

Appendix 14

A Review of Materials used in Madhya Pradesh for Adolescence and Life-skill Education

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Introduction

In the last two decades a number of non-government organizations as well as the Government have been promoting Adolescence Education/Life Skill Education. The Adolescence Education Programme was introduced in 2006 by the Ministry of Human Resource Development as a curricular subject to be taught for 16 hours per year in the schools affiliated to the CBSE. In June 2007 it was made compulsory for all schools across the country. Certain materials used for AEP were found objectionable by various state governments and a ban was imposed on adolescence education in 12 states of the country. This led to a discontinuation of the state level adolescence education programmes. Non-government organizations involved in AEP face a threat of closure or resistance from opponents. Materials developed by the state agencies are not necessarily identical to the materials developed by the centre though they may follow a similar framework. In this context it is important to review the materials produced by the government agencies and NGOs and assess whether the material needs to be revised rather than banning an important programme altogether. In this review an attempt has been made to analyze both kinds of materials – those developed by the Government agencies and that developed by Non-Government Agencies.

The material developed by the government bodies consists of Teacher Guides to be used with school going adolescents. These have been developed by the SCERT and MPSAC (Madhya Pradesh State AIDS Control Society) in the period 2000-2006. The NGO material is of various kinds – teacher guides, booklets for adolescents, and teaching-learning materials. These materials have been developed between the period 1997 and 2003. This review analyzes the materials in terms of their objectives, focus, presentation of sexuality and adolescence and their interrelationship with social factors.

The materials developed by Government agencies include the following:

1. Kishoravastha Shiksha, SCERT, 2000.
2. Jeevan Ke Liye Shiksha, MPSAC, 2003
3. Kishoravastha Shiksha mein Kaushal Vikas Samabandhi Prashikshan Rajya Shiksha Kendra, 2005-06

The materials developed by the NGOs include the following:

1. Beti Kare Sawal, Eklavya, 1997.
2. Samajik Lingbhed Aur Hum, Sahyogini Trust, 2003
3. Kishori Swasthya Karyakram – Ek Prayog, (an unpublished report), Eklavya, 2002

4. Kishoron Ke Mukh Se, (an unpublished report), Eklavya, 2002
5. Bhavishya Ka Chunav, CEDPA India, 2003
6. 'Ladki Sayani Ho Gai', (Slide show), Marathi Vigyan Parishad, Mumbai, (used in M.P.)
7. 'Paro Ki Kahani' (Flip Charts), Care India

Objectives and Focus:

A striking difference in the materials developed by the government and the NGOs is in their objectives, and thus in their focus. The main aim of the Government materials is not to provide sex-education for itself, but more to prevent risky behaviour and practices that would result in pre-marital adolescent pregnancies, sexually transmitted diseases and HIV-AIDS. They are driven by the HIV-AIDS phobia. Though each of the guides elaborates the importance of sex-education, one can see the thrust changing from sex-education to AIDS education between 2000 and 2006. In 2000, the focus on AIDS education was only 35% but by 2006 it became 60%. A majority of the activities deal with HIV-AIDS. The themes of the guides include Puberty and Adolescence, Sexually Transmitted Diseases, HIV-AIDS & Life skills for protection against AIDS, and Drug Abuse. Gender had been an important component of the programme earlier but it dwindled in the second and third guides. The treatment of Violence in all the guides is limited in its scope as it only covers sexual abuse of girls and rape. The role of the teacher is extensively enumerated in these guides. The teacher has been asked to play the role of a non-judgmental and empathetic counsellor. Utmost importance has been given to creating an open and friendly atmosphere so that students can ask questions and feel comfortable. In each guide, a large section is devoted to this component. Various kinds of activities have been suggested to facilitate this process, and to make it more interactive and interesting. These include small group discussions, role-playing, quizzes, debates, essay writing, painting and poster competitions, value identification, case-studies, question boxes and short talks. A number of activities aim at sensitizing the students to the importance of adolescence education and the controversies around it.

- "छात्रों में विकास की प्रक्रिया की समझ का एवं उनहे सही जानकारी उपलब्ध कराना; सकारात्मक भारतीय सामाजिक सांस्कृतिक मूल्यों के संदर्भ में विपरीत लिंग क प्रति उनमें जिम्मेदारी पूर्ण व्यवहार तथा यौन संबंधी स्वास्थ्य दृष्टिकोण को प्रोत्साहित करता; प्रजनन स्वास्थ्य से संबंधित शारीरिक, मनोवैज्ञानिक, सामाजिक, सांस्कृतिक और पारस्परिक मुद्दों से अवगत कराना।". Kishoravastha Shiksha, SCERT, 2000.
 - छात्रों को किशोर प्रजनन एवं यौन स्वास्थ्य के बारे में जानकारी के साथ-साथ एच.आई.एड्स और नशीली दवाओं के दुष्परिणामों की जानकारी प्रदान करना।
- Kishoravastha Shiksha mein Kaushal Vikas Samabandhi Prashiksha n Rajya Shiksha Kendra 2005-06

Since the NGO materials are of different kinds, their objectives and focus differ. Groups that are working on women's issues have developed many of these materials. Therefore, the programmes that cater more to adolescent girls and issues of women's health are given more importance. Reproductive health does remain an important component of these guides with 25% to 50% of the content being devoted to it. This is not counting the TLMs which are totally focused on reproductive health. AIDS education is just one of the topics covered there, in fact quite a few of the TLMs don't talk about AIDS at all. Most of them give due importance to Gender. Even if it is not

directly discussed as an issue, there is often an undercurrent of gender in all the modules and activities.

- ‘Beti Kare Sawal’ and ‘Samajik Lingbhed or Hum’ are booklets addressed to adolescents. They are outcomes of workshops with school going adolescents in Dewas and Chhatarpur districts of Madhya Pradesh. Both of them focus on gender and reproductive health. Their objective is gender-sensitization as well developing a scientific understanding of the anatomy and physiology of reproduction, in relation to one’s own bodily experiences. The assumption is that such knowledge will help the students in dealing with the changes of adolescence, encourage them to question prevalent myths and enable them to develop a positive attitude towards their bodies. Importance has been given to the social aspects of these processes. Both the books are influenced by the women’s health movement, which has been focusing on fertility awareness as a tool for empowering women.
- ‘Kishori Swasthya Karyakram – Ek prayog’, and ‘Bhavishya Ka Chunav’, are facilitator guides. They aim at overall development of the adolescents and therefore have a more comprehensive curriculum which addresses their various concerns, such as the peculiar changes of adolescence, development of the self, gender, legal rights, primary health care and reproductive health, nutrition, interpersonal relationships, violence, and planning for the future. While the former of these guides is based on the experiences gained in training school teachers, and in conducting workshops with adolescent girls in mainstream schools. The latter is an outcome of interactions with out of school adolescent girls.
- ‘Kishoron Ke Mukh Se’ is a report of experiences provided by trials conducted with boys and girls of classes 7 and 9 in two government rural schools. Here the focus is more on research into the sexuality of adolescent boys than on developing a more relevant programme for them. Since the trials were in coeducational schools, both boys and girls participated in the sessions, except when sexuality- related topics were discussed.
- ‘Ladki Sayani Ho Gai’ and ‘Paro Ki Kahani’ are teaching- learning materials to be used with adolescent girls, and have a clear focus on reproductive health. Though they were developed in Mumbai and Kolkatta, girls from Dewas and Jabalpur can easily relate to them.

Construction of sexuality and adolescence

Approach of mainstream agencies

Even though the mainstream materials acknowledge the development of sexuality during adolescence and the importance of sexuality education, there are a number of contradictions in them:

- While the first and third books in the MPSAC guide have an outline illustration of the reproductive system, there is no such illustration in other materials. This seems like an overreaction to any illustrations that could be considered objectionable or raise controversy. However the same guide describes the role of the clitoris in the context of the female sexual experience. Most materials do not even mention the clitoris.
- In Kishoravastha Shiksha, the description of the female reproductive system and the hymen unnecessarily mystifies the notion of ‘virginity’ even further. An irrelevant question raised here is, “What is the meant by a ‘kunwari’ girl?”. The answer to this question is an elaborate description of the hymen rupture during intercourse. There is only one sentence which

mentions that hymen rupture can also take place during masturbation, surgery or through an injury. A similar topic has been suggested for a debate: 'Should a girl be a virgin before marriage?' However, in Jeevan Ke liye shiksha and Kishoravastha Shiksha mein Kaushal Vikas Samabandhi Prashikshan, the opposite approach has been used and an attempt has been made to demystify virginity.

- At one level sexuality is considered pleasurable and an important need, but simultaneously its expression has to be controlled through involvement in extra-curricular activities or through abstinence. Any expression of sexuality has to be within the limits defined by Indian society and culture. This caution is repeated numerous times. Abstinence is advised here as the best method of protection especially from STDs and AIDS, but only before marriage. Nevertheless, Jeevan Ke Liye Shiksha has a number of activities, which encourage discussion on sexuality among adolescents.
- There is minimal discussion on contraception for safe sex and teachers are advised to limit any discussion of condom. Where contraceptive pills are mentioned, it is again to evoke fear as their limitations are elaborated upon rather than their uses.
- Fortunately masturbation and wet dreams have been described as being normal and adolescents have been advised not to feel guilty about them. However the discussion on masturbation seems gender- biased. Though masturbation is considered as a normal method for sexual gratification for both boys and girls, a detailed description about the technique is given only for boys and there is no such description for girls. Thus indirectly reinforcing the myth that girls do not possess any sexuality, and even if they do they must ignore it.
- Technical information about the determination of the sex of the child is provided but there is no discussion on the social aspects. Also, there is no discussion on the problem of childlessness. It is an issue which children and adolescents are curious about, because they see its negative implications around them all the time.

Approach of NGOs :

- The approach to adolescence and reproductive health education is of two kinds. One is that scientific information about reproduction will empower the adolescents, eliminate a lot of myths and help them build a positive self-image. The second is that it will prepare them for their future lives and they would be able to lead healthier reproductive lives.
- Due emphasis has been laid on participation of young people, and adequate space has been given to sharing their experiences and relating them to the social context. However, the pleasure aspect of sexuality is not discussed openly in most of the materials. This could be due to the prevalent fear that discussions on that dimension of sexuality will provoke strong opposition from conservative elements that could stall any such programmes or efforts for sexuality education. It is only the CEDPA manual and the trials conducted under the 'Kishoron Ke Mukh Se' initiative that have provided space to students for discussing their sexual feelings and myths associated with their bodies, relationships, friendships, reproduction, menstruation, etc. Children have asked numerous questions on these issues.

Discussion on Violence

In the mainstream materials there is limited discussion on eve teasing, sexual abuse and rape. Some activities on value-identification suggest some discussion. Kishoravastha Shiksha mein Kaushal Vikas Samabandhi Prashikshan gives some weird advice to girls, which supports the myth that girls are responsible for evoking sexual abuse. Advice is given only to girls about how they can protect themselves. In fact there is a clear class bias too. There is no discussion on the role and responsibility of boys and men.

- *“Do not dry your underclothes in the open”*
- *“Maintain a distance from domestic servants and drivers”*
- *“Dress properly.....”*

In the NGO material, on the other hand, violence is not just limited to sexual abuse and rape; it also includes all the hidden forms of violence that girls experience in the various facets of their lives since birth. It is therefore an issue which is addressed in a number of modules, be it gender, menstruation, adolescence, their dreams for the future, mobility, education, health, work, relationships, marriage, pregnancy, childlessness, birth of a girl-child or birth-control. An attempt has been made to discuss how violence affects the lives of boys/men too. In some materials it is discussed in passing, while in others it is discussed extensively with social and legal implications for a girl’s life and how she should cope with it. Sexual abuse of boys is dealt with neither in the mainstream material nor in the material developed by NGOs. Only the CEDPA manual briefly touches upon the myth that only girls can be sexually abused.

Focus on STDs and AIDS

The discussion on diseases is limited to sexually transmitted diseases and HIV-AIDS. Most students have little information about STDs. The brief presentation in the guides only evokes fear. However students are advised not to indulge in homosexual relationships in order to protect themselves from STDs.

Girls generally have many questions about menstrual problems, vaginal infections, and urinary complaints. These find no space here.

Intersectionality and Social Analysis

- The inter-relationship of these issues with caste and class is almost absent from the discussions. The little mention that is there, is tilted towards the middle and upper classes. Gender does get some mention, but that too sporadically, when discussing care during pregnancy, anaemia, friendship with the opposite sex and eve-teasing. Though gender has been described in detail in Kishoravastha Shiksha, there are few activities to sensitize the students. There is no discussion on how and why girls and women are more vulnerable to sexual abuse and sexually transmitted diseases or HIV-AIDS. If the point is raised at all, the responsibility of protecting girls is laid solely on themselves.
- Most of the NGO materials are sensitive to this interrelationship of class and caste with gender, some more, some less. Class differences are brought out directly through discussion or subtly through case studies, role-play situations, and illustrations.

Discussion on Marginalized Sexualities:

There is almost no discussion, in both the mainstream material and most of the material developed by NGOs, on marginalized sexualities such as the sexuality of the physically/mentally challenged, transgenders, homosexuals or sex workers. A brief discussion about visiting sex workers is made in the mainstream materials in activities on value clarification. Homosexual behavior is to be avoided to protect oneself from STDs and Aids. This exclusion is either because advocacy efforts regarding the needs of marginalized sexualities started well after these materials had been developed or because of the fear of discussing these issues in the prevailing conservative atmosphere.

Visuals/Illustrations:

Cautious use has been made of visuals and pictorial representations in the mainstream materials and some of the NGO materials. Most of the mainstream materials have very few illustrations. Pictorial representations of the reproductive system are only present in the 1st and 3rd guides. Only the CEDPA material uses visual of puberty, development changes and use of a condom. Paro Ki Kahani has pictures of adolescent changes and changes during pregnancy and childbirth.

Conclusion

Both kinds of materials have their limitations and have scope for improvement. While the mainstream sexuality education could reduce the focus on HIV-AID and extend the scope to include gender and violence and other adolescent concerns, the NGOs could broaden the scope of their materials to include more open discussions about sexuality.

However, one cannot deny the need for a well-informed sexuality education programme in the school and out of school. My own experience of interacting with teachers and adolescents for over 10 years has convinced me of its importance. Even the MPSAC programme, which provided only haphazard training and half-hearted efforts at monitoring, evoked considerable interest among teachers and students.

Sexuality education in the school and out of school has provided a space to students to talk about their concerns, anxieties, and myths about sexuality, gender and violence. Since most girls are either forced to drop out of school or are married off after completing middle school, efforts for sexuality education in the middle school are of utmost importance for their future lives.

Sensitive teachers are able to elicit a lot of support for the programme from students, and develop good interpersonal relationships with them. The programme not only affects the teacher's behaviour in the sexuality education session but his or her outlook and approach to education. It also impacts on the personal life of the teacher and his or her interpersonal relationships with his or her partner, family and others.

Annexure 1: Materials developed and used by Government Organizations

I.

Author:	Dr. Sushma Hukku
Book:	Kishoravastha Shiksha
Target readers	Teachers of Primary, Middle, High and Higher Secondary School
Year	2000
Publisher	SCERT, Bhopal
Location:	Madhya Pradesh

Brief Description: This is a teachers' guide. There is a large section on the need of adolescent education, concerns of adolescence, and the right of adolescents to obtain information. The role of the school and teacher is important here. A small but significant section discusses gender in detail and how it is important for reproductive health. The focus is on reproductive health since the author feels that this information is not available to adolescents. Although anatomy and physiology are covered in the curriculum, there is a need to discuss such issues in a manner which would influence the values, attitudes and behaviour of young people.

1. How Much focus on:

- Reproductive Health: (35%) including puberty and adolescence, conception, sex-determination, twins, pre-marital pregnancy, care during and after pregnancy
- Violence: limited to sexual abuse.
- Disease: (5%)
- HIV/AIDS: (35%)
- Gender: (5%)
- Substance Abuse: (20%)

- Others: Role of teachers and parents in adolescence education; methods that can be used to make adolescence education interesting

2. Marginalized sexualities: No mention

- Disability /Non-Heterosexual Sexuality /Gender Transgression/Sex-work: The term Sex-work is not mentioned only implied, but it advises one not to have sex with a person who has multiple partners.

3. Approach to sexuality:

- Pleasure: Sexuality is acknowledged as a normal need of men and women and important for their health, development and relationships.
- Preference is given to sex within marriage and to monogamy.

4. Intersectionality and social analysis

- Caste/Class /Religion/ Nation: The need for sexuality is acknowledged but has to be expressed according to the cultural context of Indian society. Admits that society tries to control our sexuality, and to some extent we have to adhere to its norms.
- Gender/ Patriarchy: Has a long section on what is gender, gender stereotypes, its relevance; but no activities that would promote discussion among students have been suggested in the curriculum.
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- Technical/ Clinical / Social: Basically technical and to some extent social since the experience of adolescence and sexuality are socially determined.

5. Approach to Adolescence

- Protectionist – one needs sex education basically to protect oneself from ‘dangerous sex’, HIV-AIDs, pregnancy during adolescence.
- Discipline: yes
- Others: A normal biological process

6. General Comments:

- i. The book has no visuals except for the reproductive system and a few showing teachers performing some activity.
- ii. Most of the relevant questions raised, role-play situations, case studies pertaining to HIV-AIDS given
- iii. An obnoxious topic of debate ‘A girl should be a virgin when she is getting married’

II.

Author	Adaptation of the NACO manual
Book	Jeevan Ke liye Shiksha
Audience	High School/Higher Secondary School Teachers and Students, Peer Educators
Year	2004
Publisher	Madhya Pradesh State AIDS Control Society (MPSAC)
Location:	Madhya Pradesh

Brief Description: A manual to be used by teachers who teach classes IX and XI. The book focuses mainly on puberty and adolescence, sexuality, sexual myths, dangers of sex (pregnancy during adolescence, transmission of HIV-AIDS and Sexually Transmitted Diseases), developing life-skills and development of a positive attitude towards HIV positive people.

1. How Much focus on:

- Reproductive Health: (30%) including development, sexual maturity, and myths about sexuality, nutrition, acne and body odour...
- Violence: briefly in terms of sexual abuse
- Disease: (15%) including STDs and their prevention
- HIV/AIDS (50%)
- Substance Abuse: (5%)
- Gender: NIL
- Others: NIL

2. Marginalized sexualities: No mention

- Disability /Non-Heterosexual Sexuality /Gender Transgression/Sex-work: The terms sex-work is not mentioned. But young people are advised not to have sexual relations with a person who has multiple partners...

3. Construction of sexuality:

- Pleasure: Discusses love, masturbation, and wet dreams which are viewed as normal. But simultaneously portrays sex as dangerous, and promotes abstinence.
- Moralistic: Yes
- Marriage and monogamy promoted.

4. Intersectionality and social analysis

- Caste/Class /Religion/ Nation: No mention, nor visible in the activities. Scenarios used in role-play or case studies have an urban bias.
- Gender/ Patriarchy: No discussion on how women are more vulnerable to STD's or AIDS; Discussion limited to respecting the sexual needs of one's partner.
- Technical/ Clinical / social: Basically technical and clinical. Social to the extent that adolescents follow the socio-cultural limits set by society when expressing their sexuality.

5. Construction of Adolescence

- Protectionist: Yes
- Discipline: encourages abstinence
- Others: a normal process of development

6. General Comments:

- i. The objective of the guide is basically to motivate students to avoid sex so as to protect oneself from HIV-AIDS.
- ii. Conflicting statements are made all the time. For example, the teacher is advised not to demonstrate the use of a condom, but its use is advised for protection from STDs.
- iii. Visuals are often meaningless or inappropriate. They consist mainly of boys and girls, smiling, thinking, and giving each other flowers as an expression of their infatuation. There are no illustrations of the reproductive system.
- iv. It has some activities which promote discussion on sexuality.
- v. It sees the role of teacher as an empathetic listener and counsellor who is non-judgmental and does not inflict his or her values on the students.

III.

Author:	Anil Chaturvedi et al
Book:	Kishoravastha Shiksha mein Kaushal Vikas Samabandhi Prashikshan
Audience:	Teachers of High and Higher Secondary Schools
Year	2005-06
Publisher	Rajya Shiksha Kendra, Bhopal
Location:	Madhya Pradesh

Brief Description: This is a training manual for teachers developed by the Population Education wing of SCERT, Madhya Pradesh. The focus is mainly on Puberty and Adolescence, Life-skills, HIV-AIDS, STD's and Substance Abuse.

1. How Much focus on:

- Reproductive Health: 30%
- Violence: Limited, with a brief discussion on eve-teasing and rape
- Disease: 5% limited to Sexually Transmitted Diseases
- HIV/AIDS: 60%
- Substance Abuse: 5%
- Gender: NIL
- Others: Life-skills (negotiation, assertiveness, decision-making etc.)

2. Marginalized sexualities: No mention

- Disability/Non-Heterosexual Sexuality/Gender Transgression/Sex-work

3. Construction of sexuality:

- Pleasure: limited to sexual attraction, wet dreams being normal and not something to feel guilty about it, however, one should distract oneself from indulging in it
- Moralistic: To some extent
- Marriage/ monogamy/Linked to procreation/ Sacred/ Precious: Promotion of sex within marriage and monogamy

4. Intersectionality and social analysis

- Caste/Class /Religion/ Nation: Class bias
- Gender/ Patriarchy: Concerned only with respecting the needs of one's partner. However, when discussing sexual abuse, no responsibility is put on the boy, the girl has to protect herself.
- Technical/ Clinical / social: Basically technical and in some respects social

5. Construction of Adolescence

- Protectionist and preachy
- Discipline: Self-control important to protect oneself
- Others: A normal biological process of growth and development

6. General Comments:

- i. Role of the teacher considered important. Teachers have been advised to be friendly, non-judgmental and to counsel students whenever necessary.
- ii. Activities are largely focused on AIDS education.
- iii. Teachers asked not to promote the use of condom or describe how it is used (the statement is underlined).
- iv. The book has 7 visuals (in 110 pages) consisting of the reproductive system and menstruation (3), AID's virus (1) and the teacher performing some activity in the classroom (3).
- v. Some horrifying advice has been given to girls to protect themselves from sexual abuse:

- “Do not dry your underclothes in the open”
- “Maintain a distance from domestic servants and drivers”
- “Dress properly.....”

Annexure 2: Review of Materials produced by the Non-Government Organizations

I

Author:	Shashi Maurya
Book:	Samajik Lingbhed or Hum
Audience:	Adolescents
Year	2003
Publisher	Sahyogini Trust
Location:	District Chhatarpur, Madhya Pradesh

Brief Description: This is a booklet developed for adolescents. It was used in a program whose objective was to sensitize high and higher secondary school students studying in government schools towards gender, feminism, violence against women, legal rights of women, patriarchy and reproductive health.

1. How Much focus on:

- Reproductive Health: (34%): including basic anatomy and physiology of reproduction, adolescence, conception, development of the baby, determination of the sex of the baby, infertility, menstruation and how patriarchy affects reproduction
- Violence: (33%) including sex ratios, legal rights, family rights, dowry, rape, sexual violence at the work-place, our relationship with the police and the legal structure
- Disease: NIL
- HIV/AIDS: NIL
- Gender: (33%): including what it is and how it affects the lives of men and women, patriarchy and feminism
- Substance Abuse: NIL

- Others NIL

2. Marginalized sexualities: No mention

- Disability /Non-Heterosexual Sexuality /Gender Transgression/Sex-work:

3. Construction of sexuality: Sexuality is briefly discussed as a normal and pleasurable need of adolescents.

4. Intersectionality & Social Analysis

- Caste/Class /Religion/ Nation: Nothing notable
- Gender/ Patriarchy: The major focus of the book is gender and patriarchy and how they influences our relationships,
- Technical and Social:Both

5. Construction of Adolescence

- Others: A normal process of growth and development.

6. General Comments:

- The booklet is not too big in size (60 pages), and it directly addresses the adolescent reader and thus it is very readable.
- Reproduction is not seen in isolation, but a clear linkage is developed between gender, patriarchy and reproduction.
- It is sensitive to the context in which it is to be used (high secondary schools). It therefore does not use illustrations or content, which would create conflict with the school administration, and parents. However, it acknowledges the need for students to be able to discuss issues of sexuality more openly.

II.

Author:	A large resource group
Book:	Bhavishya Ka Chunav
Audience:	Facilitators of Adolescence Education
Year	2003
Publisher	CEDPA India
Location:	International edition adapted to Indian conditions

Brief Description: Bhavishya Ka Chunav is a training manual developed by CEDPA to be used by facilitators for the empowerment of adolescent girls. It is based on a model called 'Better Life Options' and is being used by various groups in India including Bhartiya Grameen Mahila Sangh, Indore. The focus is on the overall development of adolescent girls, comprising of 16 modules related to reproductive health. It uses a participatory, experiential approach which involves adolescents searching for solutions to the situations they encounter at home, in school and at work.

1. How Much focus on:

- Reproductive Health: (25%) including adolescence, pregnancy, safe motherhood, contraception, care of the new born
- Violence: (5%) Detailed discussion on what is sexual abuse through use of different situations including abuse of boys and sex-workers; and what girls can do when faced with sexual abuse.
- Disease: (2%)
- HIV/AIDS: (1%)
- Gender: (10%)
- Others: (57%) self, values, friendship, marriage, parenthood, goals and plans for the future, communication skills, legal rights, general health and health of the adolescent girl, work, family, community, and environment

2. Marginalized sexualities:

- Disability /Non-Heterosexual Sexuality /Gender Transgression/Sex-work: A few words about homosexuality and sex-work in the context of sexual abuse.

3. Construction of sexuality:

- Pleasure: Views it as pleasurable

4. Intersectionality & Social Analysis

- Caste/Class /Religion/ Nation: NIL
- Gender/ Patriarchy: Discussed in various modules
- Technical/ Clinical / Social: All three

5. Construction of Adolescence :

- Others: a normal biological process with various social dimensions

6. General Comments:

- i. A comprehensive training programme which would require extensive training of the facilitator to achieve the expected outcomes
- ii. The curriculum is quite lengthy and ambitious thus making it difficult to be completed in the given timeframe, and to keep up the interest of the adolescent group.

III.

Author:	Anu Gupta
Book:	Beti Kare Sawal
Audience:	Adolescent girls and women
Year	1997
Publisher	Eklavya
Location:	Dewas District, Madhya Pradesh

Brief Description: The book is an outcome of workshops with school going adolescent girls on reproduction and gender issues. The objective is to help girls understand the process of menstruation, menstrual problems and their cause and treatment and to sensitize them towards gender and how it impacts on various facets of their lives – their dreams for the future, educational opportunities, mobility, work etc.

1. How Much focus on:

- Reproductive Health: (50%)
- Violence: (5%)
- Disease: (5%)
- HIV/AIDS: NIL
- Gender: (40%)
- Substance Abuse: NIL
- Others: NIL

2. Marginalized sexualities: No mention

- Disability /Non-Heterosexual Sexuality /Gender Transgression/Sex-work:.

3. Construction of sexuality: No discussion

- Pleasure:
- Shame
- Moralistic
- Marriage/ monogamy/Linked to procreation/ Sacred/ Precious:

4. Intersectionality & Social Analysis

- Caste/Class /Religion/ Nation: Experiences and case studies are from girls and women of urban, rural background, and of different classes.
- Gender/ Patriarchy: Woven into the entire book
- Technical/ Clinical / social: all three.

5. Construction of Adolescence

- Others: A normal biological process with various social implications.

6. General Comments:

- Has been found useful by both adolescent girls and facilitators.
- It is quite readable as it is based on local context and actual experience ; it is also extensively illustrated.
- There is a constant demand by parents and teachers to develop a similar booklet for boys.

IV.

Author:	Dinesh Sharma
Book:	Kishoron Ke Mukh Se
Audience:	Facilitators of Adolescence Educaton
Year	2002
Publisher	(unpublished) Eklavya
Location:	2 village schools in Tonkhurd block, Dewas Dt. M.P.

Brief Description: This a report of 40 sessions of 1-3 hours conducted with adolescent boys and girls of classes VII and IX in two government schools of M.P. The objective of these trials was to understand the needs, concerns, beliefs and myths associated with gender and sexuality so as to develop a more meaningful and contextual adolescent education programme for middle and high school students. The sessions begin with understanding the socio-economic situation of the student (self, family, village, caste, gender), and then move on to adolescence, body, reproduction and sexuality.

1. How Much focus on:

- Reproductive Health: (about 40%)including the body, adolescence, masturbation, sexual behaviour, sexual orientation (briefly), menstruation, how the sex of a child is determined, contraception
- Violence (5%): sexual abuse and rape. Discussions on this issue are preceded by sessions on children's dreams for the future, love (love with sex/love without sex, friendship, marriage, friendship and responsibility in the relationship of marriage.)
- Disease: (2%): with the focus on primary health care, myths related to them and rational medicine.
- HIV/AIDS: NIL
- Gender: (10%): a separate session on the issue but other sessions also incorporate gender.
- Substance Abuse: (2%): Tobacco chewing/pan masala consumption is increasing among middle and high school kids due to the easy availability of pouches.

2. Marginalized sexualities: Brief discussion wherein students accept homosexuality as a normal practice.

- Disability /Non-Heterosexual Sexuality /Gender Transgression/Sex-work:

3. Construction of sexuality:

- Pleasure: Discussion on feelings during adolescence (especially among boys), which helps them find out that this is a normal process and nothing to feel guilty about; masturbation is discussed in detail through a simple questionnaire. .

4. Intersectionality & Social Analysis

- Caste/Class /Religion/ Nation: conscious discussion on the village, caste-structure, gender and class. Examples are all from the cultural context of the students.
- Gender/ Patriarchy: Well woven into every session.
- Technical/ Clinical / Social: More focus on the social but with some technical information

5. Construction of Adolescence:

- Others: A normal biological process, which is pleasurable.

6. General Comments:

- i. The sessions have been sequenced in such a way as to help elicit greater and open participation when discussing sexuality.
- ii. Discussion on sexuality has been given adequate time which has helped students open up. Moreover, use of the local language to explain some technical details has facilitated this process.
- iii. The social environment of the students, gender, their own understanding, and experiences has been interwoven in all the sessions.
- iv. An attempt has been made to sensitize boys to the changes in adolescent girls, and to demystify myths related to menstruation and sexuality. For instance, children believe that women do not experience sexual pleasure or that women are supposed to reproduce babies.
- v. Discussing the human body and its various systems makes it easier to talk about the reproductive system.
- vi. A number of adolescents have their first sexual experience by the age of 14-15 years.

V.

Author:	Thoughtshop Foundation and CINI Foundation
Book:	Flip Charts – Paro Ki Kahani a set of 5
Audience:	Facilitators and adolescents
Year	Not mentioned
Publisher	Care India
Location:	Kolkatta/Jabalpur.

Brief Description: These are a set of flip charts, which can be used with in-school and out-of-school adolescents and married adolescent girls. Their focus is on reproductive health.

1. How Much focus on:

- Reproductive Health: (80%): Each of the charts have a different focus consisting of 1. puberty 2. menstruation, 3. reproduction 4. small family size, age of marriage and care during pregnancy 5. birth control methods.
- Violence: (1%)
- Disease: (2 %)
- HIV/AIDS: 0
- Gender: (17%)
- Substance Abuse: NIL

2. Marginalized sexualities: no mention

- Disability /Non-Heterosexual Sexuality /Gender Transgression/Sex-work:.

3. Construction of sexuality:

- Pleasure: Limited discussion, but considers it pleasurable.
- Gender/ Patriarchy: Well woven in
- Technical/ Clinical / Social: Technical and Social

4. Intersectionality & Social Analysis

- Caste/Class /Religion/ Nation: Content and Illustrations help it to reach out to both urban and rural adolescent girls.
- Gender/ Patriarchy: subtle presence throughout; discusses determination of the sex of the child, role of the man during pregnancy and equality of sexes...
- Technical/ Clinical / Social: technical and social; discusses common beliefs associated with menstruation.

5. Construction of Adolescence

- Others: a normal process of life which if understood properly would help the growing adolescent girl.

6. General Comments:

- i. A colorful and interesting set of charts with clarity of messages.
- ii. Illustrations are such that both urban and rural lower/middle class girls can identify with.

VI.

Author:	Marathi Vigyan Parishad
Book:	Slide show:'Ladki Sayani Ho Gai'
Audience:	Adolescent girls
Year	Not mentioned
Publisher	Marathi Vigyan Parishad
Location:	Mumbai

Brief Description: Ladki Sayani Ho Gai is a slide-show developed by Marathi Vigyan Parishad, Mumbai. It is being used in Dewas and Indore with both in-school/out-of-school girls and women. Its focus is on puberty and menstruation, myths, beliefs and taboos associated with menstruation, adolescent changes in both girls and boys, anatomy of the male and female reproductive system, conception, determination of the sex of the child, birth of twins and infertility. The dialogue is between two adolescent sisters, their mother, grandmother and a family friend who is a doctor. The slide show thus attempts to portray the change in belief systems of two generations using scientific information.

1. How Much focus on:

- Reproductive Health: (100%)
- Violence: brief discussion
- Disease: brief discussion
- HIV-AIDS: (0%)
- Gender: brief discussion
- Others: Nutrition for the adolescent girl, development of self through skills and participation in cultural activities

2. Marginalized Sexualities: No mention

- Disability /Non-Heterosexual Sexuality /Gender Transgression/Sex-work

3. Construction of sexuality: No discussion except for sexual attraction and the link to procreation

- Pleasure

4. Intersectionality & Social Analysis

- Caste/Class /Religion/ Nation: Content and visuals relate more to urban and middle class adolescent girls.
- Gender/ Patriarchy: subtle presence throughout; discusses determination of the sex of the child, infertility in men and women and equality of sexes...
- Technical/ Clinical / Social: technical and social; discusses common beliefs associated with menstruation.

5. Construction of Adolescence

- Protectionist/ preaching: A little
- Others: a normal process of life which if understood rightly would help the growing adolescent girl.

6. General Comments:

- When viewing the slide show girls experience both embarrassment and curiosity. Those with problems watch even more carefully.
- Slide on male reproductive system often evokes a negative response among girls and school administration
- The show elicits a lot of questions on menstrual problems, and on infertility.
- The students feel more comfortable viewing the first part of the slide-show which focuses on menstruation but feel embarrassed to view the second part which is on reproduction.

VII	Author:	Anu Gupta, Dinesh Sharma and Vimal Dande
	Book:	Report: Kishori Swasthya Karyakram – Ek prayog
	Audience:	Facilitators
	Year	2002
	Publisher	(Unpublished) Eklavya.
	Location:	Dewas District, Madhya Pradesh

Brief Description: This is a report of a training program which was being run by Eklavya in collaboration with the Education department from 1996 to 2002 in the Tonkhurd block of Dewas district. It consisted of training government school teachers (teaching in primary, middle or high schools) to conduct workshops with adolescent girls from Classes VI to XII. The report outlines the designs of the workshops for teachers as well as those for school girls, and the experiences gained from both.

The programme was a comprehensive one including reproductive health and other concerns of adolescence.

1. How Much focus on:

- Reproductive Health: (40%): the human body (all systems); menstruation, reproduction, care during pregnancy, contraception, infertility, determination of the sex of the child; menstrual problems, urinary infections, vaginal infections;
- Violence: (10%) discussed in various themes such as sexual abuse, domestic violence, infertility, mental health and gender.
- Disease: (10%): Primary health care problems and traditional medicines used for them; rational medicine and myths associated with injections, intravenous fluids and tonic bottles.
- HIV-AIDS (5%)
- Self Development: (20%): dreams for the future, relationship with the family, tension and stress
- Gender: (15%)

2. Marginalized Sexualities: No mention

- Disability /Non-Heterosexual Sexuality /Gender Transgression/Sex-work

3. Construction of sexuality: No discussion except for sexual attraction and the link to procreation

4. Intersectionality & Social Analysis

- Caste/Class /Religion/ Nation: Care is taken to see that activities and content are grounded in the social and cultural context of the girls.
- Gender/ Patriarchy: Present throughout;
- Technical/ Clinical / Social: all three

5. Construction of Adolescence: A normal biological process with its social implications.

- Others: a normal process of life which if understood correctly would help the growing adolescent girl, promote scientific thinking as well as the ability to question current norms which are derogatory to the social status of women.

6. General Comments:

- i. There is a need to broaden the scope of the curriculum to include sexuality.
- ii. Except for the above shortcoming, the attempt aims at a comprehensive programme, which also includes other concerns of adolescents besides reproductive health. This approach is obviously more acceptable to the school administration as well as to the girls themselves.
- iii. The programme provides an opportunity for girls to express themselves and openly discuss various issues of concern to them.
- iv. The programme enhances the ability of the teachers and the adolescent girls to deal with these issues.