

**Summer Training at
Jatan Sansthan, Udaipur
(April 3 to June 2, 2017)**

**To understand the working of Action for Adolescent Girl (AAG) of
UNFPA**

**By
Dipa Vengurlekar**

**Under the guidance of
Dr. Chetan Choithani**

**MBA Hospital & Health Management
2016-2018**

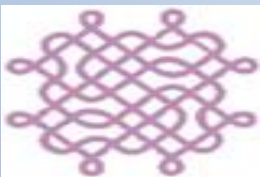

Institute of Health Management Research
**The IIHMR University, Jaipur
2017**

REPORT SUBMITTED TO IIHMR UNIVERSITY
REGARDING SUMMER INTERNSHIP FROM
PERIOD OF 3 APRIL TO 4 JUNE

To understand the working of Action for Adolescent Girl (AAG) of UNFPA.

By Dr.Dipa Vengurlekar

Under the guidance of:
Dr. Chetan Choitani



TO WHOMSOEVER IT MAY CONCERN

This is to certify that Dr. Dipa Vengurlekar student of MBA Hospital and Health Management from The IIHMR University, Jaipur has undergone internship training on implementation research of UNFPA sponsored Action for Adolescent Girls program at Jatan Sansthan , Udaipur from 3rd April, 2017 to 2nd June, 2017.

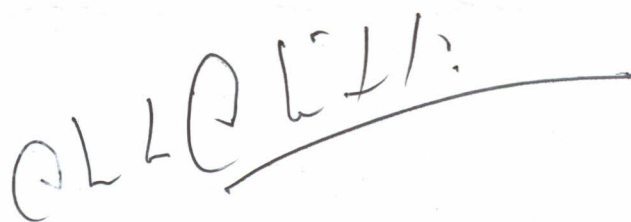
The Candidate has successfully carried out the study designated to him during internship training and his approach to the study has been sincere, scientific and analytical.

The Internship is in fulfillment of the course requirements.

I wish him all success in all his future endeavors.



Dr. Ashok Kaushik
Dean, Academics and Student Affairs
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Date - 20.06.2017

To Whomsoever It May Concern

This is to certify that **Ms Dipa Vengalukar** is a student of MBA, Hospital and & Health Management at Institute of Health Management Research (IIHMR), Jaipur has successfully completed two months of internship with Jatan Sansthan, Udaipur from 3 April 2017 to 2 June 2017.

During her internship Ms Dipa Vengalukar has worked as a research intern under UNFPA project supported project titled "Action for Adolescent Girls" also known as Hilor

He was sincere, hardworking, inquisitive and has successfully carried out the assigned tasks during training.

We wish him success in all the future endeavors.

(Dr Kailash Brijwasi)
Executive Director
Jatan Sansthan



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Dr. Dipa Vengurlekar

MBA HM 21

IIHMR University, Jaipur

PREFACE

Summer internship is an important part of the MBA program. It is an opportunity of the student to explore the area of his/her interest. In summer internship a student get a hands on experience of the working of an organization. It helps the student to design a career path suitable to one's own areas of interest. Also, it is an opportunity for the student to work on his/her own creativity to find solutions to the problems and challenges faced by the organization.

The main aim of the internship is :

- To get an exposure to the work culture and work environment of an organization.**
- To know the hierarchy of reporting and working of an organization structure.**
- To explore the area of interest among the various options available.**
- To build up professional contacts necessary for future opportunity.**

ABBREVIATIONS

Abbreviations	Full forms
AAG	Action for Adolescent Girls
AG	Adolescent Girls
PE	Peer Educator
CC	Cluster Cordinator
ASHA	Accredited Social Healthcare activist
AWW	Anganwadi Worker
AWC	Anganwadi Center
ANM	Auxiliary Nursing Midwife
UNFPA	United Nation Population Fund
BC	Block coordinator
PRI	Panchayat Raj Institution
IEC	Information Education & Communication
BCC	Behaviour Change Communication

ABOUT THE ORGANIZATION

1) UNFPA

UNFPA is a leading organization in the world who is working for the development of women so as to give them better choices for themselves. The main aims of UNFPA is “to create a world where every child birth is safe, every pregnancy is wanted and potential of every young child is realized to its maximum.”

Such a comprehensive vision requires a rigorous effort to work for women who are underprivileged and try to make their lives better by providing them with the sustainable solution which are feasible. UNFPA is working with many organizations in India to provide the solutions to the problems faced by the women and girls by funding various projects and strategically focusing on target population who is marginalized.

The women in rural and tribal belt face this problem of domestic violence, gender inequality, lack of access to health services, lack of availability of choice of contraception for delaying the age of first pregnancy and spacing between two pregnancies. Lack of awareness about the importance of role of health and education by the girls is a barrier for girls to avail these services.

UNFPA is working towards this deprived population to provide them an opportunity to develop their assets to fight the atrocities of society.

2) JATAN SANSTHAN

JATAN SANSTHAN is a grassroots not-for-profit organization working with the rural population of the state of Rajasthan in the districts of Rajsamand, Udaipur, Jhalawar and Bhilwara. These districts are amongst the most backward districts of the state and Jatan has covered more than 250 villages across various blocks (Rajmagra, Mawli, Sarada, Salumbar, Jhadol, Kherwada, Bhindar, Gogunda, Rishabdev and Gangapur) in these districts.

Since its inception in 2001, Jatan has designed and implemented various initiatives geared towards improving the social and demographic indicators of the state with special emphasis on youth, women, girl child and adolescents. Through the years Jatan has worked on programs related to health, education, violence against women, strengthening women in governance, migrant labour issues and livelihood issues. Jatan also actively works towards participation of larger community, research and advocacy to ensure long lasting impact. Today Jatan's efforts are both endorsed and supported by the government authorities at all levels. Jatan envisions a society where people lead a healthy, safe and empowered life, free from all forms of discrimination.

3) **VISHAKHA**

VISHAKHA is a non-profit which has its roots in the women movement in Rajasthan . The endeavour of the organization is to work towards empowerment of self and communities, ending violence against women and making systems accountable through rights-based intervention in education, health and violence against women. Parallely, it aims to have created spaces for creative self expression and development of self for women.

INTRODUCTION

Adolescence is a period where essential decisions that shapes the course of girls life are made. Seen that way, adolescence can be a period of great vulnerability, but it also offers a crucial window of opportunity to foster gender-just sustainable human development. Action for Adolescent Girl Initiative (AAG) of United Nations Population Fund (UNFPA) aims to utilize this opportunity. The broad aims of AAG are to protect human rights of adolescent girls through a combination of targeted interventions that delay marriage and child bearing, prevent unintended pregnancy and build up the health, social and economic assets among the most vulnerable girls. AAG seeks to achieve these outcomes by providing safe spaces and community platforms to adolescent girls, and by creating a social network where young girls have access to female mentors. The intervention has been running since last two years in Salumber and Kherwara blocks — home to large proportion of tribal population — of Udaipur district of Rajasthan. By ensuring that adolescent girls are equipped with the social, health & financial assets, there is a possibility that this girl-centered program can contribute to governments efforts to break intergenerational poverty, illiteracy, ill health & gender inequality.¹ The following were the key strategies implemented in the program:

- 1) **Capacity building:** To enhance the adolescents' girls skill and prospective.
- 2) **Enabling Environment:** Create, orient and support a sensitized, robust and effective network of adolescent peer educators/grass root level functionaries
- 3) **Planning monitoring and Review:** Facilitate a collective and measurable shift in community notions and norms in support of girls' human rights through adolescent girls, Peer Educator, Opinion Leaders & Key functionaries.
- 4) **Networking & Collaboration:** Forge networks & effective partnerships with various entities in community

RATIONALE

After the 2 years of implementation, UNFPA is planning to work with new cohort of the adolescents and also replicate similar models in other states where it is working so it is critical to undertake study on various key project strategies to understand strengths and weaknesses in its implementation and fill the identified gaps or challenges with revised strategy before its scale up in other parts and new cohort of adolescent girls.²

OBJECTIVES

- 1) To assess the awareness about the initiative of AAG program in the girls enrolled through baseline survey.
- 2) To assess if the adolescent girls attend the kishori meetings regularly.
- 3) To assess the duration for which the adolescent girls have been associated with AAG program
- 4) To assess the barriers faced by adolescent girls for attending the kishori meetings.

MATERIALS & METHODS

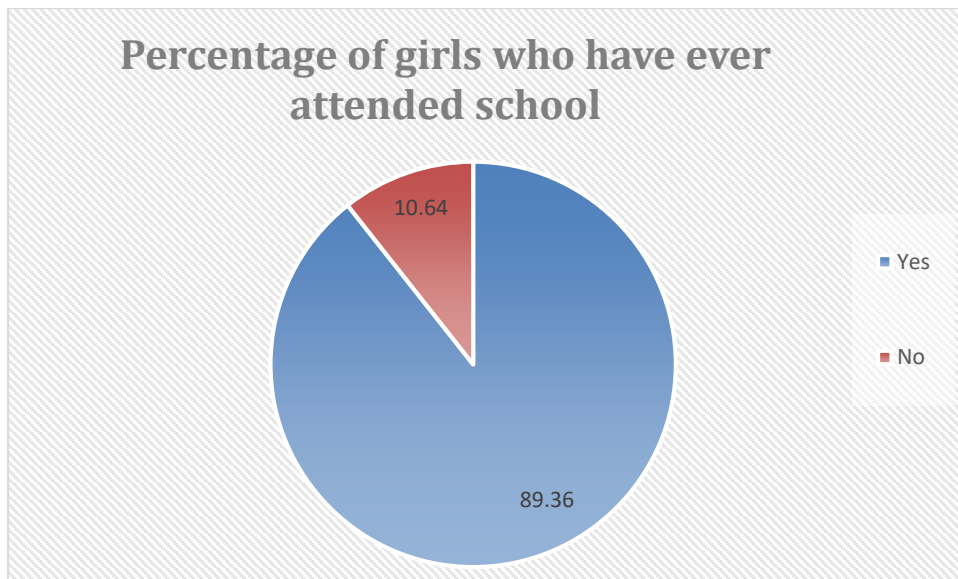
The project is implemented in 249 villages of Kherwara block and 362 villages of Salumber block. In all the project is being implemented in 611 villages from these two blocks . This study has 5% of villages (n=30) from each block as sample size to capture, experiences and challenges in implementation of AAG project. This study randomly selected 12 villages from Kherwara block and 18 villages from Salumber block. The study used both quantitative and qualitative data collected through structured and semi-structured data collection tools. The study organized names of all the villages in alphabetical order and use random number to select villages randomly.

According to the sample size described the number of adolescent girls is to be taken as 5 per village. A total of 60 AG from kherwada and 90 from Salumber block was selected by random sampling. But due to some reasons like marriage season, migration, school exams 59 of the 60 adolescent girls & 81 of the 90 adolescent girls were interviewed. The sample size was 141.

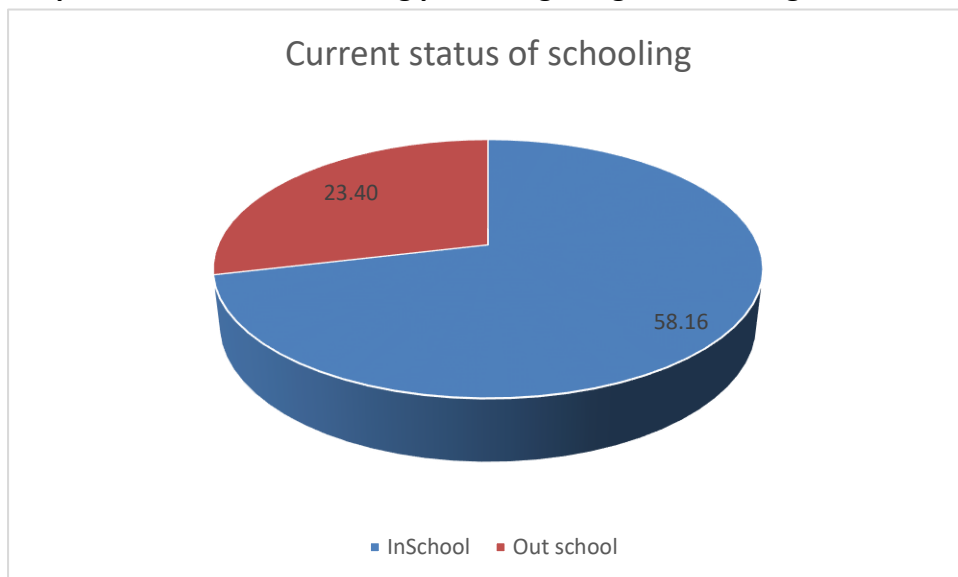
SOCIODEMOGRAPHIC INFORMATION

The blocks taken into consideration for the study are mostly populated with tribal population. So education of the adolescent girls is a major issues. The main motive behind describing the selected population of the village according to the education status is important to see the what amount of the program have reached to the marginalized adolescent girls who are out of school.

Graph 1 : Distribution showing number of girls ever attended the school



Graph 2 : Distribution showing percentage of girls attending school



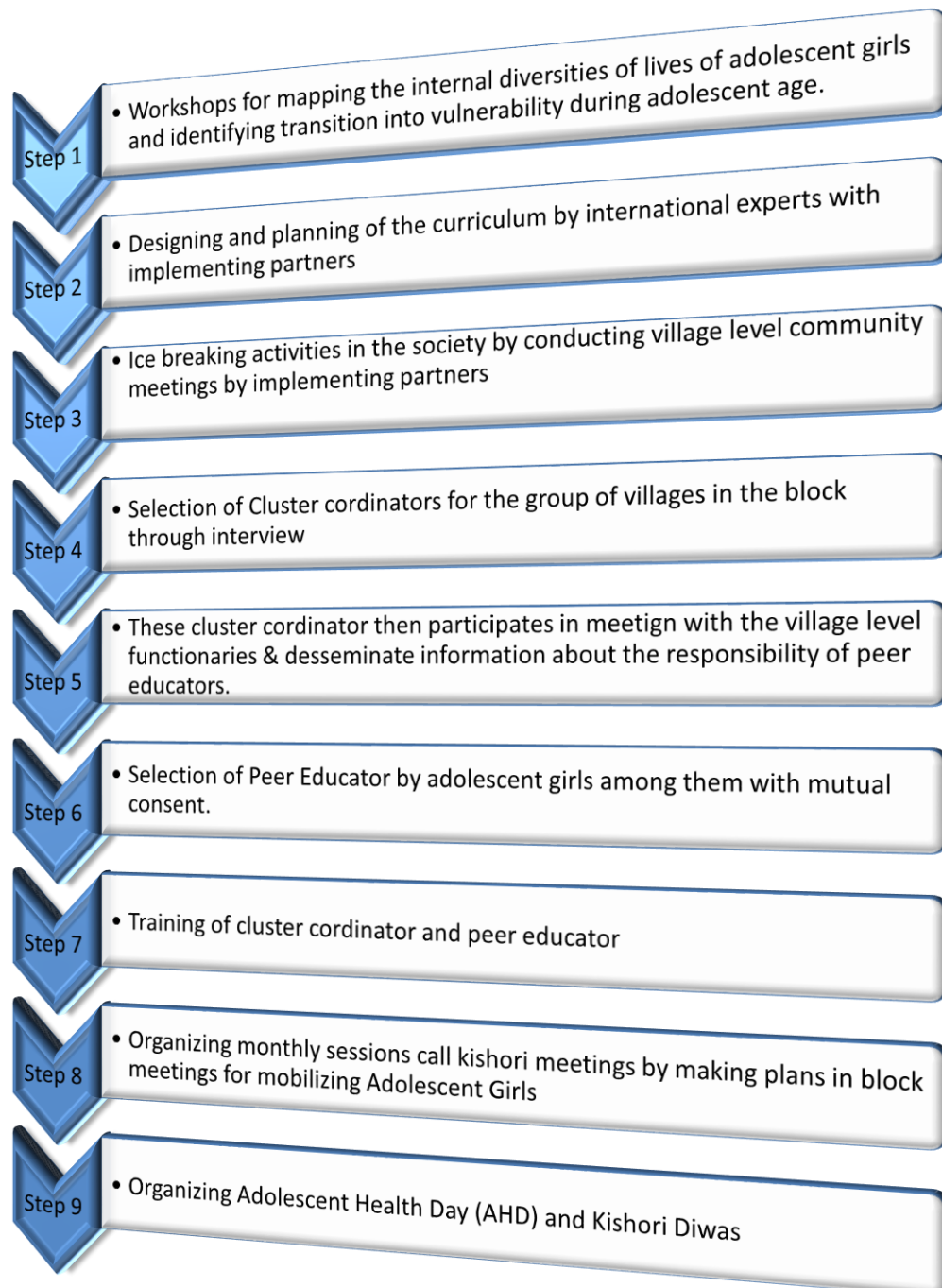
The distribution of the girls according to the highest level of schooling attended is described in the table below :

Highest class of schooling	Percentage of adolescent girls
10 th	24.43
11 th	2.29
12th	9.16
upto 5	25.19
upto 6	3.05
upto 7	9.92
upto 8	18.32
upto 9	7.63

DATA & FINDINGS

The process undertaken in the formation of adolescent club is given in the flow digram below.

Figure 1 : Steps in implementation of program.

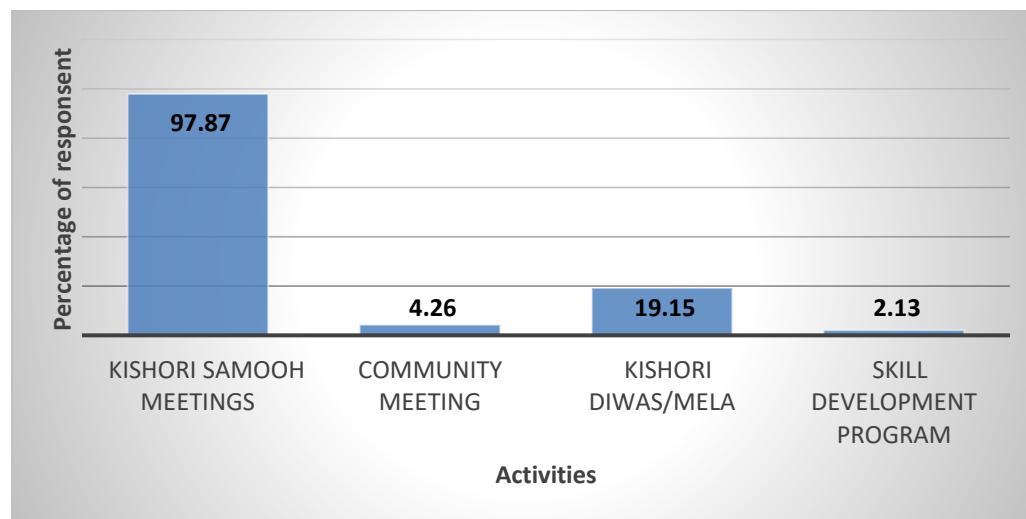


1) Initiatives of the program

Action for Adolescent Girl initiatives aims at building the protective assets of the adolescent girls so if focuses on various aspects to reach the adolescent girls. Awareness of the different initiatives of the program is necessary to make the girls more approachable to the platform that this program aims to build.

The following graph describes the awareness about the initiatives like kishori meetings, kishori diwas, community program and skill development program.

Graph 3 : Awareness about initiatives of AAG program.



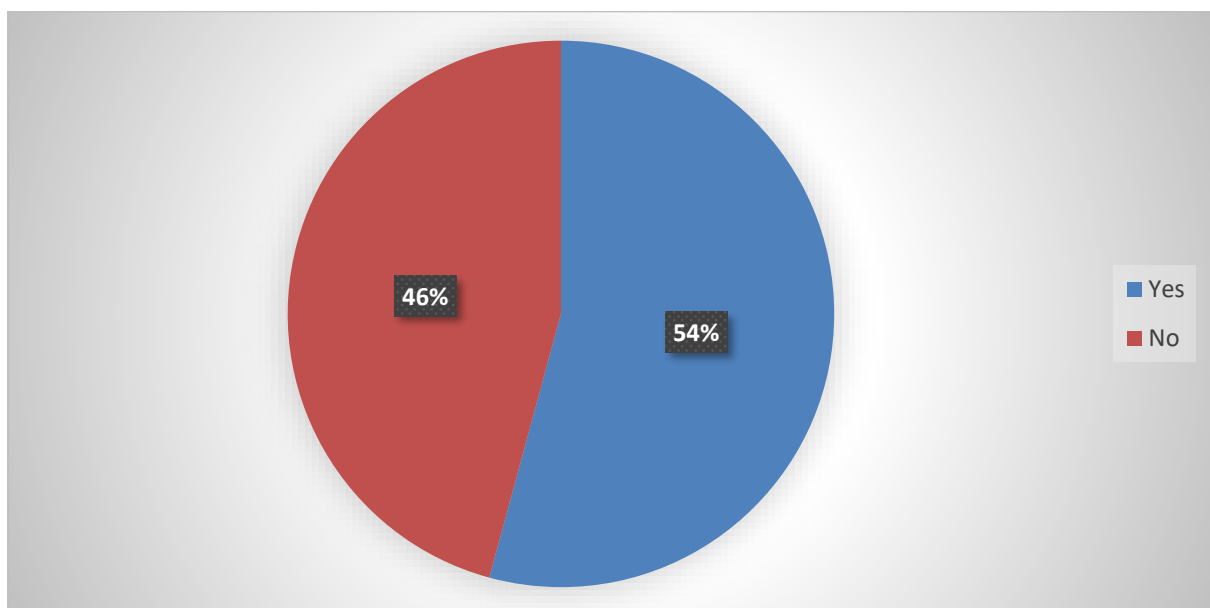
Most of the adolescent girls were aware of the kishori meeting happening under this program. But for other initiatives like community meeting and kishori diwas the girls were very less aware. Very few girls were aware of the skill development program. Focus on skill development program is very important as it can motivate the adolescent girls to attend the meetings regularly. It can also promote the parents to be less reluctant to send their daughters to the meetings.

2) Kishori meetings/ Adolescent girl meetings

Kishori meetings that form the important part of initiatives which try to build the protective assets of adolescent girls are design to deliver the knowledge in an interactive and playful way. The modules starts with the building social assets by helping girls to show the ways of interacting with community so that they can overcome the reluctance to talk with others. The following modules concentrates on building the health assets of adolescent girls. This module focus on protecting girls from Sexually transmitted diseases and Reproductive tract infections. The last module focuses on building financial assets of adolescent girls. It aims at empowering them with knowledge of managing finances to live a better life. Consistence in attending the meetings is important as the topics discussed are new every time and has no linkage with previous topics.

Following chart shows the distribution of girls attending the meetings regularly.

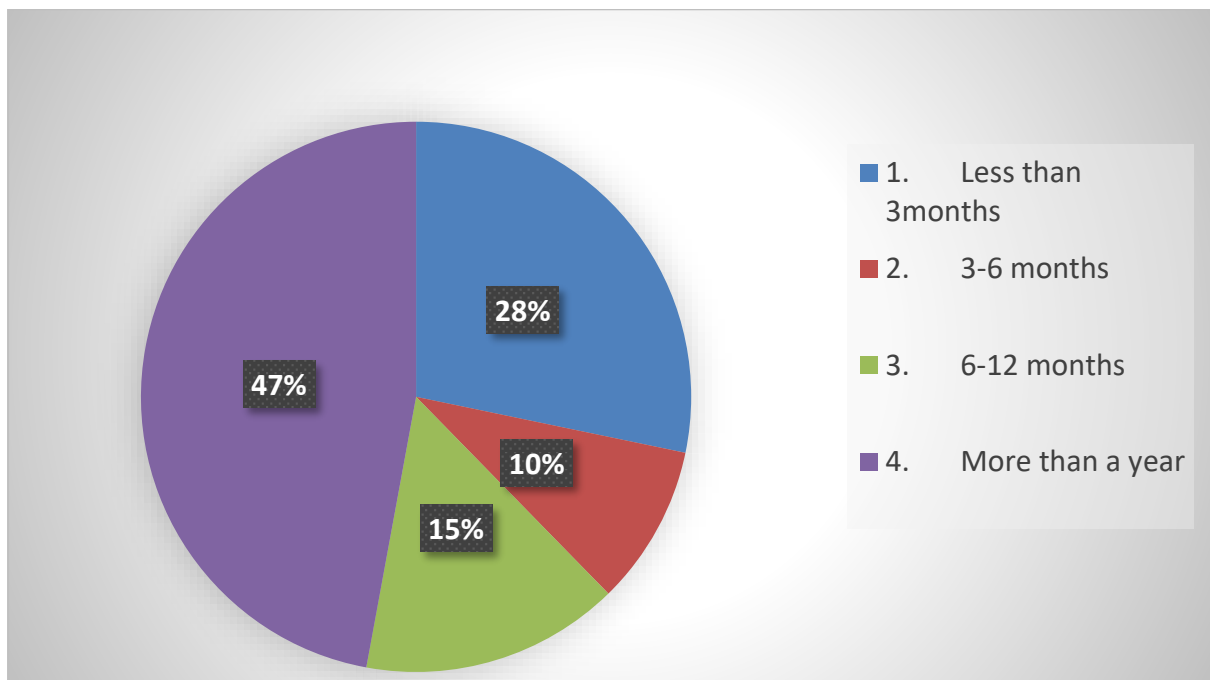
Graph 4 : Distribution showing number of girls attending the meeting regularly.



3) Enrolment of AG in adolescent club

As this is a pilot program the enrolment of girls take place in slow pace. Also as the blocks are mostly tribal belt, the girls are more prone to migration and go for livelihood activities, thus the number of girls that have been associated with the program for a long time need to be calculated. This will help to assess the knowledge and assets building among the adolescent girls. Following graph shows the duration or which the girls are being associated with the program.

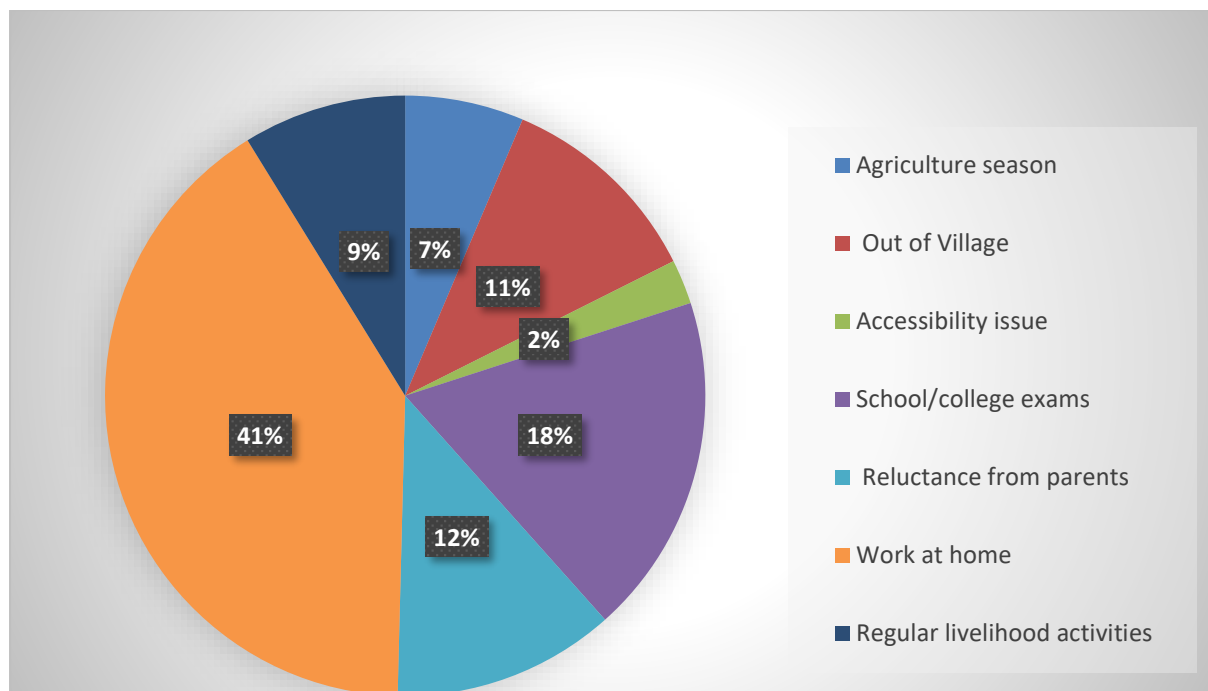
Graph 5 : Duration of being associated with AAG program



4) Barriers faced by Adolescent Girls in attending the meetings.

The barriers face by adolescent girls in attended the meetings is an important issue as it has to be worked upon to increase the reach of AAG program to the adolescent girl. The following chart describes the distribution of percentage of girls facing the barriers.

Graph 6 : Barriers faced by adolescent girls for attending the kishori meetings



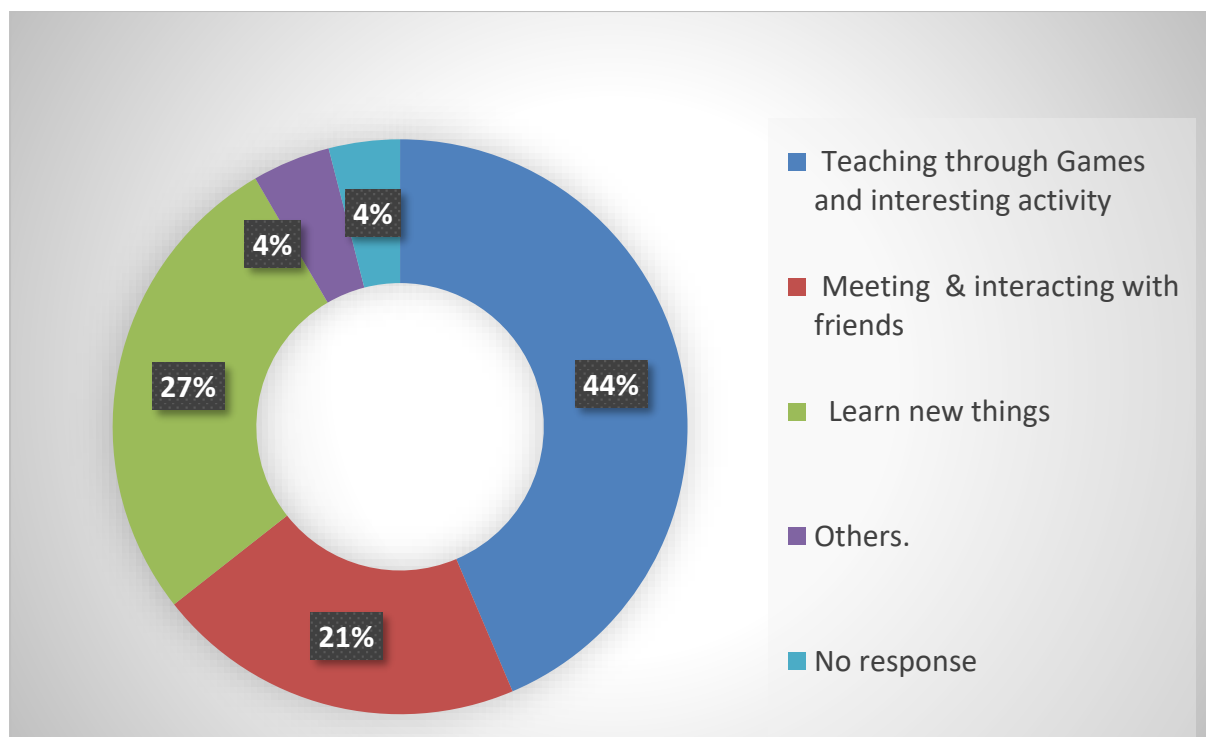
The work at home is a major reason around 41%. The real reason is that as the parents of the AG are working , girls has to stay back at home. The mobilization activities should be focused on to overcome the barrier if reluctance of parents. The agriculture season constitute around 7 %. Regularly livelihood activities constitute around 9%.

These barrier should be considered while taking into consideration for planning the mobilization activities.

5) Likes of adolescent girls.

Kishori meetings conducted under the action for adolescent girl program tries to build the protective assets of adolescent girls by a range of various activities to motivate the girls. Care is taken while designing the curriculum to make sure that girls find the sessions engaging. So a range of activities are developed to attract the interest of adolescent girls.

Graph 7 : Activities liked by adolescent girls



Among the various activities conducted girls find it interesting to learn through games and activities. They like the sessions to be conveyed through activities so that the learning is easy and they can retain the crux of the syllabus to a long time.

Also the meeting offers them an opportunity to come out of the house and interact with the girls from the other part of village and to know about their way of living,

From the aim of building the protective assets the girls are introduced to a variety of information that is new to them and help to get a new direction in the life.

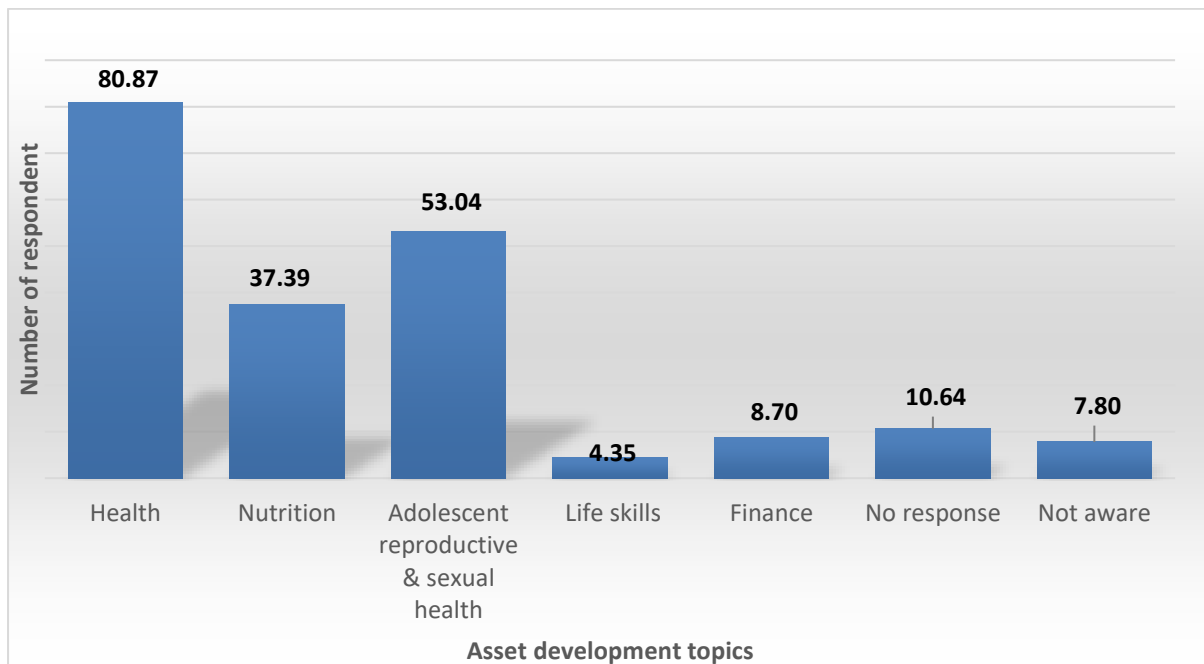
Also use of cushion balls and chart for including the less participative girls in the conversation of meeting are the things liked by girls.

6) Topics discussed in meetings conducted for adolescent club

To build up the social, health and financial assets of adolescent girls the topics of the meetings concert with the various topics like health & nutrition, life skills are designed.

The awareness of these topics will help to check if this girls are able to derive some knowledge from them.

Graph 8 : Topics discussed in kishori meetings

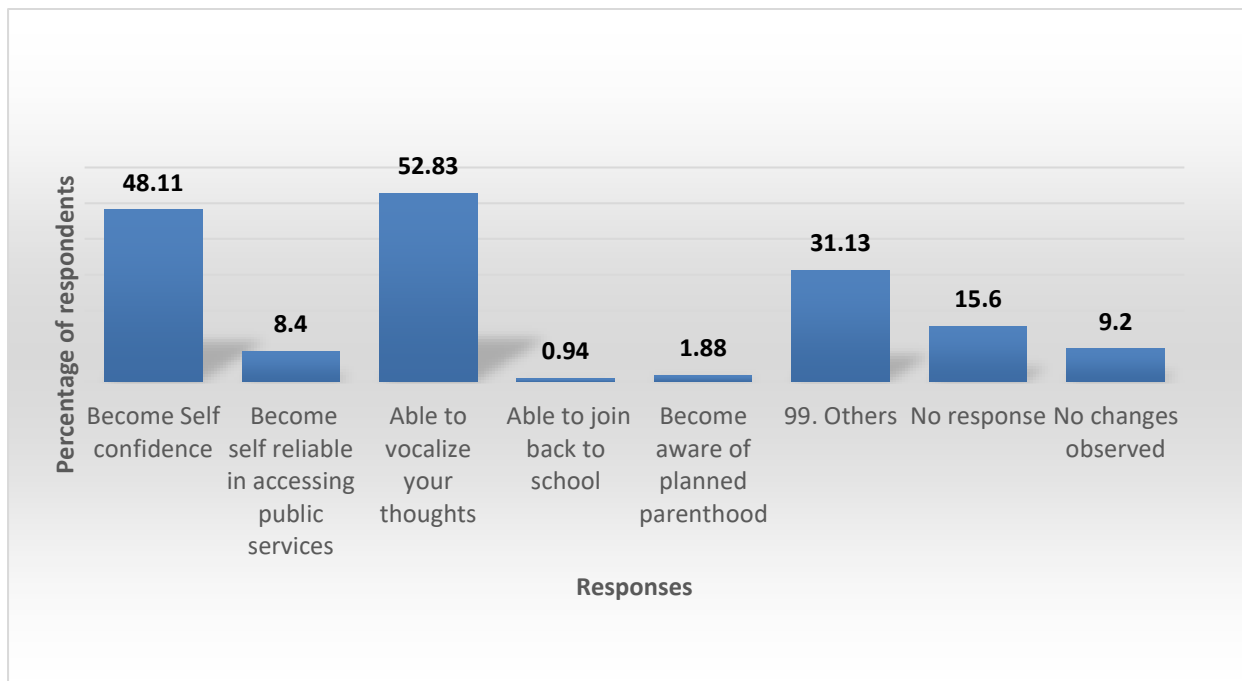


Maximum girls were aware of the health topics discussed. Also they were aware of the nutrition. There was a considerable number of responses in adolescent reproductive and sexual health topics as which is a most important topic for the adolescent girls for building upon their health assets. The responses on other topics like life skills and finance was low as these topics were introduced lately.

7) Changes observed in the adolescent girls after attending the meetings.

The aim of AAG program is to empower the adolescent girls to build up their assets and to make a social platform which is a safe place for adolescent girls to interact with each other and discuss the problems.

Graph 9 : Changes observed in adolescent girls after association with AAG program



Many girls responded that they become self-confident through the sessions. Also, some of them responded that they knew the ways to vocalize their thoughts. Many responded that they get an opportunity on the AHD to showcase their talents. Major concern is that very few responded positively to the convergence back into the school going. Also awareness about the planned parenthood to protect themselves from a series of transmitted diseases is very low.

CONCLUSION

The study tried to capture the on-ground functioning of UNFPA funded Action for Adolescent Girl program, implemented with help of local partners Jatan Sansthan and Vishakha. As women empowerment is a key to social development, building protective assets can help the adolescent girls to break the shackles of societal atrocities. Majority of adolescent girls are aware of the kishori meeting and are less aware of the other initiatives. Regular attendance of the adolescent girls in the meeting is also a major issue as only 55% are regularly attend the meetings. The potential of mobilization efforts are improving steadily as there are only 47% of adolescent girls who are associated with the initiatives from last 1 year or more.

The study demonstrates that the idea of creating safe spaces & community platforms for adolescent girls to build the social, health and financial assets have reached a proportion of marginalized adolescent girls in the villages. A major challenge for transacting the curriculum among girls is competing demand for livelihood activities and migration which restricts their chances of attending the kishori meetings. However creating a sustainable social network where girls have access to non formal education & safe livelihood opportunity requires voluntary participation from adolescent girls & the community. This will help the program to reach the girls living at the margins of society and burdened with various forms of gender-based discrimination, inequality & violence. Developing a productive network & effective partnerships with various stakeholders including the communities, government & local civil society organizations will augment sustainability of the program.

RECOMMENDATIONS

- Adolescent girls are aware only about the kishori meeting initiative AGG program. Promotion of other activities like community meetings, kishori diwas and skill development program should be done to motivate adolescent girl to attend the meetings.
- IEC materials should be provided at AWC or PHC to improve the awareness of initiatives among the village .
- Promotion of program through road shows and rallies to show active participation of AG and to motivate other adolescent girls to attend the meetings.
- Focus more on mobilization activities, so that more adolescent girls can attend the meetings.
- Conduct pocket meeting to adolescent girls who are unable to attend the meetings.
- Update the adolescent girls who have not attended many meetings previously on the topics discussed in those meeting so they don't feel left out from the discussions.
- Motivate the girls to attend the meetings by showing them the role model / changes that have happened in the girl's life after attending the meetings.
- Improve the counselling skill of the cluster coordinator and Peer educator to motivate the parents and the girls to enroll the girls back into school.

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- 1) <http://www.vishakhawe.org/Default.aspx>
- 2) <http://www.jatansansthane.org/about-us/>
- 3) UNFPA AAG Program document.
- 4) Implementation Research for AAG in Rajasthan- 7th Feb 2017 ,
Implementation Research in AAG Project A Primer (1). Document
given by UNFPA for support of the program.
- 5) Note on Action for Adolescent Girl .). Document given by UNFPA for
support of the program

ANNEXTURES

Questionnaire of the Adolescent girls for Implementation Research of ACTION FOR ADOLESCENT GIRL Program



Name of the Village:

Block:

Respondent number:

Date:

Sr.no	Question	Response	Code
A	DEMOGRAPHIC INFORMATION		
1	Name of the respondent		
2	Age		
3	Religion	1. Hindu 2. Muslim 3. Sikh 4. Christian 99. Others	
4	Caste	1. SC 2. ST 3. OBC 99. Others	
5	Have you ever attended school?	1. Yes 2. No(if no skip to Q.11)	
6	At present, what is your current status regarding schooling?	1. In school 2. Out school	
7	What is the highest level of schooling you have attended?		
8	Can you read, for example, Newspaper?	1. Yes 2. No	
9	How old were you when you drop out from school?		
10	What was the reason of dropping out of school? (Multiple options possible)	1. Got married 2. Reluctance on side of parents 3. School was not available in my village for levels of class 4. Migration 5. Unavailability of funds to support schooling	

		6. Need to work for supporting family 99. other Please Specify	
11	Are you married?	1. Yes 2. No (If no. skip to 16)	
12	at what age you got married?		
13	Were you the part of Kishori Samooh before marriage?	1. Yes 2. No	
14	Are you a mother?	1. Yes 2. No (If no. skip to 16)	
14 a	If yes age when you became mother?		
15	Have you ever undertaken paid work?	1. Yes 2. No (If no. skip to 19)	
16	How old were you when you started working for pay?		
17	What type of work do (did) you do? PROBE	1. Self employed 2. Works at construction site 3. Work in factories 4. Work as agricultural labourer 5. Work as domestic help 99. other (please Specify).....	
18	Do you have any sisters?	1. Yes 2. No (If no .skip to 21)	
19	Are they part of Kishori samooh?	1. Yes 2. No	
20	Who is the primary person earning an income for the family?	1. Father 2. Mother 3. Brothers 4. Sisters 5. Yourself 99. Others. Please Specify	
21	Do you have access to mobile phone?	1. Yes 2. No	
22	To whom this mobile phone belongs to?	1. Self 2. Parents 3. Siblings 4. Relatives 5. Friends	

23	Do you have access to smart phone with internet connectivity?	1. Yes 2. No	
24	Do you have television at your home with cable connection?	1. Yes 2. No	
25	Does anyone in your village has television with Dish connection?	1. Yes 2. No(if no skip to Q.28)	
26	How frequently do you watch television?	1. Daily 2. Once in two days 3. Weekly 99. Other	
27	How much time do you watch television every day?	1. 1 Hour 2. 2 -3 Hours 3. More than 3 hours	

B	SELECTION PROCESS OF PEER EDUCATOR		
28	Do you know about any initiative that is been run in your village focusing on adolescent girls?	1. Yes 2. No	
29	What initiatives take place in your village that are targeted at adolescent girls? (Multiple options possible)	1. Kishori samoooh meetings 2. Community meeting 3. Kishori diwas/mela 4. Skill development program 99. Others, specify	
30	Who is the person responsible for conducting kishori samoooh/ hilore meeting?	1. Sakhi/Saheli 2. Cluster coordinator 3. AWW 4. ASHA 99. Others. Please Specify.....	
31	Whether you are aware that Peer Educators are selected under kishori samoooh/ hilore program?	1. Yes 2. No	
32	Are you aware, what is the role of the peer educator?	1. Home visits 2. Information about the kishori meeting 3. Conduct the kishori meetings 4. Problem solving 5. Others	
33	Who have selected peer educator amongst the girls?	1. Selected by the Cluster coordinator. 2. Selected by the ASHA 3. Selected by the AWW. 4. Selected by the NGO people 5. Your peers. 99. Others,plz specify.....	
34	Did you give your name for the nomination of	1. Yes 2. No (If No skip to 35)	

	peer educator?		
35	How did you come to know about post peer educator?	1. Cluster coordinator 2. Relative or friend from the village 3. Another applying candidate in the village 4. A member of the village leadership 99. Any other (Please Specify).....	
36	In your opinion, was every candidate in your village aware about the post of peer educator?	1. Yes (If Yes, skip to 38) 2. Yes but only some of them 3. No	
37	If No, what are the reasons behind this?	1. No prior information given regarding selection 2. Their suggestion is not considered during selection process 3. Mutual consent from all the adolescent girls is not taken 4. Only stakeholders play role in selection 5. There is no process of selecting PE through voting 99. Others	
38	Is there any application procedure for peer educator?	1. Yes 2. No(if no, skip to Q.42)	
39	Did you have enough time to submit your application after receiving information about the post of peer educator?	1. Yes 2. No 3. Not applicable	
40	In your opinion, was the selection process transparent? (Operating in such a way that it was easy for others to see how selection was performed)	1. Yes 2. No 3. Don't know	
41	If yes, What information did you know about the application process?	1. Filing of the form 2. Qualification for application 3. Selection by local community 99. Any other. Please specify	
42	Who assists you in selecting the peer educator? (Multiple options possible)	1. Cluster coordinator 2. Peer kishori 3. PRI 4. ASHA 5. AWW 6. NGO 7. Sakhi/ Saheli 99. Others	
43	What qualities do you seek in a peer educator	1. Proactivity	

	during selection? (Multiple options possible)	2. Good communication skills 3. Leadership 4. Age of peer educator 5. Education level 99. Others	
44	Do you aspire to become a peer educator in future?	1. Yes 2. No (If No Skip to 39)	
45	What motivates you to become a peer educator? (Multiple options possible)	1. Motivation from parents 2. Motivation from NGO people 3. Inner zeal 4. Motivated by the work of ASHA/AWW 5. Motivated by peers 6. Motivation from community members 7. Conditions of girls in your village 8. Opportunity to change the situations you have gone through 99. Others	
C	KISHORI MEETING		
46	Are you a part of adolescent girls group?	1. Yes 2. No	
47	If yes, since how long?	1. Less than 3 months 2. 3-6 months 3. 6-12 months 4. More than a year 99. others	
48	Where is the kishori meeting conducted?	1. AWC 2. Panchayat building 3. School building 4. Temple 5. Others. Please specify.....	
49	Who keeps the record of your attendance in Kishori meetings?	1. Cluster coordinator 2. PE 3. ASHA 4. AWW 5. No attendance record is kept	
50	What is the frequency of the Kishori meetings?	1. once in a month 2. twice in a month 3. more than 2 times in a month 99. Others. Please specify	
51	What is the duration of the Kishori meetings?	1. 1-2hrs 2. 3-4hrs 3. 4 hrs and more	
52	Is your opinion considered while deciding the venue and timings of Kishori meetings?	1. Yes 2. No	

53	Do you attend the kishori meeting regularly?	1. Yes 2. No	
54	How many Kishori meeting have you attended?	1. 1-5 2. 5-10 3. 10-15 4. 15-20 5. 20-25 6. 99. others	
55	What is your reason of not attending the Kishori meeting? (Multiple options possible)	1. Agriculture season 2. Out of Village 3. Accessibility issue 4. School/college exams 5. Reluctance from parents 6. You don't find it useful 99. others	
56	What are general problems of adolescent girls being discussed in Kishori meeting? (Multiple options possible)	1. Migration 2. Health 3. Education 4. Marriage 99. Others	
57	Who takes session in kishori meeting?	1. Sakhi /saheli 2. ASHA 3. AWW 4. Cluster coordinator 99. others, please specify	
58	Do you think peer educator are able to explain the topics from module ?	1. Yes 2. No	
59	Do you find the session engaging?	1. Yes 2. no	
60	What things do you like about the session?	1. Teaching through Games and interesting activity 2. Meeting & interacting with friends 3. Learn new things 4. Break form household chores 99. Others. Please specify.....	
61	Are you able to understand the topics discussed during the meeting?	1. Yes 2. no	
62	What modification would you suggest for improvement?		
63	Have you adapted any learning from module in your life or at home? If yes, give the examples	1. Yes (Give example) 2. No	
64	What are the things taught to you in Kishori samooch? (Multiple options possible)	1. Health 2. Nutrition 3. Adolescent reproductive & sexual health 4. Life skills 5. Finance	

		99. Others	
65	What are the activities that take place in Kishori samooch during the meeting? (Multiple options possible)	1. Teaching various topics related to health and well being 2. Playing games 3. Vocational training 4. Experience sharing 5. Discuss problems and issues 99. Others	
66	What are the various teaching aids used in conducting Kishori meetings ? (Multiple options possible)	1. Presentation 2. Posters 3. Case study 4. Stories 5. Flip chart 6. Games 7. Folk story 8. Plays 99. Others	
67	Do you share information conveyed to you in Kishori meetings with your parents?	1. Yes 2. No (If No Skip to 69)	
68	If yes, what type of information you share with your parents? (multiple responses could be there)	1. Health & hygiene related aspect 2. Education opportunities available 3. Livelihood options available 4. Financial management 5. Home management 6. Social issues and myths 99. others . Please Specify	
D	KISHORI DIWAS		
69	Is Kishori Diwas being organized in your village?	1. Yes 2. No (If No. Skip to 80)	
70	Have you attended the kishori diwas?	1. Yes 2. No (If No. Skip to 80)	
71	Where it is organized?		
72	How frequently the kishori diwas is being organized at your village?		
73	Who all participated in Kishori Diwas? (Multiple options possible)	1. Doctors 2. ASHA 3. ANM 4. AWW 5. Parents 6. Panchayati members 7. NGO members 8. Teachers 99. Not aware	
74	What are the activities conducted during Kishori Diwas? (Multiple options possible)	1. Health check-up 2. Haemoglobin estimation 3. Games 4. Showcasing the talents 5. Referral 6. Counselling 7. Discussion of problems	

		99. Others	
75	What do you think are the benefits of Kishori Divas?		
76	If you require specialized treatment, are you being provided with referral slips to visit CHC/PHC/SC?	1. Yes 2. No (If No Skip to 79)	
77	If yes, do you visit to your near CHC/PHC?	1. Yes 2. No	
78	Are all referral followed up or tracked on the day when the next Kishori Divas is organized?	1. Yes 2. No	
79	What are the barriers faced by you in attending the Kishori Divas? (Multiple options possible)	1. Physical accessibility 2. Reluctance from parents 3. Agricultural season 4. Social barriers 5. Crowding 99. Others	
E	PERCEPTION ABOUT PROGRAM		
80	What all changes you see in yourself after joining Kishori samooch? (Multiple options possible)	1. Become Self confidence 2. Become self reliable in accessing public services 3. Able to vocalize your thoughts 4. Able to join back to school 5. Able to earn a livelihood 6. Become aware of planned parenthood 99. Others. Please specify.....	
81	Have you restarted your education after joining this program?	1. Yes 2. No	
82	Have you undertaken any vocational skill course after joining the programme?	1. Yes 2. No 3. Not applicable	
83	What are the things you like most about this initiative? (Multiple options possible)	1. Kishori meeting 2. Kishori divas 3. Community meetings 4. Puppet shows 5. Ability to interact with many girls from different part of village 99. Others. Please Specify.....	
84	Could you please tell us why you like these the most? (Multiple options possible)	1. Feels empower 2. Feeling of being important in the village and family 3. Confidence to complete training 4. Aspiration for seeking higher education 5. Able to be Self responsible	

		6. Ability to care better for the family 99. Others Please Specify	
85	What are the things you don't like?		
86	Could you please tell us why you don't like these?		
87	Any suggestion for improvement		