC)**



**Fig 4.5.6(B) Gender comparisons (Gain scores Stability-Post): Stepping into youth: Knowledge Test (SYGC)**

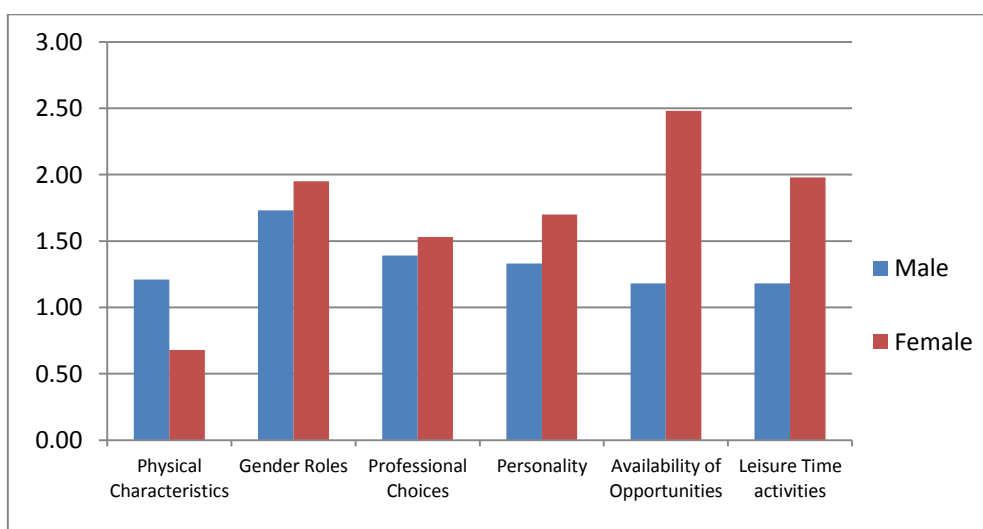


Table 4.5.6 shows that after the field work the gender concept of both the groups have arrived on a similar level. Both have gained equally as compared to their post-test scores. The areas, in which pre-post gain score gender differences existed, have been erased after the actual field work. This too is an important observation.

#### ❖ 4.6 Adolescents' performance analysis ( Phase II) :

A comprehensive tool with 25 objective items was used to assess the change in the knowledge, attitude and gender concepts in the adolescents who participated in the sessions conducted by the youth mentors in schools across Maharashtra. The following tables present the analysis of the data obtained from the same.

#### **Descriptive statistics Pre-test (N=1350)**

**Table 4.6.1 Total Group: My Knowledge-My Health test: Pre-Test (N-1350)**

	<b>Minimum Obtained</b>	<b>Maximum Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Attitude</b>	0.00	100.00	65.53	19.29
<b>Total</b>	8.70	95.65	60.22	15.06
<b>Gender stereotype</b>	0.00	100.00	59.54	22.97
<b>Knowledge</b>	0.00	100.00	55.96	18.96

*The raw scores in each area have been converted into %for making them comparable.*

Table 4.6.1 indicates that the adolescents have performance slightly above the mean with respect to all the three aspects at the pre testing. This performance seems to be is evenly distributed indicated by limited dispersion seen in standard deviation values.

**Table 4.6.2 Total group: My Knowledge-My Health test: Post-test (N-1350)**

	<b>Minimum Obtained</b>	<b>Maximum Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Attitude</b>	12.50	100.00	74.41	18.82
<b>Total</b>	8.70	100.00	72.67	16.17
<b>Knowledge</b>	0.00	100.00	72.40	20.49
<b>Gender stereotype</b>	0.00	100.00	70.78	22.78

*The raw scores in each area have been converted into %for making them comparable.*

Table 4.6.2 indicates that the adolescents have a performance much above the mean with respect to all the three aspects in the test at the post-testing. This performance is also evenly distributed indicated by the small SD's.

**Table 4.6.3 My Knowledge-My Health test: Pre-test-Boys (N=403)**

	<b>Minimum Obtained</b>	<b>Maximum Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Attitude</b>	0.00	100.00	59.06	19.62
<b>Total</b>	13.04	91.30	54.74	14.10
<b>Knowledge</b>	0.00	100.00	53.27	18.86
<b>Gender stereotype</b>	0.00	100.00	51.20	23.02

*The raw scores in each area have been converted into %for making them comparable.*

Table 4.6.3 indicates that the adolescent boys have a performance much above the mean with respect to all the three aspects in the pre testing. This performance is also evenly distributed indicated by the small SD's.

**Table 4.6.4 My Knowledge-My Health test: Post-test -Boys (N=403)**

	<b>Minimum Obtained</b>	<b>Maximum Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Attitude</b>	12.50	100.00	67.56	20.38
<b>Knowledge</b>	11.11	100.00	67.11	19.24
<b>Total</b>	17.39	100.00	66.29	15.95
<b>Gender stereotype</b>	0.00	100.00	63.36	23.66

*The raw scores in each area have been converted into %for making them comparable.*

Table 4.6.4 indicates that the adolescent boys have a performance above the mean with respect to all the three aspects in the test also at the post-testing. This performance is also evenly distributed indicated by the small SD's.

**Table 4.6.5 My Knowledge-My Health test: Pre-test-Girls (N=947)**

	<b>Minimum Obtained</b>	<b>Maximum Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Attitude</b>	0.00	100.00	68.28	18.48
<b>Gender stereotype</b>	0.00	100.00	63.09	22.02
<b>Total</b>	8.70	95.65	62.55	14.85
<b>Knowledge</b>	0.00	100.00	57.10	18.89

*The raw scores in each area have been converted into %for making them comparable.*

Table 4.6.5 indicates that the adolescent girls have performed slightly above the mean with respect to all the three aspects in the test at the pre testing. This performance is also evenly distributed indicated by the small SD's.

**Table 4.6.6 My Knowledge-My Health test: Post-test-Girls (N=947)**

	<b>Minimum Obtained</b>	<b>Maximum Obtained</b>	<b>Mean</b>	<b>SD</b>
<b>Attitude</b>	12.50	100.00	77.32	17.32
<b>Total</b>	8.70	100.00	75.39	15.50
<b>Knowledge</b>	0.00	100.00	74.65	20.60
<b>Gender stereotype</b>	0.00	100.00	73.94	21.65

*The raw scores in each area have been converted into %for making them comparable.*

Table 4.6.6 indicates that the adolescent girls have performed significantly above the mean with respect to all the three aspects in the test at the post testing. This performance is also evenly distributed indicated by the small SD's.



**Table 4.6.7 My Knowledge-My Health test: Intervention effect (Gender wise in %)**

Gender	Areas		Mean	SD	Mean Difference	p-value
<b>Boys (N-403)</b>	<b>Pair 1</b>	<b>Knowledge-Post</b>	67.11	19.24	13.84	<b>0.00</b>
		<b>Knowledge-Pre</b>	53.27	18.86		
	<b>Pair 2</b>	<b>Attitude-Post</b>	67.56	20.38	8.50	<b>0.00</b>
		<b>Attitude-Pre</b>	59.06	19.62		
	<b>Pair 3</b>	<b>Gender stereotype-Post</b>	63.36	23.66	12.16	<b>0.00</b>
		<b>Gender stereotype-Pre</b>	51.20	23.02		
	<b>Pair 4</b>	<b>Total-Post</b>	66.29	15.95	11.54	<b>0.00</b>
		<b>Total-Pre</b>	54.74	14.10		
<b>Girls (N-947)</b>	<b>Pair 1</b>	<b>Knowledge-Post</b>	74.65	20.60	17.54	<b>0.00</b>
		<b>Knowledge-Pre</b>	57.10	18.89		
	<b>Pair 2</b>	<b>Attitude-Post</b>	77.32	17.32	9.04	<b>0.00</b>
		<b>Attitude-Pre</b>	68.28	18.48		
	<b>Pair 3</b>	<b>Gender stereotype-Post</b>	73.94	21.65	10.84	<b>0.00</b>
		<b>Gender stereotype-Pre</b>	63.09	22.02		
	<b>Pair 4</b>	<b>Total-Post</b>	75.39	15.50	12.84	<b>0.00</b>
		<b>Total-Pre</b>	62.55	14.85		

*The raw scores in each area have been converted into % for making them comparable.*

It is clearly seen from Table 4.6.7 that the adolescents have significantly benefited from the sessions conducted by the youth for them. The gain on the test scores is quite remarkable and seen for all the areas namely: knowledge, attitude and gender stereotypes. This indicates the efficacy of this two tier model for developing responsible sexual behavior and gender sensitization among the adolescents.

#### ❖ **4.7 Theme analysis of the detailed feedback questionnaire ( Youth Mentors) :**

In order to take the feedback regarding how the YUVA program and its implication in school set up by the mentors has contributed to their own growth and also the extent of its perceived

impact on the adolescents in classrooms, a detailed questionnaire was filled in by the mentors in the follow up camp in December 2017.

Through the responses in all 12 themes were identified. Response frequency for each theme was noted and its overall percentage was calculated which is presented in the following table.

**Table 4.7.1- Percentage of participants for each theme identified**

<b>Sr. No.</b>	<b>Themes</b>	<b>Male</b>	<b>Female</b>	<b>Average</b>
<b>1</b>	<b>Increased Stage daring</b>	48.48	47.62	48.00
<b>2</b>	<b>Confidence building</b>	57.58	80.95	70.67
<b>3</b>	<b>Overcoming Inhibition</b>	90.91	85.71	88.00
<b>4</b>	<b>Patience building</b>	18.18	23.81	21.33
<b>5</b>	<b>Appreciation by students</b>	6.06	9.52	8.00
<b>6</b>	<b>Increase in awareness about sexuality issues</b>	63.64	73.81	69.33
<b>7</b>	<b>Motivation to contribute in social good</b>	24.24	33.33	29.33
<b>8</b>	<b>Experience sharing with children</b>	51.52	61.90	57.33
<b>9</b>	<b>Boost in knowledge building habits</b>	48.48	47.62	48.00
<b>10</b>	<b>Triggered self-Development</b>	57.58	61.90	60.00
<b>11</b>	<b>Respect gained from children</b>	15.15	7.14	10.67
<b>12</b>	<b>Learned Self-Management</b>	33.33	33.33	33.33

Their experience while implementing YUVA in school set up was gathered from focused group discussions during the feedback/stability session and it was recorded. In all six pointers could be listed as given below.

### **Implementation on field: Yuva Mentors experience**

#### **A) Mixed responses of the school authorities at the first approach to schools.**

1. Some got permission easily.
2. After 2 sessions, one headmaster told, ‘Don’t take session because of other examination, no place for this session.’

3. Because of new syllabus some say, they don't have time, but some other schools were waiting for such type of training.
4. School needs more in-depth information in this session.
5. Most students were from low Socio economic class so the headmaster resisted permission.
6. 'Except this (Sexuality) topic you can anything', said one of the headmasters.
7. Another one said. 'We covered all these topics. Our students don't require such training'.
8. Without conducting sessions headmaster was ready to sign on completion certificate. (Though *our YUVA volunteers refused to do so.*)
9. Some headmasters gave full respect to us because we conducted such sessions.
10. Some said, 'Because of these sessions our students will behave wrongly, so don't conduct this program'.
11. When teachers read the titles of our module books then then they permitted us to conduct session but with a caution warning- 'carefully!'

**B) Students pre knowledge about the topic and their initial response:**

1. In pre testing they did not understand some words and needed some explanation.
2. Students shared their experiences related to 'Abuse'.
3. Students voluntarily came for session also during the Ganesh festival holidays.
4. After completing all sessions many students shared their personal experiences.
5. During the sessions students were not ready to ask the question in front of other friends, but after the class they used to come and ask individually.
6. Students really don't have the appropriate knowledge about 'sexuality'.

**C) Ability building as perceived by the youth mentors:**

1. Increased stage daring, speaking ability.
2. Learned to use different methods for teaching
3. Answered unexpected questions well
4. We prepared all session a day before.
5. When student number was big, we used different methods like- role play, street play, storytelling etc.
6. We learned group management and group coordination

7. We used our group member's strengths for making the effective and it also increased our group cohesiveness.

**D) The students response during sessions:**

1. 'You are so nice'...said students.
2. Shared their experiences related to 'Abuse'
3. Students told us everything about 'Blue whale' game
4. Shared their experiences related to drug use and sex issues.
5. Girls had more questions related to 'Beauty'

**E) The topic most appreciated/ responded:**

1. Sexual Abuse and Beauty appreciated most by girl community.
2. Addiction, Media were the most discussed topic all over.

**F) The youth mentors overall perception to experience in their own words:**

1. Increased stage daring and confidence
2. When we were prepared well before the session, we could deliver better and answered the queries satisfactorily.
3. If we have complete information and updated knowledge then we can use different mediums better
4. We also got so much knowledge and our behavior changed due to this training.

**❖ 4.8. Discussion**

**General comments on the findings:** The intervention has indicated a significant positive change in all the aspects of SYKT at post testing and stability testing. This shows that before attending the training the respondents were really ignorant about the various distorted informational inputs that they received from their surroundings. During the training and while working on field they seem to have cross checked the earlier inputs and have retained only the scientifically tested ones. Also their knowledge about 'health issues related to sexuality' has become more mature and factual. This finding highlights the importance of such interventions because even a small piece of distorted information regarding sexuality and its related health matters is bound to create undue psychological stress and possibility of psychopathic behavior generation.

The intervention effect for SYAT, however is not so straightforward and linear. The pre-post difference clearly indicates significant rise for all aspects showing that a planned learning exposure can alter the thought processes regarding sensitive topics like sexuality to a certain extent. However maintaining this kind of change needs individual efforts and a constant updation of knowledge. The stability scores for SYAT have indicted towards such maintenance but not to a significant level except for ‘attitude towards others’ sexuality’ and ‘attitude towards sexuality education’. These two areas might have been re-benefited for the following reasons;

1. Our education system doesn’t encourage to talk freely about one’s own sexuality, further reducing the possibility of discussing other’s sexuality. So when the participants got an opportunity to such freedom of learning and expression about the topic of sexuality, they became more curious and thoughtful about the sexuality of others as well, resulting into further positive attitude towards the same.
2. As these participants/ mentors conducted sessions on sexuality education in various schools receiving a warm welcome from the students, their belief in imparting such education has naturally strengthened. It is this internalization of their role as ‘Yuva mentors’ which has been reflected in the result of SYAT-Stability testing. Research has indicated that imparting knowledge to others also enriches the tutor in return , which seems to have taken place in this experiment.

Gender concept is an area in which change takes place very gradually. However the main impact of this intervention is visible through the deep penetrating change initiated in the respondents through this experience of learning and imparting notion of gender parity. The significant difference on all aspects of SYGC at post-test seem to have further boosted (positively) during stability testing for four out of six areas. The only areas in which post-stability scores do not show significant further improvement are ‘Personality’ and ‘Physical characteristics’. This shows that such exposures can break the so called learning barriers in changing gender stereotypes to a significant extent. Earlier research also indicates that role internalization gives a clear way to gender equality in thoughts and behaviors simultaneously.

**Responses of the youth, the current situation in India:** Studies show that the majority of parents do not accept the responsibility for providing sex education, with 88% of the male and 58% of the female students in colleges in Mumbai reporting that they had received no sex education from parents. Those exposed to sexually implicit content on the television and

the internet are more likely to initiate early/premarital sex, which comes with a host of negative implications which they often find themselves un-equipped to deal with. This applies to a quarter of India's young people who indulge in premarital/ premature sex.

Complications arising from the pregnancy and unsafe abortions are a leading cause of death among women aged 15–19 years, with 20% of the group experiencing childbearing before 17 years of age, with pregnancies often closely spaced. The risk of maternal mortality among adolescent mothers stands twice as high that of mothers aged 25–39 years.

Education about family planning, conception, and contraception could ameliorate the situation and give young women the opportunity to make their own informed decisions. Prevalence of perceived importance of Family Life Education (FLE) was relatively high among the youth (81%) in India. However, only 49% of women actually received FLE due to vast demographic and socioeconomic differentials within the population. Only the relatively mature unmarried women (20–24 years) residing in urban areas with more than 10 years of education, engaged in a nonmanual occupation, and coming from better-off families had a higher prevalence of perceived importance of and receiving FLE than others. Adolescents find themselves at a vulnerable stage of their lives where influences of peer pressure can be conducive to socially unacceptable and perhaps even criminal group behavior including drug –alcohol-tobacco and E- gadget addiction. The rapidly emerging rape culture among youth needs to be addressed and stopped at the earliest possible instance. This requires concentrated efforts not only from institutions and organizations, but also from individuals as members of that society, as sexual offenders often have mental health and psychosocial risk factors that incite, maintain, and perpetuate the offense.

Sexuality education is perceived as a basic human right that falls under the broader title “reproductive rights” as emphasized by reputable NGO's such as the Family Planning Association of India and International Planned Parenthood Federation as well as the World Association for Sexual Health (WASH). With India being one of the signatories to the 1994 United Nations International Conference on Population and Development (ICPD), it is obliged to provide free and compulsory comprehensive sexuality education for adolescents and young people as part of commitments made under the ICPD agenda.)

One of the most significant findings of the study indicates that the majority of youth perceived family life education to be important. This highlights that Indian adolescents realize the range of potential health risks and challenges lurking before them and demands the appropriate knowledge, skills, and training to lead a responsible and healthy lifestyle.

However, a study points out that only half of the unmarried women actually received any form of family life education. There exists a wide gap between the proportion of women who perceive FLE is important and those who actually received any sex education. It was also true that women who received family life education had better knowledge and awareness on reproductive health issues than counterparts. The level of awareness and knowledge regarding Family Life Education is more among the educated, better-off sections and those living in urban areas.

The growing population, changing lifestyles and increasing incidences of HIV/AIDS is a great challenge. In order to prepare the youth to face these challenges, introducing sex education is an important step. The nation-wide surveys clearly illustrate that the overwhelming majority of young women and men are in favor of introducing family life education.

The Youth Coalition for Sexual and Reproductive Rights report (2018) states that, ‘India is obliged to provide comprehensive sexuality education in all public and private schools in India and that the denial of such education to children, adolescents and young people generally and the banning of the AEP by state governments specifically is a violation of India’s commitments under international law. Arguments on culture, morality or federalism are invalid in this context. Further, the provision of age-appropriate comprehensive education on sexuality and HIV/AIDS can also have important consequences in dealing with child abuse and in reducing the spread of HIV/AIDS.

*Prayas*, (2018) a voluntary organization working in field of HIV and youth sexuality, based on their study titled, ‘Youth in transition’, has stated that sexual self-efficacy is a potent component for regulating sexual behavior. In order to influence the self-efficacy health intervention messages should be more than just informational. To be effective, risk-reduction health campaigns must also for appropriate and health promoting behavior. Therefore, after identifying specific abilities for sexual behavior, there is a need to develop health messages

which are both informative and instructive in content. The results of the present study support this observation.

Indian journal of Psychiatry (2015) also claims that, 'Provision of Family Life/Sex Education might result in multiple benefits to the adolescent boys and girls including delayed initiation of sexual activity, a reduction in unplanned and early pregnancies and their associated complications, fewer unwanted children, reduced risks of sexual abuse, greater completion of education and later marriages, reduced recourse to abortion and the consequences of unsafe abortion, and a curb of the spread of sexually transmitted diseases including HIV. Specially when such education is provided to the adolescents by young persons, who are just little ahead of the children in age, the possibility that it reaches to their minds gets amplified.

Many eyebrows are raised while one talks about sexuality education in Indian settings, labeling that it is an overhyped western concept. However the current research and similar such studies conducted earlier (Lavalekar, 2011, Deshmukh, 2014) have shown that adolescents have poor knowledge and attitude about issues related to growing up changes. A health education intervention program based on a psycho-social platform relevant to Indian setting improves the knowledge and attitude among adolescents regarding these changes.

The feedback of the youth mentors points out towards the still prevailing stereotypical attitude of the school system towards sexuality education. They have clearly mentioned how resistant initially the school authorities were to allow them to conduct the sessions in school classrooms. However after they elaborated on the contents, methods and presented the learning modules to the authorities, they were allowed to open their mouths. In reality the impact of the training to school children clearly demonstrates the grave need and importance of their efforts which was later appreciated by the authorities as well.

This research thus demonstrates a successful attempt of transferring the knowledge and attitude towards sexuality via young, vibrant members of society to the teens in an effective and stable manner.

#### ❖ 4.9 Conclusions



- There is positive impact of the in - depth training in sexuality education and gender sensitization on the youth' knowledge, attitude and gender concepts regarding the same.
- There are some gender differences in the impact of such training.
- The youth can effectively transcend the appropriate, healthy notion of sexuality and egalitarian views to the adolescent children in their vicinity through a consistent, systematically planned, methodical and scientific dialogue initiated.

#### ❖ 4.10 Limitations:

- The program was conducted only in Marathi at all three places and also for adolescent children.
- The sessions taken by the youth mentors varied in the pace and frequency per week as per time availability at respective schools.

#### ❖ 4.11 Implications:

- This program has tremendous potential for replication.
- It is addressing a very sensitive and vital issue in the society and can be made mandatory to schools.
- Youth organizations can adopt this program as their commitment towards building a healthy and egalitarian society.
- Government schemes like NSS/ Commission for youth can help in spreading this movement as a policy through their system and take it to mass levels

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- (Lavalekar,2011-2014, Deshmukh,2014)

**Appendix- I**  
**LIST OF GEOGRAPHICAL AREAS COVERED**  
**(Along with the institutions in which the YUVA members were studying)**

**Kokan Regions**

- Gogte-Joglekar College, Ratnagiri
- Arts, Commerce & Science College, Lanja
- Athalye Sapre Pitre College, Devrukh
- Bhausahab Nene Arts, Commerce and Science College, Pen
- Dr. Patangrao Kadam Arts and Commerce College, Raigad, Pen.

**West Maharashtra**

- Prof. Ramakrishna More ACS College, Akurdi, Pune
- Abasaheb Garware Coll Mahavidyalaya, Pune.
- Tilak College of Education, Pune.
- Modern College, Pune
- Abeda Inamdar Senior College, Camp, Pune,
- Poona College of Arts Science and Commerce, Camp, Pune
- Fergusson College, Pune
- SNDT University, Pune Campus Postgraduate and senior Department Psychology, and Home Science Department,

**Marathwada**

- Vivekanand Arts, Sardar Dalip Singh Commerce and Science College, Aurangabad
- Devagiri College, Aurangabad
- Saraswati Bhuvan College of Science, Aurangabad
- B.Ed. Ladies College, Aurangabad
- Dayanand Arts & Science College, Latur.
- Kholeshawar Arts Science & Commerce College, Ambajogai
- Swami Ramanand Teerth, ACS College, Ambajogai
- Yogeshwari College, Ambajogai
- Manavlok Social Work College, Ambajogai
- Saint Raol Maharaj Mahavidyalaya, Kudal

## Appendix II

### SAMPLE ITEMS - TOOLS

#### Sample item of SYKT

##### **Instructions:**

*In this test, we have given some questions related to psycho-physiological changes occurring during adolescence. Each question is followed by some multiple answer choices. You have to read each question and its probable answers neatly and have to mark the right choice in the answer sheet provided. You have to choose only one answer from the given choices. You have to fill the circle of right answer with a pencil.*

*For e.g.:*

##### **Question:**

1. Adolescence means.....

a: Age between nine to twelve.

b: Phase of rapid psychological and physiological changes.

c: Age Twenty one to twenty-five.

d: None of the above.

Qu. No.	A	B	C	D
1		√		

Please answer these questions spontaneously and without any hesitation. There is no time limit to finish this test but you are expected to finish it within Fifty minutes.

#### Sample item of SYAT

##### **Instructions:**

Given below are some statements. You have to read each of the statements and mention whether you agree to these statements or not, in the answer sheet. Write 'A' if you 'Completely agree', 'B', if 'Slightly Agree', 'C' if 'Slightly Disagree', 'D' if 'Completely Disagree' and if you 'Don't Know' then write 'E'.

Completely Agree	Slightly Agree	Slightly Disagree	Completely Disagree	Don't Know
A	B	C	D	E

An e.g. is given below.

##### **Question 1. Male and female are two faces of one nature.**

Question No.	Answer
1	A

Don't linger on any item for long. You have around 30 minutes to solve these.

## Sample items of SYGC

### Instructions:

In this test, we have given some typical characteristics of a person. You have to read each and categorize them according to the appropriate gender as per your opinion. There is a 'Ten point' scale given in front of each characteristic. These ten points are NOT marks given to each characteristic but point '1' means that the specific characteristic/ information belongs only to females and point '10' means that the specific characteristic/ information belongs only to males. You have to circle a number of the scale which represents your rating to the given characteristic as per the given instructions.

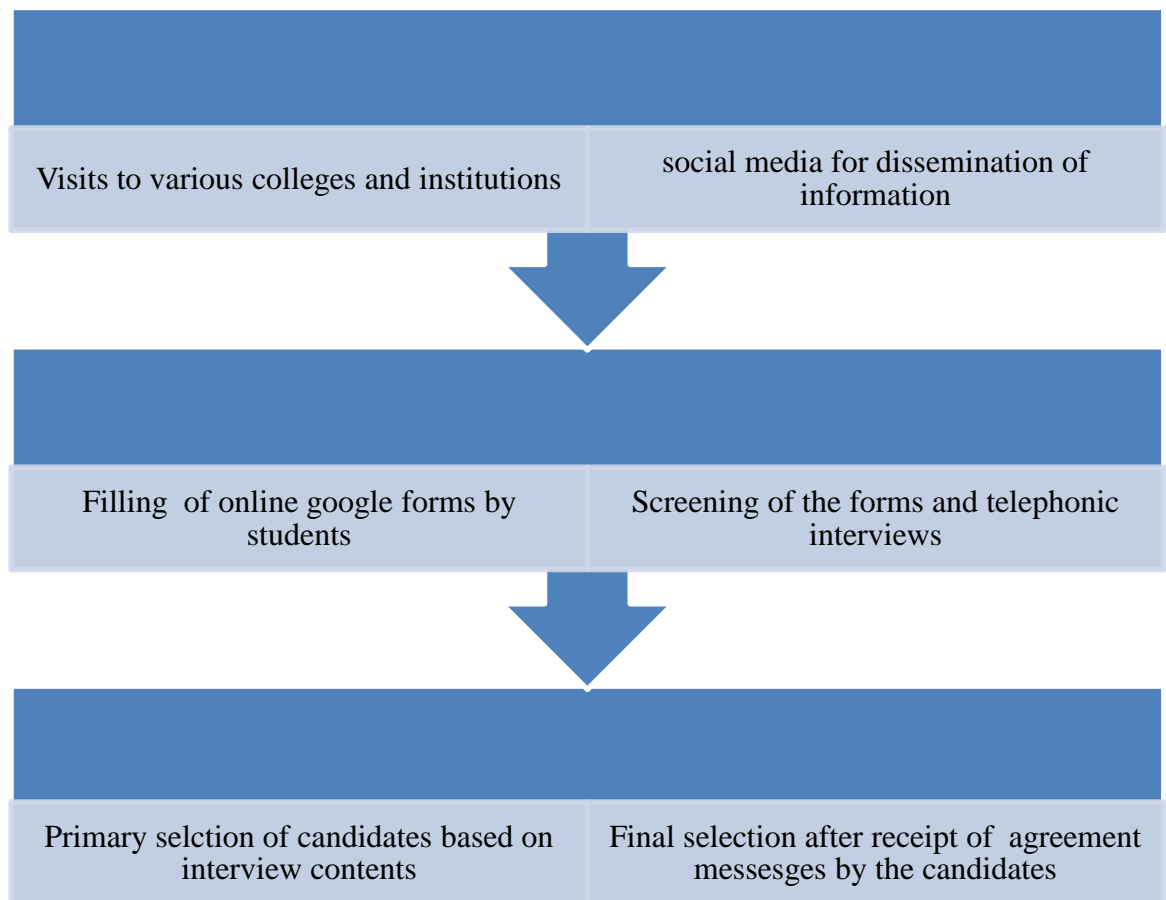
For e.g.: According to Ishan...

Characteristic	Scale									
	Naturally Feminine					Naturally Masculine				
Wearing 'Pheta'	1	2	3	4	5	6	7	8	9	10
Mehendi Drawing	1	2	3	4	5	6	7	8	9	10
Intelligence	1	2	3	4	5	6	7	8	9	10

According to Ishan, only Men wear 'Pheta' so he encircled '10'. 'Mehendi' drawing is done only by females so he encircled '1'. But intelligence is a characteristic which could be possessed equally by both Men and Women, so he/she encircled '6'. Likewise, you have to think about each characteristic separately and have to encircle the respective numbers as per your opinion. Don't linger on any item for long. You have around 15 minutes to solve these.



**Sample collection procedure involved the following steps:**



**Appendix III**  
**SAMPLE SESSION FLOW**

**Panchkosh Vikasan (development of the five sheaths)**

**Introduction**

**Activity 1: human figure outline**

**Discussion on the activity**

**Annamay Kosh: description & discussion**

**Activity 2: Movements- role play**

**Pranamay Kosh Description & Discussion**

**Trigger (song)**

**Manomay Kosh: Description & Discussion**

**Activity 3: Multiple Intelligence**

**Vidnyanmay Kosh: Description & Discussion**

**Film: in search of happiness**

**Anandmay Kosh: Description & Discussion**

**Recap and concluding comments**

**Appendix IV**  
**LIST OF MASTER TRAINERS**

Sr. No	Name	Qualification	Experience
1	Aphale Madhuri	B.Sc, Certificate Course in Counselling	10 Years
2	Akut Aditi	B.Sc,D.M.L.T.,& M.A. (Russian)	17 Years
3	Dr.Apte Snehal	M.D. (Homeo.) M.A. (Psy)	16 Years
4	Bhide Anjali	B.A.(Psy) Certificate Course in Counselling	4 Years
5	Chirmule Mrudula	B. Lib.	3 Years
6	Gurjar Anita	M.Sc.(Chem) B.A.(Psy) Certificate Course in Counselling	17 Years
7	Dr.Joshi Jyoti	Ph.D, M.Sc (Phy), B.Ed	10 Years
8	Kanskar Vaishali	M.Sc.(Anth)	13 Years
9	Kelkar Neeta	M.A. (Psy)	17 Years
10	Kokil Manisha	M.A. Certificate Course in Counselling	10 Years
11	Dr.Lavlekar Anagha	M.A. Ph.D. (Psy) B.Ed.	17 Years
12	Marathe Sulbha	M.Com.	6 Years
13	Dr.Nirantar Alka	M.B.B.S.	3 Years
14	Dr.Paranjape Medhatai	M.D.(Gyn.)	17 Years
15	Pendse Ketki	D.M.E., & M.A.(Psy)	16 Years
16	Pimprikar Sunita	B.Com., D.B.M., Ll.B. B.J.	10 Years
17	Railkar Anjali	B.Sc., D.M.L.T., & B.A.(Psy)	17 Years
18	Sadhana Sethia	B.A.(Soc.), B.A.(Psy) Certificate Course in Counselling	17 Years
19	Dr.Sathe Mrinmayee	M.D. (Anes)	12 Years
20	Shende Dipali	B.Sc. D.C.S.B.A.(Psy)	16 Years
21	Dr.Shiralkar Swati	M.D.(Gyn.)	10 Years
22	Dr.Tupekary Yashwini	M.D. (Medi.)	10 Years
23	Velankar Vishakha	B.Sc. B.A.(Psy)	17 Years

Participated in facilitating attitude change through training in sexuality education and gender sensitization for youth between ages 14 -19, project Funded by ICSSR, Delhi in 2009-10.

**Appendix V**  
**LIST OF YOUTH AND JP MEMBERS**

<b>Sr. No</b>	<b>Name</b>	<b>Qualification</b>
1	Chowkse Akash	M.A (Edu),NET,B.E,B.Ed
2	Deochake Viraj	B.E
3	Inamdar Asmita	M.A (Psy),PG.Dipl in School Psy
4	Karmarkar Sanhitta	M.A.(Psy),NET,PHD Pursuing
5	Lavalekar Aneesh	<b>B.E</b>
6	Lavalekar Esha	M.A (Psy) pursuing, PG.Dipl in Gifted Education
7	Memane Siddhi	M.A (Psy)
8	Pande Kanchan	M.A (Psy),PG.Dipl in School Psy
9	Nitsure Nachiket	M.SC Physics
10	Salvi Shilpa	M.A.(Psy),PHD Pursuing

## Appendix VI

### CAMP GENERAL TIMETABLE

Time	Day 1
11.00 am to 12.00 pm	Opening ceremony
	Introduction JP, JPIP, and Samwadini
	“YUVA” Concept (हेतू), Expectations (अपेक्षा), Utility/Usefulness/Value, Utility/Usefulness/Value
	Status Search – Where are we? (आपण कुठे आहोत)
12.00 pm to 01.30 pm	Pretesting SYKT, SYAT, SYGC
01.30 pm to 02.15 pm	Lunch
02.15 pm to 03.30 pm	Delivery skills -Part I - Mode of training
03.30 pm to 03.45 pm	Tea break
03.45 pm to 05.15 pm	Panchkosh Vikasan ( The Five Sheaths )
05.15 pm to 05.30 pm	Queries
05.30 pm to 05.35 pm	Prayer
05.35 pm to 06.30 pm	Snacks
06.30 pm to 08.00 pm	Ground Activity
08.00 pm to 09.00 pm	Dinner
09.00 pm to 10.00 pm	Fun games -Game For Introduction (परिचय खेळ)
10.00 pm	Sleep

Time	Day 2
Wake up At 5.00 am Upasana @ 6.30 am	Upasana, Prayer, Surya Namaskar/Chetana vyayam. Followed by Reading (at least ½ hr)
08.30 am to 09.30 am	Breakfast
09.30 am to 09.35 am	Starting Prayer
09.35 am to 09.50 am	A brief follow up of earlier day's Sessions
09.50 am to 11.30 am	(Beauty) - <i>Soundarya</i> -Group discussion on cases - Presentation
11.30 am to 01.00 pm	The film ‘Bewaqt Barish’
01.00 pm to 02.00 pm	Lunch & Reading Break
02.00 pm to 02.05 pm	Game
02.05 pm to 04.00 pm	Anatomy / Physiology ( reproductive health and other issues ) QAs
04.00 pm to 04.10pm	Tea Break
04.10 pm to 04.45 pm	Anatomy / Physiology - Brief Demo
04.45 pm to 05.25 pm	Q/A s - Anatomy / Physiology Demo
05.25pm to 05.30 pm	Prayer
05.35 pm to 06.30 pm	Snacks
06.30 pm to 08.00 pm	Ground Activity
08.00 pm to 09.00 pm	Dinner
09.00 pm to 10.00 pm	Fun games/ TED Talk / Small film (Blood Brothers) / Experience sharing
10.00 pm	Sleep

Time	Day 3
Wake up At 5.00 am Upasana @ 6.30 am	Upasana, Prayer, Surya Namaskar/Chetana vyayam. Followed by Reading (at least ½ hr)
08.30 am to 09.30 am	Breakfast
09.30 am to 09.35 am	Starting Prayer
09.35 am to 09.50 am	A brief follow up of earlier day's Sessions
09.50 am to 01.00 pm	Sexual Abuse ( <i>Laingik Durvartan</i> )- POCSO Act-Role plays-Discussions / परिसंवाद
01.00 pm to 02.00 pm	Lunch & Reading Break
02.00 pm to 02.10 pm	Game leading to Media (eg Bhutachi Galli)
02.10 pm to 4.00	Media ( <i>Prasar Madhyame</i> )
04.00 pm to 04.15 pm	Tea Break
04.15 pm to 05.25 pm	Earlier day's subjects students demo
05.25pm to 05.30 pm	Prayer
05.35 pm to 06.30 pm	Snacks
06.30 pm to 08.00 pm	Ground Activity
08.00 pm to 09.00 pm	Dinner
09.00 pm to 10.00 pm	Fun games/ TED Talk / Experience sharing
10.00 pm	Sleep

Time	Day 4
Wake up At 5.00 am Upasana @ 6.30 am	Upasana, Prayer, Surya Namaskar/Chetana vyayam. Followed by Reading (at least ½ hr)
08.30 am to 09.30 am	Breakfast
09.30 am to 09.35 am	Starting Prayer
09.35 am to 9.50 am	A brief follow up of earlier day's Sessions
09.50 am to 12.00 pm	Friendship – ( <i>Maitri, Prem Aakarshan</i> )-Panel Discussion-- Role plays-- Discussions
12.00 pm to 01.00 pm	Addiction ( <i>Vyasane</i> ) –Interview
01.00 pm to 02.00 pm	Lunch & Reading Break (1hr)
02.00 pm to 02.05 pm	Game
02.05 pm to 4.00 pm	Gender complementarity – ( <i>Stree- Purush Paraspar Purakata</i> ) - Paper pencil tasks- Films- Games / Tasks
04.00 pm to 04.15 pm	Tea Break
04.15 pm to 5.25 pm	Earlier day's subjects students demo
05.25pm to 05.30 pm	Prayer
05.35 pm to 06.30 pm	Snacks
06.30 pm to 08.00 pm	Ground Activity
08.00 pm to 09.00 pm	Dinner
09.00 pm to 10.00 pm	Fun games/ TED Talk / Small film (Blood Brothers) / Experience sharing
10.00 pm	Sleep

Time	Day 5
Wake up At 5.00 am Upasana @ 6.30 am	Upasana, Prayer, Surya Namaskar/Chetana vyayam. Followed by Reading (at least ½ hr)
08.30 am to 09.30 am	Breakfast
09.30 am to 09.35 am	Starting Prayer
09.35 am to 9.50 am	A brief follow up of earlier day's Sessions
09.50 am to 01.00 pm	Goal Setting ( <i>Uddisht Nishchiti</i> )-- Games—Discussions
01.00 to 02.00 pm	Lunch & Reading Break
02.00 pm to 02.05 pm	Game
02.05 pm to 04.00 pm	Stress Management ( <i>Tan-Tanaavanshee Samana</i> )
04.00 pm to 04.15 pm	Tea Break
04.15 pm to 5.25 pm	Earlier day's subjects students demo
05.25pm to 05.30 pm	Prayer
05.35 pm to 06.30 pm	Snacks
06.30 pm to 08.00 pm	Ground Activity
08.00 pm to 09.00 pm	Dinner
09.00 pm to 10.00 pm	Fun games/ TED Talk / Experience sharing
10.00 pm	Sleep

Time	Day 6
Wake up At 5.00 am Upasana @ 6.30 am	Upasana, Prayer, Surya namaskar/Chetana vyayam. Followed by Reading (at least ½ hr)
08.30 am to 09.30 am	Breakfast
09.30 am to 09.35 am	Starting Prayer
09.35 am to 9.50 am	A brief follow up of earlier day's Sessions
09.50 am to 12.00 pm	Delivery skills Part II Logistics & Planning and Communication for that
12.00 pm to 01.00 pm	Time for Planning
01.00 to 02.00 pm	Lunch & Reading Break
02.00 pm to 02.05 pm	Game
02.00 pm to 04.00 pm	Earlier day's subjects (Group- Wise demonstrations)
04.00 pm to 04.15 pm	Tea Break
04.15 pm to 5.25 pm	Earlier day's subjects (Group- Wise demonstrations)
05.25pm to 05.30 pm	Prayer
05.35 pm to 06.30 pm	Snacks
06.30 pm to 08.00 pm	Ground Activity
08.00 pm to 09.00 pm	Dinner
09.00 pm to 10.00 pm	Fun games/ TED Talk / Experience sharing
10.00 pm	Sleep

<b>Time</b>	<b>Day 7</b>
<b>Wake up At 5.00 am Upasana @ 6.30 am</b>	Upasana, Prayer, Surya Namaskar/Chetana vyayam. Followed by Reading (at least ½ hr)
<b>08.30 am to 09.30 am</b>	Breakfast
<b>09.30 am to 09.35 am</b>	Starting Prayer
<b>09.35 am to 9.50 am</b>	A brief follow up of earlier day's Sessions
<b>09.50 pm to 01.00 pm</b>	Earlier day's subjects (Group- Wise demonstrations)
<b>01.00 pm to 2.00 pm</b>	Lunch & Reading Break
<b>02.00 pm to 3.30 pm</b>	Follow up of All Sessions
<b>03.30 pm to 04.00 pm</b>	Thanks, Giving
<b>04.00 pm to 04.05 pm</b>	Concluding Prayer



## **Appendix VII**

### **ABBREVIATIONS**

- **Fig** : Figure
- **M:Mean**
- **Min** : Minimum
- **Max** : Maximum
- ***p*-value** : Significance level
- **SD** : Standard Deviation
- **SE** : Standard Error
- **SYGC** : Stepping into youth: Gender Concept
- **SYKT** : Stepping into youth: Knowledge Test
- **SYAT**: Stepping into youth: Attitude Test