





# **A STUDY ON PROBLEMS AND CHALLENGES OF TRIBAL ADOLESCENTS IN KERALA**



**POPULATION EDUCATION CELL  
STATE COUNCIL OF EDUCATIONAL RESEARCH AND  
TRAINING (SCERT), KERALA  
VIDYABHAVAN, POOJAPPURA  
THIRUVANANTHAPURAM- 695012  
2016**



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2016



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# Preface

Several provisions have been incorporated in the Constitution for safeguarding and promoting the interests and rights of the Tribal Population in various spheres so as to enable them to join the national mainstream. Article 46 of the Constitution provides that the State shall promote with special care the educational and economic interests of the weaker sections of the society and in particular, of the Scheduled Castes and Tribes and shall protect them from social injustice and all forms of exploitation. However, it is a fact that, what has achieved in this field is far away from what has been intended. This has necessitated all the more the need for periodical research-based studies in this area which is inevitable for the reference of planners and policy makers.

The purpose of the study is to highlight the problems and challenges faced by tribal adolescents in Kerala with special reference to problems of growing up, dissemination of accurate and required knowledge during adolescence, the problems of scholastic and non-scholastic educational areas, socio-cultural and religious rigidity existing among various communities, problems and challenges associated with getting suitable profession and employability, problems of social exclusion and the incapacity to live with the mainstream of the society.

This study entitled 'A Study on Problems and Challenges of Tribal Adolescents in Kerala' aims at empowering the tribal adolescents in Kerala. The problems and challenges faced by adolescents in the present study are primarily categorized under physiological, psychological, social and educational dimensions. Though various schemes are implemented for the uplift of schools, hostels and training centers, the optimum utility of these provisions are not being enjoyed by all. The support system available at present is not equipped well to address the problem of tribal adolescents especially for girls. The avenues for further education and personality development of adolescents are not sufficiently managed by parents. The study throws light on all those ill-addressed areas.

Let's hope that this study will pave the way for the enhancement of Empowerment Programmes among tribal adolescents and is expected to mould a healthy life style and better provision of quality education among tribal adolescents. I owe my sincere gratitude to all the crew who have involved in the study. Without their whole-hearted cooperation the study would not have been materialised.

**Dr.Raveendran Nair, S.**  
Director-in-charge  
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# ACKNOWLEDGEMENT

**T**he purpose of the study entitled "A Study on Problems and Challenges of Tribal Adolescents in Kerala" is to highlight the problems and challenges faced by Tribal adolescents in Kerala. I gratefully acknowledge NCERT for the financial support rendered to complete this work. I wish to express my thanks to Prof. K A Hashim (Former Director), SCERT, Thiruvananthapuram and Dr. S. Raveendran Nair, Director-in-charge, SCERT, Thiruvananthapuram for providing all the facilities and support for the successful completion of the study. I express my deep sense of gratitude to Research Team and the members of computer lab who have assisted in this course of work. The project report is based on an in-depth survey among adolescents in the selected four Model Residential Schools (MRS) and two General schools from the districts of Kerala namely Thiruvananthapuram, Wayanad and Kannur. I would like to thank all the participants who have sincerely co-operated with this study. I express my sincere thanks to Shri. Vasu M. P., MRS, Noolppuzha, Wayanad, Shri. Shaji T.V., G H S, Aralam Farm School, Kannur, Shri. Mathew V. Thomas., Dr. Ambedkar Vidya Nikethen, CBSE School, Njaraneeli, Thiruvananthapuram, Shri. Jaya Prasad E. K., MRS, Pattuvam, Kannur, Shri Satya Jose, Headmaster, Govt. Tribal LPS, Theviyarukunnu, Paranthode and Shri. Bibin Das Y., Sr. Supt, AMMRHSS, Kattela, Thiruvananthapuram for their unconditional co-operation and support throughout the data collection. I would also like to thank the school authorities who rendered their support for the study. I also express my deep sense of gratitude to Shri Kalidas, Consultant, BUDS School, Kerala for the hard work rendered by him for the successful completion of the questionnaire.



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## EXECUTIVE SUMMARY

Adolescents constitute the healthiest group in the population having lowest mortality and morbidity when compared to other age groups. In the new millennium the adolescent perspectives are undergoing changes. Adolescents of today are not the same as two decades ago. They have new pressures to live with more information and less guidance and support in the family. New issues have emerged because of the technological changes, globalization of media and access to internet. The problems and challenges faced by the adolescents in different communities varies due to the socio economic, cultural and educational background of their families. With these background a study has been undertaken to analyse the actual problems and challenges the tribal adolescents face. The purpose of the study is to highlight the problems and challenges faced by Tribal adolescents in Kerala, with special reference to problems of growing up, dissemination of accurate required knowledge during adolescence, educational problems of scholastic and non-scholastic issues, cultural, social and religious rigidity existing among communities, opportunities to cope up with contemporary life situations, problem and challenges associated with getting suitable profession and employability, problems of social exclusion and inability to live with mainstream society. The problems and challenges faced by adolescents in the present study are primarily categorized into physiological, psychological, social and educational dimensions. In order to provide high quality education to students belonging to scheduled tribes, Government has started model residential schools and Asram schools under the control of Kerala scheduled caste and scheduled tribe as per charitable society act. Out of the 18 Model Residential Schools, 4 MRS were selected for the present study. They were MRS Kattela, MRS Njaraneeli, MRS Pattuvam and MRS Noolpuzha. The present study is entitled as "A Study on Problems and Challenges of Tribal Adolescents in Kerala".

Since the major objective of the study is to identify the problems and challenges faced by tribal adolescents in Kerala, survey method was adopted for conducting the study. A total sample of 350 students were selected out of which 168 were boys and 182 were girls. Besides this, 14 teachers were also selected in order to get teachers' views on adolescent issues. The major tools administered for the present study were

- Questionnaire for adolescent students
- Interview guide for teachers
- Focus group discussion guide for selected students

### **Summary of observations**

- The study showed that majority of adolescents always interact with their friends or peers and they are ready to follow the customs and practices their own community. Regarding the future, great majority of adolescents take decision by themselves.
- Both boys and girls are well aware about the physical changes and related issues during adolescence.
- Majority of girls (71.4%) reported that their studies were affected during the time of menstruation.
- Lack of toilet is also reported by girls both at schools and home.
- Great majority of the adolescents think that usages of drugs adversely affect the personal life of an individual.
- One fourth of the respondents reported that they are forced to take intoxicants in their functions and ceremonies.

The study revealed that sustained, continued support from family, educational institutions and other supporting systems are necessary to mould their personality and develop their capacity to deal with present livelihood and curb the tendency to become prey of other social evils. Co-ordinated efforts from all sources are required to make the adolescents a responsible and healthy citizen of future generations. The following suggestions may help developing tribal adolescents for the total development of their community and their society

- Teachers are to be given special training in understanding the adolescent issues

- **Introduce Life Skill Education to all adolescents in a phased manner**
- **Parents' responsibility may be ensured in the curricular and career/ vocational advancements of their children.**
- **Steps may be taken to ensure that PTA meeting is held regularly to monitor and evaluate their curricular and co-curricular activities.**
- **Make all parents aware of the need for understanding the problems faced by adolescents**
- **Opportunities may be made available to tribal adolescents to observe and learn the changing situations in and around their world**
- **Adolescent health issues may be given much priority and its solutions can be achieved through school education programme.**
- **Personnel from health, education and welfare sector may be motivated to visit the parents to make them capable of squeezing out the actual problems wishes, aspirations, likes and dislikes of their children.**
- **Introduce a system at school level to identify their interest in studies**
- **Vocation of their interest may be included along with their studies in the educational institutions so that they can be competed enough to earn even after their studies**
- **The study demands adolescent education programme / life skill education at schools and communities.**

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chapter

# 1

## INTRODUCTION



Adolescence is the spring of life. It is the period when an individual is neither a child nor an adult. This period becomes compulsory in the life of every individual, but its complex nature has its origin in the increasing complexity of the modern civilization as well as the culture of the nation to which the adolescence belong. It is the attractive but uneven, insecure and strange path from childhood to maturity.

Adolescence is a transition phase through which a child becomes an adult. It is the period during which rapid physical growth, physiological and psychological change, the development of secondary sexual characteristics and reproductive maturation occur. During adolescence, an intense sexual drive develops and adolescents typically start exploring relationships with the opposite sex and defining social relationship outside the family. Their behavior is guided by an intense desire for independence and identity. In the process, adolescent undergo intense psychological stress and personality changes.

Adolescents constitute the healthiest group in the population having lowest mortality and morbidity when compared to other age groups. The period of adolescence in girls which begins with the onset of puberty is a crucial transition into adulthood. Most adolescents go through adolescence with little or no knowledge of body's impending physical and physiological changes.

In the new millennium the adolescent perspectives are undergoing changes. Adolescents of today are not the same as two decades ago. They have new pressures to live with more information and less guidance and support in the



family. New issues have emerged because of the technological changes, globalization of media and access to internet. They are able to articulate their curiosity about bodily change, opposite sex, reproductive process and hypothetical adult world around them. They like to be provided with authentic information, clarify their doubts, someone to address their problem and to listen to them. They are concerned about relationships, but often satisfy them in peer groups. Adolescents world - over are known to dare the drugs often to satisfy their urge for experimentation and exploration of new ideas and interests.

During the transition to adulthood, lack of knowledge and awareness about reproductive organs, physiological changes or sexuality can promote psychological stress. This is particularly among girls, who also face gender discrimination.

It is said that the personal identities of a person begin at the adolescent period. Egocentrism is one of the characteristics of this period. The surroundings in which the adolescents live play an important role in their character formation. They were more influenced by the persons around them. During the period of adolescence there is more chance for them to go in an evil way. For instance, some of the risky behavior related to alcohol, substance abuse and unprotected sex. Their attitude and approach to life is entirely different from their past. In India, everyday we are

facing so many problems such as sexual abuses and teenage pregnancies which are unhealthy. Many sexually transmitting diseases are increasing. The disease like AIDS is great threat to youth. So Government and many Agencies call for special programmes like adolescent education to meet the needs of young people. So proper awareness on health should be given to them in order to protect their future.

Regarding general pattern of intellectual development, many adolescents show a stable pattern of IQ change with a slow but steady increase from age 2 to age 17. Adolescents can think about their own thoughts. It is a widely held belief that a healthy sense of self esteem makes for a positive and emotionally balanced period of adolescence.

In every nation, the welfare of the entire community depends on the health and welfare of the youth. The youth and child welfare agencies should acknowledge the fact that the personality of human being is built up in the formative years of the child.

## **PROBLEMS AND CHALLENGES TO THE ADOLESCENT PERIOD**

Rapidly changing conditions especially urbanization have brought about multidimensional challenges and problems to the adolescents. The problems and challenges faced by adolescents in the present study are

primarily categorized into physiological, psychological, social and educational dimensions. Many studies conducted among the adolescents revealed that both boys and girls are physically harassed, at home and other places. The attitude of other communities towards these adolescents is not positive in educational sector which results in their dropping out from educational sector. Majority of them are becoming the prey of exploitation-physical, sexual and mental. Poverty, unhealthy relationship among family members, disintegration of family system and influence of media are other factors which contribute their withdrawal from mainstream. The problems and challenges faced by the adolescents in different communities vary due to the socio economic, cultural and educational background of their families. With these backgrounds a study has been undertaken to analyse the actual problems and challenges the tribal adolescents face.

Adolescence is a period of several characteristics if tamed and utilized can make adolescent's future healthier, if not, could spoil the individual's future. Adolescents apart from being the healthiest age group also have to face some challenges.

- Physical changes where spurt growth occurs with the development of secondary sexual characteristics and menarche.
- The desire to leave childhood which always looks confusing

and in need of security and support.

- The challenge of finding where they belong in life i.e., they are no longer children at the same time not yet adults.

## TRIBAL POPULATION AND THEIR CHARACTERISTICS

Tribes in Kerala are the indigenous population found in the southern Indian state of Kerala. Most of the tribal people of Kerala live in the forest and mountains of Western Ghats, bordering Karnataka and Tamil Nadu. According to the 2011 Census of India, the ST population in Kerala is 484839. Wayanad has the highest number of tribals, Idukki and Palakkad districts are the next two that make the lion share of the native tribal groups in the state. The paniya are the largest of the 35 major tribes.

## PRIMITIVE TRIBES

Cholanaikkans, Kurumbas, Kattunaikkans, Kadars and Koragas are the five primitive tribal groups in Kerala. They constitute nearly 5% of the total tribal population in the state. Cholanaikkans can be said as the most primitive of them and found only in Malappuarm district. Only a handful of families are living in the Mancheri hills of Nilambur forest division. Kattunaikkans, another lower hill community related to Cholanaikkans are

mainly seen in Wayanad district and some in Malappuram and Kozhikode districts. Kadar population is found in Thrissur and Palakkad districts. Kurumbas are living in Attappady Block of Palakkad district. The koragas habitat is in the plain areas of Kasargod district. ( Govt. of Kerala , 2013).

**TABLE A.**  
**District Wise Population of Scheduled Tribes**

District	Population
Thiruvananthapuram	26759
Kollam	10761
Pathanamthitta	8108
Alappuzha	6574
Kottayam	21972
Idukki	55815
Ernakulam	16559
Thrissur	9430
Palakkad	48972
Malappuram	22990
Kozhikode	15228
Wayanad	151443
Kannur	41371
Kasargod	48857
<b>Total</b>	<b>484839</b>

(SOURCE : Census of India, 2011)

## EDUCATIONAL FACILITIES FOR TRIBAL CHILDREN

Tribal people who have not been

schooled are not uneducated. Growing up on their land, tribal children learn how to live well on their land. Learning from their peers, parents and elders, they become the members of their communities. The importance of this education is often completely missed or ignored and effectively denied by officials who draft policies that send children away to alien schools. Tribal communities know, understand, use and protect a vast number of species of plants and animals on their lands. For example, The Mullu Kuruma , one of the tribes of Kerala, have been found to use at least 136 different plant species, just for medicinal purpose.

## SCHOOLS THAT WORK FOR TRIBAL CHILDREN

Effective schooling for tribal communities requires a fundamentally different approach which

- is based on tribal communities and fits to their calendars, enabling children to take part in ceremonies, harvesting and other vital parts of life in their community.
- is conducted primarily in the children's mother-tongue, rooted in respect for the tribe and the knowledge that the children will need to be full members of their community.
- fully involves all the generations rather than dividing them.

## MODEL RESIDENTIAL SCHOOLS IN KERALA

In order to provide high quality education to students belonging to scheduled tribes, government has started model residential schools and Asram schools under the control of Kerala scheduled caste and scheduled tribe department as per charitable society act. At first there were two schools started, one at Nallurnadu in Wayanad for boys and another at Kattela in Thiruvananthapuram for girls. A maximum of 30 students are benefited by this provision by which 27 students are from the schedule caste and scheduled tribe categories and three belonging to other communities selected on the basis of a state level admission test. Thus a total of 30 students are given admission in each of these schools. Rajiv Gandhi Memorial Asram School has been started in Noolpuzha Panchayath in Wayanad district, with the purpose of giving accommodation and coaching to efficient tribal students. Though various schemes are implemented for the welfare of schools, hostels and training centers, the optimum utility of these provisions are not enjoyed by all.

Now the total number of Model residential schools and Asram schools were 18 in Kerala. Out of the 18 schools, 4 MRS were selected for the present study. They were MRS Kattela, MRS Njaraneeli, MRS Pattuvam and MRS Noolpuzha.

## NEED AND SIGNIFICANCE OF THE STUDY

The purpose of the study is to highlight the problems and challenges faced by Tribal adolescents in Kerala, with special reference to problems of growing up, dissemination of accurate required knowledge during adolescence, educational problems of scholastic and non-scholastic areas, cultural, social and religious rigidity existing among communities, opportunities to cope up with contemporary life situations, problems and challenges associated with getting suitable profession and employability, problems of social exclusion and inability to live with mainstream society.

## STATEMENT OF THE PROBLEM

The present study is entitled as "A Study on Problems and Challenges of Tribal Adolescents in Kerala"

## OBJECTIVES OF THE STUDY

- To trace out the profile of adolescent students
- To assess the awareness of adolescents about their bodily changes and personal hygiene during adolescence.
- To find out the doubts/problems of adolescents related to the following aspects such as

- ★ Bodily changes during adolescent period and male - female relationship
- ★ Marriage, pregnancy and child birth
- ★ Substance abuse and HIV/ AIDS
- To trace out the persons to whom they clear their doubts regarding each aspect
- To trace out the media/methods which adolescents make use of for getting information related to various aspects
- To trace out the reasons of domestic violence in their family
- To find out the awareness of adolescents towards substance abuse/AIDS and its relationship with their traditional customs and beliefs
- To find out how adolescents respond towards various aspects of marriage
- To assess the status of adolescent health, nutrition and reproductive health
- To analyze the changes during

adolescence with respect to emotions and social relations

- To analyze adolescents' perspective towards family and their views regarding values
- To examine the discouraging factors for the educational attainment of adolescents

## METHODOLOGY

Since the major objective of the study is to identify the problems and challenges faced by tribal adolescents in Kerala, survey method was adopted for conducting the study.

### Sample selected for the study

The population of the study constitute tribal adolescents studying in 10th and 12<sup>th</sup> standards of Kerala. The sample was selected from four MRS and two General schools from three districts of Kerala namely Thiruvananthapuram, Wayanad and Kannur. A total sample of 350 students were selected out of which 168 were boys and 182 were girls. Besides this, 14 teachers were also selected for the Research purpose.

**Table B. Details of the sample selected**

No	District	School	Type	Boys	Girls	Total
1	Thiruvananthapuram	Kattella	MRS	0	70	70
2	Thiruvananthapuram	Njaraneeli	MRS	27	32	59
3	Wayanad	Noolpuzha	MRS	31	37	68
4	Kannur	Pattuvam	MRS	74	0	74
5	Kannur	Aralam	GENERAL	14	17	31
6	Wayanad	Edathana	GENERAL	22	26	48
<b>TOTAL</b>				<b>168</b>	<b>182</b>	<b>350</b>

## TOOLS USED

The major tools administered for the present study were

- Questionnaire for adolescent students
- Interview guide for teachers
- Focus group discussion guide for selected students

Basically, the questionnaire used by Regional Institute of Education, Mysore was adapted with appropriate modifications and translated into Malayalam. For this purpose, SCERT organized a workshop consisting of language experts, educational experts, psychologists, sociologists and demographers. After the preparation of draft, it was pretested in MRS Kattela with 10 students. On the basis of pretest the final tool was constructed.

## Details of questionnaire contains the following sections

### Section I .

Personal details

### Section II.

- A - Health and Nutrition
- B - Physical changes
- C - Questions on special issues
- D - Domestic violence
- E - Marriage
- F - Usage of Drugs
- G - Emotional Changes

H - Social Relationship

I - Family Relationship

J - Values

K - Education

**TABLE C Dimensions and Number of Questions in each section**

Dimensions	Number of items
Personal details	20
Health and Nutrition	12
Physical changes in boys	7
Physical changes in girls	13
Questions on special issues and subjects	3
Marriage	8
Domestic violence	1
Substance abuse	12
Emotional changes	11
Social relationship	14
Family relationship	7
Values	7
Education	10

For getting approval from the SCERT the questionnaire was placed before the expert committee and approved as well. For coordinating the data collection from the sample schools, one day training was given to teachers from selected schools for familiarizing the tools and the smooth conduction of Focus Group Discussion and Interview for teachers and students.

## DATA COLLECTION PROCEDURE

The trained test administrators were given the responsibility to collect the primary data from adolescents and teachers. Separate sessions were arranged for boys and girls to collect data regarding physical changes during adolescents, to avoid embarrassment and ensure confidentiality so as to feel free to respond. Again for getting qualitative data, Focus Group Discussions were also conducted separately for boys and girls to draw their opinion, perspectives and suggestions regarding adolescent problems.

Test administrators also conducted interview with teachers of the same school to get their views on certain issues. The major contents included in the tool were - whether they participated in Adult Education Programme, time spend for mingling with adolescents, whether they observe the problems of students, methods of handling students with behavior disorders, casual meet with parents, efforts to enhance their

innate capabilities, steps taken to curb dropout and motivational activities to continue further studies.

Focus group discussion separately with 10 students each for boys and girls were conducted from the selected schools to elicit their views on various issues such as external factors that are leading to exploitation, situations of exclusion based on castes/community, situation that confronts further education and suggestions for avoiding social isolation.

In all the sample schools, the presence of member of research team was ensured to clarify doubts and motivate the students to respond appropriately. The data collected thus were tabulated and analyzed with the help of SPSS and used for the preparation of the report. Secondary data collected from reports of the Directorate of Tribal Department, Govt. of Kerala, registers of schools, annual reports of panchayats and from published and unpublished materials etc also used for the preparation of the report. The primary and secondary data collected through various methods were scrutinized, analyzed and presented in the next chapter.





# ANALYSIS AND INTERPRETATION OF THE DATA

In order to accomplish the objectives of the study, the data collected through the questionnaire were analyzed under different sections such as demographic profile, health and nutrition, physical changes, domestic violence, usage of drugs, emotional changes, social relations, family relations, values and education. In addition to this, opinions, perceptions and reactions of teachers and adolescents were also drawn and presented in this chapter. The analysis was done in accordance with the research questions developed.

## Section I - PERSONAL DETAILS

The data related to the profile of the adolescent sample selected for the study were analysed and presented in Table No : 1.

**Table No : 1 Socio demographic profile of tribal students**

Background characteristics		Count	Percent
District	Trivandrum	129	36.9
	Kannur	105	30.0
	Wayanad	116	33.1
School	Kattela	70	20.0
	Njaraneeli	59	16.9
	Kannur	74	21.1
	Noolpuzha	68	19.4
	Aralam	31	8.9
	Edathana	48	13.7



Type of School	General	79	22.6
	MRS	271	77.4
Nature of School	Mixed	206	58.9
	Boys	74	21.1
	Girls	70	20.0
Class	10	182	52.0
	12	168	48.0
Age	13 - 15	154	44.0
	16 - 17	167	47.7
	18 - 20	29	8.3
Gender	Boy	168	48.0
	Girl	182	52.0

A total sample of 350 students were selected for the study. Out of this, 182 were girls and 168 boys indicating a dominance of girls. The samples were selected from three districts namely Thiruvananthapuram, Kannur and Wayanad for the purpose of the study. Out of the six schools selected, four were MRS and two were General schools. The highest number of sample is from Thiruvananthapuram with 129 students, followed by Wayanad with 116 and 105 from Kannur. More than half of the sample (52%) were studying in 10th Std and the rest 48% were 12th

Std students. About 47.7% of the students were in an age group of 16 - 17, 44% in the age group 13 - 15 and 8.3% in the age group of 18 - 20. Among the sample, 58.9 per cent students are coming from mixed schools, 21.1 per cent from boys school and the rest 20 per cent are coming from girls' school.

An attempt is made to find out the social background of sample - community, locality of the students and their type of family. The details are given in Table No : 2

**Table No : 2 Distribution of sample based on social background.**

Social background		Count	Percent
Community	Kurumar	16	4.6
	Urali	10	2.9
	Kattunaykar	73	20.9
	Paniyar	27	7.7

	Kanikkar	29	8.3
	Kani	15	4.3
	Kurumbar	49	14.0
	Kurichyar	35	10.0
	Malaarayan	5	1.4
	Adiya	3	0.9
	Malakurumar	8	2.3
	Malakuravan	3	0.9
	Irular	16	4.6
	Ulladan	4	1.1
	Malavedan	4	1.1
	Mavulan	15	4.3
	Chetty	1	0.3
	Karumbalan	27	7.7
	Arayan	1	0.3
	Maratty	1	0.3
	Malavettuva	1	0.3
	Malambar	2	0.6
	Muthuvan	3	0.9
	Hillpulayan	1	0.3
	Mudugar	1	0.3
Locality	Forest area	127	36.3
	oore	23	6.6
	village	192	54.9
	town	3	0.9
	near to town	5	1.4
Type of family	nuclear family	301	86.0
	joint family	49	14.0

It is seen from the data that 20.9% of the sample was from the Kattunaykar community, which was highest in population followed by Kurumbar with 14% , Kurichyar with 10%, Kanikkar with 8.3%. The rest belongs to other communities which include Kani, Kurumar, Malakuravan, Irular, Ulladan, Malavedan, Mavulan, Malambar and Muthuvan. The sample includes one

student each from Chetty, Arayan, Maratty, Malavettuva, Hillpulayan and Mudugar. Out of the 350 samples, 192 were living in village, 127 in forest area followed by oore with 23 and the rest comes from town which is minimal. It is seen that 86% of the students were from nuclear family and the remaining 14% from joint family.

**Table No : 3. Breakup of the sample based on living conditions.**

Socio demographic background		Count	Percent
Number of members in the family	1 - 4	134	38.3
	5 - 6	168	48.0
	>=7	48	13.7
roof type	Coconut leaf	12	3.4
	Polythene	14	4.0
	Tile	93	26.6
	Sheet	55	15.7
	Concrete	174	49.7
	Others	2	0.6
floor type	Mud flooring	88	25.1
	Cement	228	65.1
	Others	34	9.7
number of room	1 - 3	159	45.4
	4 - 5	149	42.6
	6 - 10	42	12.0
separate kitchen	Yes	251	71.7
	No	99	28.3
toilet	Yes	296	84.6
	No	54	15.4
bathroom	Yes	178	50.9
	No	172	49.1
inside or outside toilet	Inside	58	16.6
	Outside	292	83.4

Table No: 3 depicts the living conditions of the tribal adolescents examined by considering the type of house, number of rooms and basic amenities. While considering the members of the family, it is seen that 48% of the sample were having 5 - 6 members in the family, 38.3% with 1 - 4 members and only 13.7% having 6 members in the family. It is seen that about 49.7% of houses of the sample are having concrete roof followed with tile (26.6%), with sheet (15.7%) and negligible percent having polythene, coconut leaf and other type of roofs. 12% of the houses have 6 - 10 rooms and others with 1- 5 rooms.

Regarding the type of floor of houses, majority of the houses are made up of cement (65.1%) followed by mud (25.1%). Floor with other types of materials constitutes 9.7%.

Majority of the houses were having separate kitchen (71.7%) and toilet facilities (84.6%) and half of the houses have bathrooms (50.9%). Majority of the adolescents' houses have their toilet outside (83.4%). Living conditions of the tribal adolescents revealed the fact that they are living in the most similar situation of the general population of the society.

**Table No : 4. Educational attainment of parents of adolescents**

Education of parents		Count	Percent
educational qualification of mother	Illiterate	63	18.0
	1 - 4	59	16.9
	5 - 7	49	14.0
	8 - 9	52	14.9
	SSLC	98	28.0
	Plus Two	24	6.9
	Graduate and above	5	1.4
educational qualification of father	Illiterate	88	25.1
	1 - 4	56	16.0
	5 - 7	57	16.3
	8 - 9	59	16.9
	SSLC	67	19.1
	Plus Two	20	5.7
	Graduate and above	3	0.9

An enquiry of educational attainment of parents revealed that 18 per cent of mothers were illiterate and 25 per cent of fathers were illiterate. Compared to mothers, illiterate fathers are more. About 28% mothers and 19.1% of fathers completed SSLC. Almost 17% of mothers had primary education, 14% had upper primary education. Only 1.4

percent has graduation and above. Similarly 16.3 % of fathers had primary education, 16.9 % had upper primary education and 5.7% had plus two. Only a small proportion had graduation and above (0.9%). The study shows that compared to fathers, mothers of tribal adolescents are more educated.

**Table No : 5. Occupation of parents**

Occupation of parents		Count	Percent
occupation of mothers	Nil	90	25.7
	Coolie	188	53.7
	Driver	1	0.3
	Forest/tribal watcher	3	0.9
	Peon	2	0.6
	Tapping	1	0.3
	CRPF	2	0.6
	Shop	2	0.6
	Fishing	2	0.6
	Anganavadi	8	2.3
	Hospital worker	7	2.0
	Home nurse	2	0.6
	Servant	4	1.1
	Farming	6	1.7
	Bank manager	1	0.3
	Thozhilurappu	23	6.6
	Secretary	1	0.3
	Teacher	1	0.3
	Panchayath member	1	0.3
	Asha worker	2	0.6
Govt job	1	0.3	
Helper	2	0.6	

Occupation of fathers	Nil	70	20.0
	Coolie	210	60.0
	Driver	6	1.7
	Forest/tribal watcher	4	1.1
	Peon	3	0.9
	Tapping	5	1.4
	CRPF	1	0.3
	Shop	5	1.4
	Fishing	2	0.6
	Anganavadi	3	0.9
	Hospital worker	3	0.9
	Home nurse	2	0.6
	Vaidyar	4	1.1
	Farming	22	6.3
	Carpenter	2	0.6
	Maison	4	1.1
	Thozhilurappu	1	0.3
	Ironing	1	0.3
	Govt job	1	0.3
	Paper bag manufacturing	1	0.3

About the occupation of parents, the study revealed that 25.7% of their mothers and 20% of their fathers have no job. Majority of the parents engage in coolie work followed by thozhilurappu (rural employment guarantee programme), farming, carpentry, maison, peon, fishing, anganawadi work, paper bag manufacturing, tapping, teaching, servant etc. Only a negligible percent is holding government jobs.

From the study it is found that majority of the parents engage in coolie work and

are belonging to lower income group.

## Section II

### A. HEALTH AND NUTRITION

Adolescence is the crucial period in the life of an individual and maintaining proper health is a pre-requisite to lead a healthy life. During this period maintenance of nutrition and health are paramount. Looking into this aspect, the present study focused on the food habit and its availability and health issues and its management.

**Table No : 6 Distribution of sample by food habits**

Food items	Daily		Once in a week		Occasionally	
	Count	Percent	Count	Percent	Count	Percent
Rice	333	95.1	16	4.6	1	0.3
Tapioca/tubers	13	3.7	228	65.1	109	31.1
Fish	12	3.4	260	74.3	78	22.3
Meat	1	0.3	249	71.1	100	28.6
Egg	9	2.6	253	72.3	88	25.1
Dal	167	47.7	115	32.9	68	19.4
Leafy vegetables	48	13.7	114	32.6	188	53.7
Thina/bamboo grain/wheat	15	4.3	228	65.1	107	30.6
Fruits	32	9.1	219	62.6	99	28.3

Efforts were made to gather information regarding the food habit of adolescents and their families. The study revealed that about 95.1% adolescents used to have rice in their daily food, only 4.6 % were having rice once in a week. 65.1% were having tapioca and tubers once in a week. The non- vegetable items like egg, fish and meat were consumed once in a week. More than half of the students reported that they (53.7%) take leafy vegetables occasionally. 65.1% were having thina/ bamboo grain/wheat once in a week. It is interesting to note that majority of the tribal adolescents follow a healthy diet due to their stay in the MRS hostels.

The other food items they eat were milk, bakery items, vegetables, biriyani etc. Food items like ice-cream, chocolate, pizza, noodles, sandwich, cool drinks, chinese food etc., also are consumed

by them occasionally due to the influence of advertisements.

**Table No :7.Availability of healthy foods at home**

Food items available at home	Count	Percent
Yes	200	57.1
No	150	42.9

More than half of the parents provide healthy food to their children (57.1%). The healthy foods given by the parents were health drink, tonics, milk, fruits, honey, egg, meat, butter, cheese etc. Out of the students who have not been given healthy foods, 95 students out of 350 reported that their parents have the financial crises to meet their food, 28 students reported that their parents were not aware of the healthy diet and 23 were not interested to give such foods. Therefore the study found that

irrespective of their low income, parents showed much care in providing healthy food to their children at home.

**Table No :8. Activities doing for improvement of health**

Activities	Count	Percent
Yoga	116	33.1
Exercise	217	62.0
Healthy food	200	57.1
Drink water	24	6.9
Keeping cleanliness	19	5.4
Karatte and Martial art	3	0.9
Dance	17	4.9
Aerobics	1	0.3
Sound sleep	9	2.6

Consuming balanced diet	4	1.1
Swimming	7	2.0
Sports/games	56	16.0
prayer	1	0.3

The concept of becoming a healthy person is very deeply rooted among the children which is vivid from Table No. 8. In order to become a healthy person, 62% of students do exercise followed by eating healthy food (57.1%) and 33.1% practice yoga. And also some of them go for aerobics, swimming practice, engagement in sports/games/, and drink plenty of water etc. Analysis reveals that certain activities such as exercise, yoga, consumption of healthy food and swimming were done by tribal students.

**Table No : 9. Use of soft drinks by adolescents**

Food items	Daily		Once in a week		Occasionally	
	Count	Percent	Count	Percent	Count	Percent
Lime juice	15	4.3	332	94.9	3	0.9
Butter milk	25	7.1	299	85.4	26	7.4
Cola	4	1.1	208	59.4	138	39.4
Squash	12	3.4	188	53.7	150	42.9

Students were asked to reveal the type of soft drinks they use. Majority of the students use soft drinks occasionally such as lime juice (94.9%), butter milk (85.4%), cola (59.4%) and squash

(53.7%) once in a week. Daily use of soft drinks is very rare. About 64 per cent of the students use drink outside home while 36.6 percent were not interested in taking food outside home.



**Table No: 10. Health problems**

Health problems	Count	Percent
Allergy	24	6.9
Headache	120	34.3
Stomach pain	44	12.6
Back pain	18	5.1
Leg pain	13	3.7
Watery eye	2	0.6
Hand pain	4	1.1
Teeth pain	15	4.3
Cold	105	30.0
Body pain	11	3.1
Eye problem	10	2.9
Cough	23	6.6
Wheezing	2	0.6
Rheumatic complaints	2	0.6
Chest pain	4	1.1
Tooth ache	4	1.1
Fainting	8	2.3
Foot cracks	1	0.3
Body pain	5	1.4
Gum bleeding	1	0.3
Dry skin	1	0.3
Itching	14	4.0
Fatigue	4	1.1
Anemia	5	1.4

It is seen that certain health problems are alerting the students. In the case of health problems, 34.3% is found to have headache, 30% cold, 12.6% stomach pain and 6.9% have allergy. The other

problems reported by the students were sight problems, body pain, anemia, wheezing, throat pain, foot cracks, gum bleeding etc. Apart from these, a negligible percentage of students have tiredness and skin problem. It is found that health problems like headache and cold are frequently alerting the tribal adolescents and other health problems are also found in them.

**Table No : 11. Disease symptoms among adolescents**

Disease symptoms	Count	Percent
Low weight	62	17.7
Anemic	35	10.0
Hair fall	148	42.3
Skin problem	103	29.4
Worm infection	16	4.6
Teeth problem	51	14.6
Cold	48	13.7
Sickle cell anemia	26	7.4
Urinary infection	1	0.3
Stomach problem	29	8.3
Vomiting	10	2.9
Others	35	10.0
No symptoms	18	5.1

The main symptoms of illness among the students is hair fall (42.3%). The other symptoms they reported were skin problem (29.4%), low weight (17.7%), teeth problem (14.6%), anemia (10%), sickle cell anemia (7.4%) etc. No such symptoms were reported by 5 per cent of students. The other

symptoms reported were urinary infection, thyroid problems, nasal bleeding, itching, wheezing, swelling and pimples. Majority of the students responded that adolescent health is important and they are also aware of the symptoms of diseases.

**Table No: 12. Awareness on reproductive health**

Target group	Count	Percent
Mother and child	184	52.6
Adolescent girls	241	68.9
Gents	56	16.0
Pregnant women	181	51.7

While enquiring the awareness of reproductive health among adolescents, 52.6% of the children opined that it gives importance to mother and child while 68.9 % and 51.7 per cent of the students opined that it aims adolescent girls and the pregnant ladies respectively. Another 16% reported that the concept of reproductive health aims the gents. Therefore it is inferred that majority of the adolescents are aware of the target population of the reproductive health programme.

**Table No : 13. Hospitalization during illness**

Hospitalization	Count	Percent
Yes	344	98.3
No	6	1.7
If no, reasons	Count	Percent
Financial crises	2	33.3
Not aware	4	66.7

Almost all the adolescents (98.3%) get hospitalized or sought treatment at hospital with the help of their parents or teachers . Rest of the students reported that they are not taken to hospital due to financial crisis and lack of awareness about treatment. The study found that almost all are having the habit of seeking medical aids during illness..

## B. PHYSICAL CHANGES IN ADOLESCENTS

Adolescence is a period of physical as well as emotional changes.

**Table No: 14. Awareness regarding physical changes during adolescence among boys**

Physical changes	Count	Percent
Increase in height and weight	149	88.7
Cracking of voice	152	90.5
Widening of shoulder	132	78.6
Facial hairs	137	81.5
Appearance of pimples	141	83.9
Appearance of hairs in genital area	140	83.3

Great majority of the boys noticed the increase in height and weight, cracking of voice, widening of shoulders, appearance of pimples, facial hairs and hairs in genital area during the adolescent period.

**Table No: 15. Awareness regarding physical changes during adolescence among girls**

Physical changes		Count	Percent
Development of breasts	Yes	164	90.1
	No	18	9.9
Broadening of hips	Yes	152	83.5
	No	30	16.5
Pimples on the face	Yes	155	85.2
	No	27	14.8
Growth of hair on genital area	Yes	176	96.7
	No	6	3.3
Menstruation	Yes	174	95.6
	No	8	4.4

Great majority of the girls had the awareness of the development of breasts, broadening of hips, pimples on face, appearance of hairs in genital area and menstruation during the adolescent period.

The onset of menarche is associated with physical maturity and ability to

marry and reproduce. To assess the problem in connection with menstruation and its proper management information was collected from the adolescent girls. In order to know the details regarding first menstruation and related issues, data were collected and analysed.

**Table No: 16. Age at menarche**

Menstruation and related thing		Count	Percent
Age in years	10	5	2.7
	11	8	4.4
	12	56	30.8
	13	68	37.4
	14	32	17.6
	15	13	7.1
Physical or mental problems related to menstruation	Yes	160	87.9
	No	22	12.1

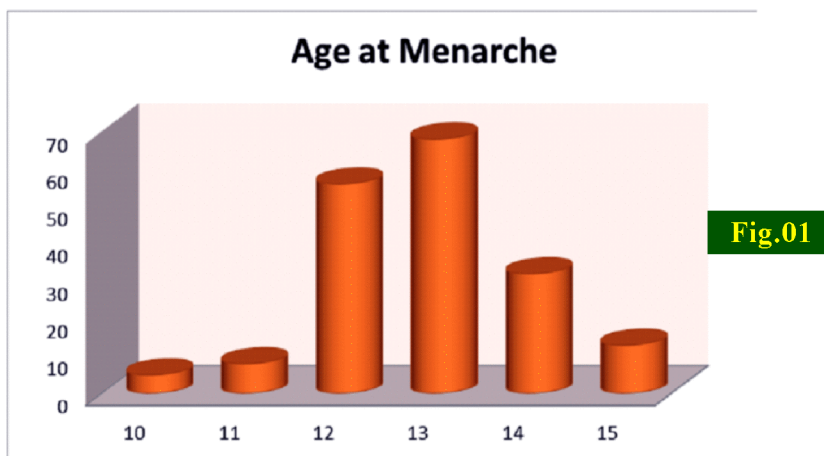


Fig.01

The enquiry on the first menstruation of girls among tribal adolescents showed that 37.4% has their first menstruation at an age of 13, followed by 12 years with 30.8%, 14 years with 17.6%, then a very few have their first periods at the ages 10,11,15. It is noticed that majority of the girl children had their first menstruation in the ages 12-13 which is natural. Majority (71.4%) reported that their studies were affected during the time of menstruation.

Table No: 17. Menstruation problems

Menstruation problems	Count	Percent
Back pain	100	62.5
Stomach pain	143	89.4
Vomiting	17	10.6
Fatigue	95	59.4
Fainting	27	16.9
Angry	73	45.6
Irregular periods	66	41.3
Sleeplessness	15	9.4

Great majority of the girls feel physical or mental difficulties related to their menstruation such as back pain, stomach pain, vomiting, fatigue, fainting, angry, irregular periods, and sleeplessness.

Table No :18. Menstrual management among adolescent girls

Management		Count	Percent
home	clothe	78	42.9
	napkins	42	23.1
	both clothe and napkins	62	34.1
school	clothe	25	13.7
	napkins	94	51.6
	both clothe and napkins	63	34.6

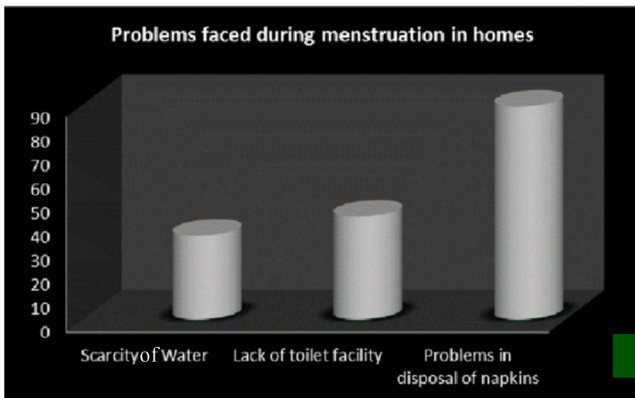
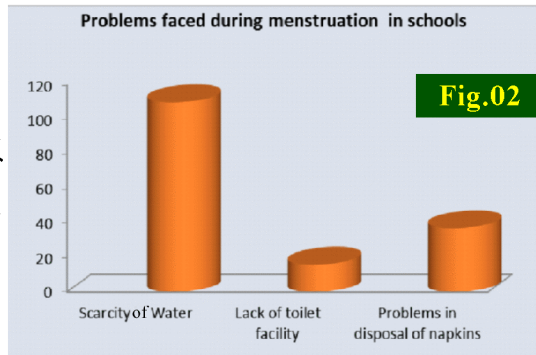
It is seen that at home 42.9% of girls use clothes and 34.1% use both clothe and napkins. Only 23.1% girls reported that they use napkins at home. At the same time 51.6% of girls use napkins and 34.6% use both clothe and napkin when they are at school. It is also seen that 13.7% use clothes only as napkin

at school. Regarding the change of sanitary pads it was revealed that majority of the girls change napkins as and when required and 26% change in every 3 hours, 22% every after 6 hours and 1.6% changes only after more than 6 hours. Majority of the adolescents take bath twice a day during menstruation.

**Table No : 19. The problems faced during menstruation**

Problem		Count	Percent
school	scarcity of water	110	60.4
	not have a toilet	16	8.8
	problems in disposal of napkins	37	20.3
home	scarcity in water	35	19.2
	not have a toilet	43	23.6
	problems in disposal of napkins	89	48.9

The main problem the girls face at school to keep hygiene during the time of menstruation is scarcity of water (60.4%) and 48.9% girls face the problem of disposal of napkins at home and school. Lack of toilet is also reported by girls both at schools and home.



**Table No: 20. Disposal of napkins**

Facility and methods		Count	Percent
Facility at school	place for disposal	156	85.7
	disposal machine	30	16.5
	no place	7	3.8
Method at home to dispose napkins	burning	144	79.1
	dispose it in land pits	14	7.7
	put it in closets	25	13.7

85.7% responded that they had places for disposing napkins in schools, 16.5% had disposal machine at schools and 3.8% had no facility for disposing napkins. The method they adopt to dispose napkins at home are burning (79.1%), putting it in the closet (13.7%) and dispose it in land pit (7.7%).

In the present study it was revealed that adolescents - both boys and girls are well aware of the physical changes and related issues during adolescence. Majority of girls agreed that customs and practices followed during

menstruation is healthy where as a minority was against this view. Majority of the girls were aware of the reason behind menstrual process. A great majority take bath daily by using toilet materials like dettol, soap, turmeric and other cosmetics. Removal of unwanted hairs, brushing, using of dry clothes, changing undergarments are other methods to keep the body hygiene. To keep these practice the adolescent primarily seek advice from mothers, teachers and friends.

**Persons to whom adolescents clear doubts**

**Table No : 21. Physical changes in your body and Friendship and relationships**

Persons	Physical changes in your body		Friendship and Relationships	
	Count	Percent	Count	Percent
mother	202	57.7	216	61.7
father	28	8.0	95	27.1
siblings/elder relatives	49	14.0	113	32.3
friends/peers	188	53.7	141	40.3
teachers	7	2.0	34	9.7
no one	13	3.7	4	1.1
not interested to talk to anyone	17	4.9	2	0.6

More than half of the students (57.7%) clear their doubts on physical changes with their mothers followed by friends/peers (53.7%), siblings / elders relatives (14%), and a few percentage from

teachers. 61.7% talk with their mothers about their friendship and relationship. Then they talk with friends/peers, siblings/elder relatives, fathers and teachers.

**Table No : 22. Over interest in TV, Internet, movies, songs and consumer items advertised on TV**

persons	Over- interest in TV, Internet, movies, songs		Consumer items advertised on TV	
	Count	Percent	Count	Percent
mother	97	27.7	216	61.7
father	45	12.9	95	27.1
siblings/elder relatives	63	18.0	113	32.3
friends/peers	287	82.0	141	40.3
teachers	15	4.3	34	9.7
no one	10	2.9	4	1.1
not interested to talk to anyone	7	2.0	2	0.6

A great majority of the students (82%) discuss their over - interest in TV, internet, movies, songs with friends and then with mothers, fathers and

siblings.61.1% chat with their friends/peers on the advertisement on TV, then they talk with mothers(40.3%), fathers(20.9%), siblings/elders (18.9%).

**Table No: 23. Questions on marriage and childbirth**

persons	Questions on marriage		Questions on childbirth	
	Count	Percent	Count	Percent
mother	180	51.4	107	30.6
father	91	26.0	22	6.3
siblings/elder relatives	63	18.0	31	8.9
friends/peers	170	48.6	159	45.4
teachers	5	1.4	24	6.9
no one	34	9.7	47	13.4
not interested to talk to anyone	32	9.1	42	12.0

Questions on marriage were discussed with mother (51.4%). At the same time,

majority of the sample discuss about childbirth with their friends/peers.

**Table No: 24. Sharing of dreams and aspirations about life, likes and dislikes**

persons	Questions on marriage		Questions on childbirth	
	Count	Percent	Count	Percent
Mother	200	57.1	234	66.9
Father	111	31.7	99	28.3
Siblings/elder relatives	81	23.1	95	27.1
Friends/peers	234	66.9	210	60.0
Teachers	50	14.3	17	4.9
No one	1	0.3	5	1.4
Not interested to talk to anyone	7	2.0	3	0.9

Majority (66.9%) share their dreams and aspirations in life with their friends/peers and 66.9% discuss their likes and dislikes with mothers followed by friends/peers.

**Table No: 25 . Bullying by friends/siblings and Physical harassments**

persons	Bullying by friends/siblings		Physical harassments	
	Count	Percent	Count	Percent
Mother	169	48.3	166	47.4
Father	87	24.9	75	21.4
Siblings/elder relatives	49	14.0	49	14.0
Friends/peers	125	35.7	173	49.4
Teachers	81	23.1	58	16.6
No one	1	0.3	28	8.0
Not interested to talk to anyone	1	0.3	10	2.9

Bullying of friends/ siblings were discussed primarily with mothers (48.3%), then friends/peers, siblings/elders and fathers. Nearly half of the students discuss the physical harassment faced by them with friends/peers(49.4%), then with mothers(47.4%), followed by fathers, teachers and siblings.



**Table No : 26. Distribution of questions/views on customs and traditional practices related to growing up process of boys and girls in the community**

Persons	Count	Percent
Mother	208	59.4
Father	80	22.9
Siblings/elder relatives	78	22.3
Friends/peers	131	37.4
Teachers	19	5.4
No one	27	7.7
Not talk to anyone	7	2.0

Questions/ views on customs and traditional practices related to growing-up process of boys and girls in the community were shared mainly with

mothers followed by friends/peers, fathers and siblings/elder relatives by adolescents.

**Table No: 27. Studies and school work and local news**

persons	Studies and school work		Local news	
	Count	Percent	Count	Percent
Mother	210	60.0	126	36.0
Father	141	40.3	107	30.6
Siblings/elder relatives	71	20.3	80	22.9
Friends/peers	125	35.7	226	64.6
Teachers	142	40.6	87	24.9
No one	1	0.3	11	3.1
Not interested to talk to anyone	1	0.3	1	0.3

Majority of the students (60%) discuss their studies and school works with mothers, then with fathers (40.3%), teachers (40.6%), friends/peers (35.7%). Majority (64.6%) discuss the

local news with their friends/peers, next to it comes mothers (36%), and then fathers (30.6%).

**Table No: 28. Distribution about the future and to tackle problem situation**

persons	About the future		To tackle problem situation	
	Count	Percent	Count	Percent
Mother	167	47.7	212	60.6
Father	146	41.7	107	30.6
Siblings/elder relatives	91	26.0	73	20.9
Friends/peers	127	36.3	210	60.0
Teachers	201	57.4	102	29.1
No one	5	1.4	4	1.1

More than half of adolescents (57.4%) discuss their future with teacher, then with mothers (47.7%) and fathers (41.7%). Majority find mothers as their destination for tackling the problems they face (60.6%) followed by friends

(60%), 30.6% with father and 29.1 with teachers. The overall look on whom they share their personal matters shows that the students want to share their feelings with their mothers followed by friends/peers.

### C. Questions on special issues and subjects

**Table No: 29. Special subjects about which adolescents have doubts**

Special subjects		Count	Percent
Doubts on bodily changes during adolescence	Yes	121	34.6
	No	229	65.4
Types of doubts	Reason of the process	72	59.5
	Hair growth	14	11.6
	Periods	2	1.7
	Sound variation	1	0.8
	development of breasts	1	0.8

Out of 350 samples, 121 have doubt on the bodily changes during adolescent period. Out of this 72 want to know the reason for maturity, 14 wanted to know about the reason for hair growth, 2 of

them wanted to know about the reason for menstruation. Negligible students reported doubts regarding variations in sound and development of breast.

**Table No: 30. Doubts about different subjects**

Subjects		Count	Percent
Marriage	Yes	51	14.6
	No	299	85.4
If have any doubt make it clear	Need for marriage	50	14.28
Pregnancy	Yes	39	11.1
	No	311	88.9
If have any doubt make it clear	Process	31	79.5
	Related things	8	20.5
Childbirth	Yes	40	11.4
	No	310	88.6
If have any doubt make it clear	Process	30	75.0
	Growth of infants	10	25.0
HIV/AIDS	Yes	33	9.4
	No	317	90.6
If have any doubt make it clear	Transmission	27	81.8
	What is HIV	6	18.2
Use of drugs	Yes	46	13.1
	No	304	86.9
If have any doubt make it clear	Health problem	46	100.0

14.6% adolescents have doubts about marriage, out of which 85.4% have doubt on the purpose of getting married. 11.1% and 11.4 % have doubt about pregnancy, child birth and their process and related things. Almost all the students know about HIV/AIDS. Among

the students who have doubts about HIV/AIDS (81.8%) wants to know how HIV/AIDS are transmitted and 18.2% wants to know what HIV is. A small proportion of students (13.1%) have doubt on usage of drugs and the health problem that create.

**Table No : 31. Medias used by adolescents to collect information**

Medias	Count	Percent
Newspaper	309	88.3
Books/magazines	295	84.3
Radio	132	37.7
Television	273	78.0
Computer	131	37.4
Mobile	222	63.4
Others	4	1.1

A great majority of the students use newspaper (88.3%) and books/magazines (84.3%) to collect information. Radio, TV, computer and mobile are also depended by the adolescents to gather information. Educational programmes have to be imparted for clearing the doubts of adolescence.

**Medias used by adolescents to collect information**



**Fig.04**

**Table No: 32. Type of media used by adolescents to gather information on special issues.**

Medias	Count	Percent
TV	236	67.4
Cinema	211	60.3
Magazine/Newspaper	183	52.3
Advertisement	163	46.6
Internet	99	28.3
Classes/Camps/ Training programmes	285	81.4
Books	224	64.0
Parents	224	64.0
Friends	226	64.6
Family members	93	26.6
Other way	12	3.4

Majority of the students depend on classes/camps/training programs (81.4%) to know about the physical changes. More than half of the students use TV (67.4%) and cinema (60.3%) to know about the physical changes like pregnancy, childbirth, marriage and abuse of drugs. Some of the students also depend on magazine/newspaper (52.3%) advertisements, (46.6%), internet (28.3%) etc .

## D. DOMESTIC VIOLENCE

In this section the information collected on various situations, types and reasons of domestic violence in the families are presented. Incidents of domestic violence are happening in the families and communities in our society. Wives are reported to be the major victim in domestic violence followed by girls. In the study more than half of the adolescents (51.1%) revealed that they are experiencing domestic violence at home in the form of harassment or beatings. The girls also revealed that they are also subjected to domestic violence.

**Table No: 33. Domestic violence in the family set up**

Medias	Count	Percent
Yes	179	51.1
No	171	48.9

**Table No :34 .Reasons for domestic violence related to students**

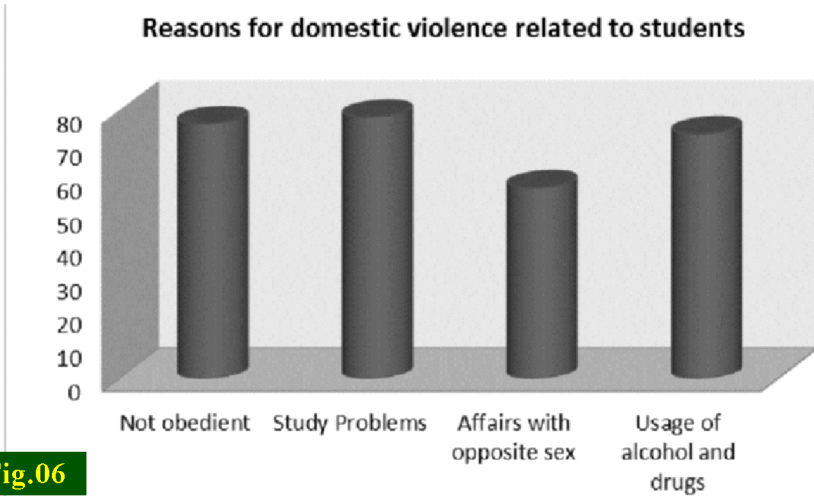
Medias	Count	Percent
Not obedient	76	21.7
Study problems	78	22.3
Affairs with opposite Sex	57	16.3
Isage of alcohols and drugs	73	20.9

The study tried to collect data on reasons for domestic violence related to children and parents. It was revealed that disobedience, study problem, affairs of adolescents with opposite sex, use of drugs and use of alcohol are the major reasons for domestic violence.

The major reasons for domestic violence experienced at home related to students are study problems (22.3%), disobedience (21.7%), usage of alcohol and drugs (20.9%) and affairs with opposite sex (16.3%).



**Fig.05**



**Fig.06**

**Table No :35. Reasons for domestic violence related to parents**

Reasons	Count	Percent
Usage of alcohol	134	38.3
Immoral life	40	11.4
Disease	27	7.7
Poverty	46	13.1
Oldage	11	3.1
Doubts among spouses	60	17.1

Reasons for domestic violence related to parents were also studied and found that usage of alcohol by the parents is a major reason for domestic violence (38.3%). The students also cited some other reasons such as doubts among spouses (17.1%), leading of immoral life (11.4%), poverty (13.1%) and old-age (17.1%).

**E. MARRIAGE**

In this section the details regarding knowledge about marriage, preferential

age for marriage and awareness of legal marriage were analyzed. The details regarding this are shown in the Table 36.

**Table No : 36. Prevailing age at marriage of boys reported by the sample**

Age	Count	Percent
Below 20	22	6.3
20-22	145	41.5
23-25	135	38.6
>25	48	13.7

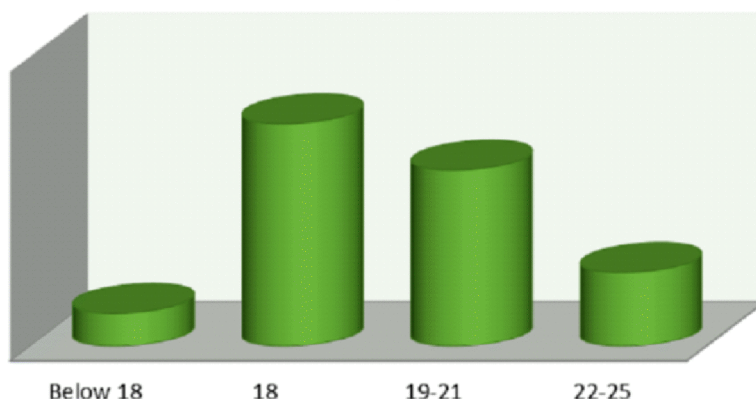
Majority of the adolescents reported that boys marry in the ages between 20 to 22 (41.5%) followed by 23-25(38.6%) in their community. Reporting of the age at marriage more than 25 years is also seen (13.7). Adolescents reported that early marriage is also prevailing in this community.

**Table No : 37. Prevailing age at marriage of girls reported by the sample**

Age	Count	Percent
Below 18	23	6.6
18	154	44.0
19-21	122	34.9
22-25	51	14.5

It is reported that about half of the girls get married at the age of 18, about 35 % of the samples reported that age of marriage within the age group 19-21 in their community. It is also seen that about 15 % of girls are getting married in the age group 22-25. It can be noticed that a few percentage (6.6%) are getting married below the age of 18.

**Prevailing age at marriage among girls reported by the sample**



**Fig.07**

**Table No: 38. Opinion of marriage before maturity**

		Count	Percent
Opinion of marriage before maturity	Yes	19	5.4
	No	331	94.6
Reasons for not agreeing with marriage before maturity	Not mature for married life	206	62.3
	Physical weakness	20	6.0
	Childbirth issues	20	6.0
	Violation of legal sanction	56	16.9
	Financial problem of married life	19	5.7
	Inability to face problems	9	2.7
	Dropping for studies	1	0.3

A great majority of (94.6%) adolescents are of opinion that marriage before maturity is not good. Majority of the adolescents who are not agreeing with marriage before maturity is supported by various reasons. 62.3% stated that it may lead to reproductive health problem to mother and 16.9% of them says that it is the violation of existing marriage act. A few proportions of the adolescents also point out that physical weakness, issues relating to childbirth and financial problem of family life may be the associated problems of early marriage.

**Table No: 39. Opinion about fixing the marriage without the consent of adolescent**

Opinion about fixing their marriage	Count	Percent
obey decisions taken by elders	36	10.3
make the parents understand their future plan	280	80.0
seek help from other family members and friends	74	21.1

Majority (80.0%) of the adolescents reported that if their parents fix the marriage without their ambition and consent they will try to make them understand their future plans. 21.1% of the samples seek help from other family members and friends. A few percentage of them try to obey their parents' decisions.

**Table No: 40. Awareness regarding the legal age at marriage of boys and girls in India**

Minimum age at marriage		Count	Percent
Minimum age in India for boys to marry	13	2	0.6
	18	16	4.6
	20	11	3.1
	21	212	60.6
	22	46	13.1
	23	14	4.0
	24	11	3.1
	25	31	8.9
	26	2	0.6
	28	1	0.3
29	4	1.1	



minimum age in India for girls to marry	15	1	0.3
	16	4	1.1
	18	264	75.4
	19	17	4.9
	20	11	3.1
	21	26	7.4
	22	9	2.6
	23	7	2.0
	24	4	1.1
	25	6	1.7
	27	1	0.3

60.6% boys and 75.4% girls are well aware of the legal age at marriage of boys and girls in India. From the study it is revealed that more or less 25% of the total samples do not know the legal age at marriage in India. It is noted that low age at marriage is prevailing in tribal

community, even though they are aware of the consequences of early marriage among males and females. Therefore it is important that all adolescent boys and girls shall be given adequate knowledge on legal age at marriage.

**Table No: 41. Response towards the consequences of early marriage**

Responses	Yes	No
Presence of below 18 year old mothers in the community	18.9	81.1
Adolescent marriage and childbirth increases the infant mortality	52.9	47.1
Adolescent fathers without job	31.1	69.9

The study revealed that early marriages are taking place among the communities and they are aware of the consequences of adolescent marriage in terms of increase in infant mortality, mother's ill health and the problem of leading married life without proper income. They also reported that adolescent fathers are in their community without engaging in any kind of jobs to maintain

their family. When asked about the consequence of marriage between relatives, still half of the adolescents do not know the problem. Therefore the study demands the inclusion of general awareness aspects of marriage and related things in the adolescent education programme / life skill education at schools and communities.

## F. SUBSTANCE ABUSE

**Table No: 42.Usage of drugs**

Source of encouragement to drug abuse	Count	Percent
Friends	263	75.1
Family members	60	17.1
Culture	79	22.6
Neighbours/friends	159	45.4
Medias	200	57.1
Others	6	1.7
Self	6	1.7
Functions	2	0.6
Mental disorder	4	1.1
Temptation	6	1.7
Friendship	3	0.9

Majority of the students (75.1%) has the opinion that friends are the main source who encourages young people to take intoxicants. Next to it comes medias with 57.1% and neighbours (45.4%). About one fourth of the students opined that (22.6%) usage of drugs is culturally inhibited and 17.1% has the opinion that their family members encourage them to take intoxicants.

**Table No: 43. Cultural practices and usage of drugs**

practices regarding usage of drugs		Count	Percent
Use of drugs among parents	Yes	167	47.7
	No	64	18.3
	Occasionally	119	34.0
Usage of drugs as a cultural practice	Yes	84	24.0
	No	266	76.0

About 47.7 per cent of the samples have responded that their parents use drugs in various forms. This includes pan, tobacco, toddy, alcohol, pan masala and other varieties. About 34 percent responded that their parents occasionally use drugs. Only 24% has the opinion that it is a common or cultural practice in their community to take the toxicants.

**Table No: 44.The drug products use as their tradition**

Drug products use as the tradition	Count	Percent
Pan	290	82.9
Tobacco products	129	36.8
Drugs	12	3.4
Toddy	155	44.3
Alcohol	77	22.0
Foreign liquor	26	7.4
Others	3	0.9

The major drug products use as their cultural practice is pan according to 80.6 % adolescents and according to about 44.3 % of the opinion it is toddy.

Tobacco products and alcohol were also reported by 36.8% and 22.0% of adolescents respectively.

**Table No: 45.Usage of drugs and the response towards it**

Distribution of selected variables		Count	Percent
use of drugs by friends	Yes	92	26.3
	No	258	73.7
reaction towards the use of drug	Don't like	298	85.1
	Occasionally	44	12.6
	No problem	8	2.3
Consequence of drug abuse	Aware	331	94.6
	Not aware	19	5.4
Awareness to stop the use of drugs	Aware	226	68.3
	Not aware	105	31.7

Three fourth of the students (73.7%) responded that their friends do not use any drugs. Great majority of the students (85.1%) didn't like to use drugs, 12.6% like to use drugs occasionally and 2.3% has no problem for using drugs. Great majority of the adolescents (94.6%) think that usages of drugs adversely affect the personal life of an individual of which 68.3% of them have the awareness of steps to stop them.

**Table No: 46. Major steps taken against use of drugs**

Major steps	Count	Percent
rally	78	30.5
advices	93	36.3
tobacco free day rally	23	9.0
posters/banners/flex	19	7.4
awareness	96	37.5

Drama	6	2.3
Warning against chewing	3	1.2
Video	1	0.4
Show experiments	1	0.4
Broken bottles	0	0.0
Camp	1	0.4

Some of the major ways that they adopt against the use of drugs are awareness (37.5%) advices (36.3%) and rallies (30.5%). Posters, banners, flex, drama, tobacco free day rally etc. are also seen used by them.

**Table No : 47.Use of intoxicants in the functions and ceremony**

Use of intoxicants in the functions and ceremony	Count	Percent
Yes	91	26.0
No	259	74.0

One fourth of the respondents (26%) reported that they are forced to take intoxicants in their functions and ceremonies whereas and 74% denied it.

**Table No :48. Occasion and type of toxicants**

Occasion and type of toxicants	Count	Percent
Pan at the time of maturity function	45	49.5
Pan at the time of festivals	31	34.1
Alcohol on marriage	14	15.4
Alcohol as a traditional offering to God	4	4.4

Out of the respondents who are forced to take intoxicants, half of the students report that they use pan at the time of maturity function and during festivals and alcohol on marriage as well as at the time of giving traditional offerings to God.

**Table No :49.Awareness about the bad effects of intoxicants**

Awareness about the bad effects of intoxicants	Count	Percent
Know	340	97.1
Don't know	10	2.9

Almost all of the students (97.1%) know about the bad effects of the usage of intoxicants.

**Table No : 50.Bad effects of intoxicants**

Bad effects of intoxicants	Count	Percent
Mental disorder	322	92.0
Family breakups	331	94.6
Personal health and future health affected	320	91.4
Social hazard	314	89.7
Deadly diseases	332	94.9
Financial crises	316	90.3
Society assess the Person unfair	316	90.3
No effects	1	0.3

The main bad effects they cited are it may cause deadly diseases (94.9%) and family breakups (94.6%). The other bad effects reported are mental disorders (92.0%), affecting the personal health and future health (91.4%), financial crises (90.3%), assessment of a person as unfair by the society (90.3%) and social hazards (89.7%).

**Table No: 51. Use of drugs leads to AIDS**

Use of drugs leads to AIDS	Count	Percent
Yes	220	62.9
No	130	37.1

According to 62.9% of the students, the use of drugs leads to AIDS.

**Table No: 52. Awareness about the ways of AIDS transmission**

The ways through which AIDS transmitted	Count	Percent
Friendship with affected person	37	10.6
Sexual contact with the diseased	323	92.3
Fly bites	112	32.0
Sharing clothes/food with the affected	59	16.9
Affected mother to the child	307	87.7
Syringes shared from the affected	319	91.1

A great majority has the opinion that AIDS is transmitted through sexual contact with the affected (92.3%) and by sharing syringes from the affected (92.1%). Next way of transmission is through affected mother to child (87.7%). A minor percentage also are of the opinion that (32.0%) it is caused by fly bites and also by sharing food and clothes with the affected (16.9%) and by making friendship with the affected.

## G. EMOTIONAL CHANGES

**Table No: 53. Emotional changes during adolescence**

Emotional changes	Always		Occasionally		Never	
	Count	Percent	Count	Percent	Count	Percent
I am angry to do the things which I am not interested	102	29.1	243	69.4	5	1.4
I feel very moody	22	6.3	279	79.7	49	14.0
I want to be independent	220	62.9	112	32.0	18	5.1
Sometimes I am not confident	39	11.1	277	79.1	34	9.7
I don't like to listen to the advice of parents or other elders in family	46	13.1	216	61.7	88	25.1
I feel superior to everybody	5	1.4	86	24.6	259	74.0
I feel inferior in front of those teenagers of my age who are good looking	23	6.6	180	51.4	147	42.0
I feel neglected	24	6.9	194	55.4	132	37.7
I want to do all the things in my own way	104	29.7	196	56.0	50	14.3
I wanted to be left alone	45	12.9	209	59.7	96	27.4
I break into tears easily	57	16.3	249	71.1	44	12.6

Regarding the emotional changes that take place in adolescents, eleven items with three options specifying 'always', 'occasionally', and 'never' are included. More than half of the students (62.9%) wanted to be independent always, at the same time, 5.1% were never wanted to be independent. Superiority thinking is very low among the students as reported by 74% of the adolescents. Only 1.4% felt they were superior to everybody. Majority of the students reported that they are very moody only occasionally (79.7%), also not confident occasionally (79.1%) and easily break into tears (79.1%). At the same time more than half of the students reported that occasionally they are angry to do things which they were not interested (69.4%),

does not like to listen to the advice of parents or other elders in the family (61.7%) feel inferior in front of those teenagers of their age who are good looking (51.4%), feel neglected (55.4%), wanted to do all the things in their own way (56.0%) and wanted to be left alone (59.7%).

In addition to this, minor proportion of adolescents also reported that their serious matters were not taken as important, wanted to be happy always, never had an opportunity to express their own views, always tensed and angry, wanted to be loved, wanted to get the things as they wish and not liked to be advised.

### H.SOCIAL RELATIONSHIP

**Table No: 54.Social relationship during adolescence**

Social relationship	Always		Occasionally		Never	
	Count	Percent	Count	Percent	Count	Percent
I am not very close to my parents, as I used to be earlier	58	16.6	154	44.0	138	39.4
I would like to spent time with friends	186	53.1	155	44.3	9	2.6
I would not like to discuss matters with parents and elders	55	15.7	192	54.9	103	29.4
The youth of my age in my locality have an influence over my behavior, tastes and interests	47	13.4	245	70.0	58	16.6
I imitate the dress habits of others	43	12.3	237	67.7	70	20.0
I feel depressed when the neighbourhood youth do not include me in their group	52	14.9	181	51.7	117	33.4

I follow the norms of my community	179	51.1	146	41.7	25	7.1
I participate in the functions of my community	138	39.4	186	53.1	26	7.4
I encourage other youth of the community to participate in the ceremonies and social activities of the community	129	36.9	190	54.3	31	8.9
My community helps the teenagers in shaping their personality	162	46.3	158	45.1	30	8.6
My friends support me a lot to develop my hobbies and interest	197	56.3	132	37.7	21	6.0
I get depressed because I am not able to spend money freely like others due to my family's economic condition	44	12.6	145	41.4	161	46.0

In order to know about the social relationship of the students with their family members and with the community members, 12 items are asked and two open ended statements are included. The 12 statements are given three options 'always', 'occasionally' and 'never'. As reported about the social relationship during adolescence by the respondents half of them always would like to spend with their friends (53.1%), follow the norms of their community (51.1%), and are of the opinion that their community helps them in shaping their personality and their friends support them a lot to develop their hobbies and interest (56.3%). Below half of the adolescents are of the opinion that they never get depressed because they were not able to spend money freely like others due

to their family's economic condition. Majority of the adolescents (70.0%) opined that they were occasionally influenced by the youth of their locality in behavior, tastes and interests.

More than half of the adolescents reported that they occasionally imitate the dress habits of others (67.7%) would not like to discuss matters always with parents and elders (54.9%), encourage other youth of their community to participate in the ceremonies and the social activities of the community (54.3%), participate in the functions of their community (53.1%) and feel depressed when the neighbourhood youth do not include in their group (51.7%). 44 % of the adolescents are of the opinion that occasionally they were not very close to their parents as they used to be earlier.

A great majority of the students (92%) had no other problems in their life. But a few percentage of them want a peaceful life, had family problems, were depressed by asking their castes, poverty, language problem, want to live with parents, want to live in a joint family want to discuss problems with parents and elders.

It is noticed that 3.7% try to withdraw from problems. In order to tackle the problems below 1 per cent consult with ward members to solve the problem, 5.7% are aspiring for a job, 0.6% consult with teachers and 0.3% discuss their problem with their friends.

### I. FAMILY RELATIONSHIP

**Table No:55.Views regarding family relationship during adolescence**

Statements	Always	Occasionally	Never
Breakups in some family affect the emotional problem in adolescent	Agree	324	92.6
	Disagree	26	7.4
Strong family leads to right path	Agree	333	95.1
	Disagree	17	4.9
Alcoholism in family leads to bad habits in adolescents	Agree	281	80.3
	Disagree	69	19.7
Equal importance to boys and girls in family	Agree	173	49.4
	Disagree	177	50.6
Family problems adversely affect in adolescents	Agree	317	90.6
	Disagree	33	9.4
Due to financial problems Adolescents are not free to use money	Agree	252	72.0
	Disagree	98	28.0
For a happy family the role of father is very important	Agree	325	92.9
	Disagree	25	7.1

Seven questions were asked to the students in order to know the students perception about their families.92.6% had an opinion that breakups in some family affect the emotional problems in adolescents, 95.1% responded positively that strong family leads to right direction, 92.9% admit that the role of father is

very important for a happy family, 90.6% had opinion that family problems adversely affect adolescents, 80.3% said it is the alcoholism in family leads to bad habits in adolescents, 72% were not free to use money due to financial problem and 49.4% want equal importance for boys and girls at home.



## J. VALUES

Values are beliefs and attitudes about the way things shall be. Over the last three decades adolescents have shown an increased concern for personal well being and decreased interest in the welfare of others. To know the

responses on the concept of values of adolescents, some statements are given and the results are furnished below. The statements were like a) respecting elders b) physical hygiene c) nations prosperity etc.

**Table No :56.Value related statements**

Statements	Always	Occasionally	Never
respect towards elders is good	Agree	346	98.9
	Disagree	4	1.1
I would not like to follow values of my community	Agree	118	33.7
	Disagree	232	66.3
My parents are outdated and old fashioned in their values	Agree	58	16.6
	Disagree	292	83.4
I hide facts and speak lie many times with my parents because they don't understand me	Disagree	183	52.3
	Agree	167	47.7
I don't bother much about keeping myself clean and hygienic	Disagree	102	29.1
	Agree	248	70.9
I would like to live without harassing others	Disagree	334	95.4
	Agree	16	4.6
Nations prosperity is my life	Disagree	334	95.4
	Agree	16	4.6

A great majority of the students responded that respect towards elders is good (98.9%), would like to live without harassing others, consider nation's prosperity as the aim of their life (95.4%) each. 66.3% would not like to follow values of their community, 52.3% hide facts and speak lie many

times with their parents because the parents do not understand them and they don't bother much about keeping themselves clean and hygienic (29.1%). Only 16.6% has the opinion that their parent's views are outdated and old fashioned.

**K. EDUCATION**

In order to know how they assess themselves academically, a few statements were given related to their

performance in tests, interest in participating school activities, sharing of school matters at home with parents, motivation to go to school and so on.

**Table No :57. Statements related to education**

Statements	Always		Occasionally		Never	
	Count	Percent	Count	Percent	Count	Percent
There are ups and downs in my studies	31	8.9	278	79.4	41	11.7
I am distracted in my studies	24	6.9	282	80.6	44	12.6
My performance in the exams are not satisfactory	39	11.1	285	81.4	26	7.4
I don't show interest in participating in school activities	36	10.3	205	58.6	109	31.1
I don't share school matters with parents/elders	43	12.3	177	50.6	130	37.1
I don't spend time regularly in studying school subjects	50	14.3	212	60.6	88	25.1
Teachers do not provide proper guidance to help my personality	80	22.9	111	31.7	159	45.4
Teachers give me proper motivation to learn	296	84.6	35	10.0	19	5.4
I get scared to ask any doubts or questions related to adolescent period	68	19.4	205	58.6	77	22.0

To assess the student's academic level, nine statements were included in a three point scale 'always', 'occasionally' and 'never' regarding the ups and downs in their studies, performance in tests and exams, motivation of teachers etc. 84.6% of the adolescents have the opinion that their teachers always give them proper motivation to learn and at the same time about half of the

respondents opined that their teachers never provide proper guidance to develop their personality. As reported by a great majority of the adolescents, they occasionally have ups and downs in their studies (79.4%), distracted in their studies (80.6%) and the performance in the exams is not satisfactory (81.4%). More than half of them occasionally does not show interest in

participating in academic activities (58.6%), don't share school matters with parents/elders (50.6%), do not spend time regularly in studying school

subjects (60.6%) and get scared to ask any doubts or questions related to adolescent period (58.6%).

**Table No: 58. Time availability at home /hostel**

Items	Always		Occasionally		Never	
	Count	Percent	Count	Percent	Count	Percent
Do you have enough time to study your school subjects at hostel/home	272	77.7	17	4.9	61	17.4
Read other books and newspapers	200	57.1	34	9.7	116	33.1
Go out with your friends	84	24.0	160	45.7	106	30.3
Watch T.V and listen music	129	36.9	48	13.7	173	49.4
Attend your hobbies	176	50.3	32	9.1	142	40.6

It is reported that 77.7% has enough time to study school subjects at hostel/home, 57.1 % are getting enough time to read books and news papers and the 50.3% have enough time even to attend their hobbies. But 45.7% of them are not at all getting time to spend with their friends. Less than half of students reported that they are occasionally getting time to watch TV and listen music only occasionally.

**Table No: 59. Decision regarding future study**

Decision regarding future study	Count	Percent
Self	316	90.3
Father	168	48.0
Mother	192	54.9
Teachers	110	31.4
Others	22	6.3
Don't know	6	1.7

Regarding the future of the students, great majority take decisions by themselves (90.3%), 54.9% obey the decision of their mother on future study, 48% has fathers decision and 31.4% obey the decisions taken by their teachers.

**Table No: 60. Opinion of adolescents and their parents regarding their higher studies**

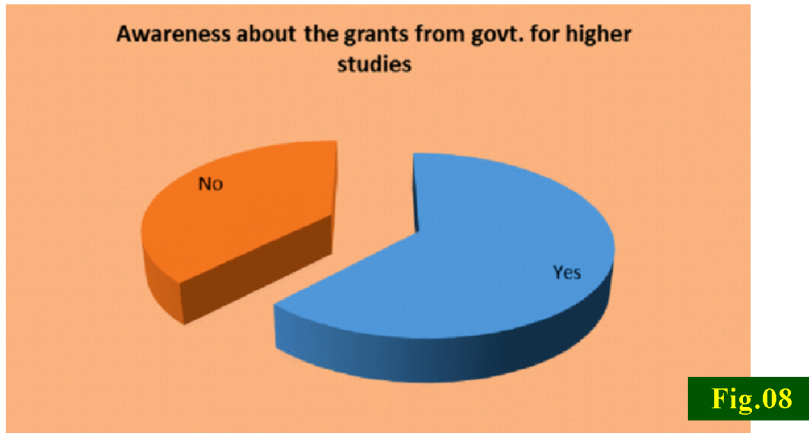
Opinion of adolescents		Count	Percent
Interest in study after 12 <sup>th</sup>	Yes	342	97.7
	No	8	2.3
If no, why	Financial crisis	8	100.0
	No problem	0	0.0
Opinion of parents			
parents interest to teach after 12 <sup>th</sup>	Yes	332	94.9
	No	18	5.1
Reasons	Not interested	3	16.7
	Financial crisis	12	66.7
	Family problem	1	5.6
	Want to marry	2	11.1

Great majority (97.7%) of the students were interested to study after 12<sup>th</sup> std. Among those who were not interested, cent per cent revealed that it is due to financial crises. Great majority (94.9%) of the students also responded that their parents like to send them for higher studies. Among those parents who are not interested, 66.7% of the sample responded that it is due to financial crises and 16.7% reported that they are not interested in sending them for higher studies. 11.1% of the parents get their children to marry off after 12<sup>th</sup> std.

**Table No : 61 Awareness about the grants from govt. for higher studies**

Awareness about the grant	Count	Percent
Yes	218	62.3
No	132	37.7

Majority of the students (62.3%) know that they may get grant from government for higher studies.



**Table No: 62. Type of government grants**

Grants	Count	Percent
Study Grant	149	68.3
Scholarships	51	23.4
Fellowships	1	0.5
Free books	59	27.1
Hostel facility	69	31.7
Education loan	10	4.6
Free entrance coaching	1	0.5

Majority of the students responded that the grants are in the form of study grants, fee for hostel facility,

scholarships, fellowships, supply of free books, education loan, free entrance coaching etc.

**Table No: 63. Awareness about the age group that deserves free and compulsory education**

Age group	Count	Percent
6 - 14	195	55.7
6 - 18	135	38.6
6 - 21	20	5.7

Regarding the free and compulsory education, 55.7% has the right opinion that 6 - 14 age group deserves free and compulsory education.

**Table No: 64. Engagement in vocation / income generating activities**

Items	Count	Percent	
activities for income generation	Yes	159	45.4
	No	191	54.6
reaction to the side jobs	like	84	52.8
	dislike	75	47.2
feeling of students about side job	wasting time	38	23.9
	not wasting time	121	76.1

Nearly half of the students (45.4%) reported that they engage in some vocation / jobs for income generation either to support family or for their studies. Among the students who find side jobs along with their studies, 52.8% of the students' parents like their children to have a side job. Among the students who have side jobs, 76.1% do not feel that they are wasting their study time.

**Table No: 65.**  
**Adolescents' ambition and aspiration**

Ambition	Count	Percent
Doctor	51	14.6
Teacher	66	18.9
Engineer	40	11.4
Police	43	12.3
Nurse	18	5.1
Pilot	2	0.6
CA	6	1.7
IPS	13	3.7
Professor	1	0.3
Wildlife photographer	4	1.1
Dancer	1	0.3
Beautician	1	0.3
Archeologist	2	0.6
Ayurveda doctor	3	0.9
Govt. job	16	4.6
Advocate	5	1.4
Radio jockey	2	0.6
Bank manager	12	3.4
IAS	7	2.0

CRPF	34	9.7
Farmer	1	0.3
Scientist	3	0.9
CBI	2	0.6
Judge	1	0.3
Hotel management	1	0.3
Automobile	1	0.3
Cricket player	3	0.9
Driver	3	0.9
Navy officer	4	1.1
Librarian	1	0.3
Mechanic	1	0.3
Painter	1	0.3
Officer	1	0.3
Sportsman	1	0.3
Social worker	2	0.6

The survey collected the information about the ambition of the children and found that out of the 350 students, 66 of them wish to become a teacher which is in the highest proportion followed by Doctor (51), Police (43), Engineer (40), CRPF (34), Nurse (18), govt. job (16), IPS (13), driver, navy officer, social worker, librarian, scientist, farmer, wildlife photographer etc.

**Table No: 66. Efforts taken to achieve the ambition**

Efforts	Count	Percent
Regular study	274	78.3
Reading books	26	7.4
Reading newspapers	12	3.4
Take advice from elders/teachers	17	4.9

Attending coaching classes	14	4.0
Planning	1	0.3
Observe nature	1	0.3
Read books of animals	1	0.3
Watch dance programs	2	0.6
Collection of materials	2	0.6
Hard work	110	31.4
Prayer	1	0.3
Become active	1	0.3
Future study	2	0.6
PSC coaching	3	0.9
Try to learn all languages	2	0.6
Army recruitment rally	1	0.3

In order to fulfill their ambition, 78.3% do regular study, 31.4% do hard work, 7.4% read books, 4.9% take advice from elders/teachers, 4% attend coaching classes etc.

## ANALYSIS OF THE INTERVIEW WITH TEACHERS

In order to elicit the opinion and responses of teachers who interact with the adolescents 14 teachers were interviewed and the data thus obtained is analysed and presented below.

Majority of the teachers have participated in the Adolescent Education Programme organized by SCERT. Out of 14 teachers, 7 were male and 7 were females. All the teachers found time to intervene into personal issues of adolescents and they provided counseling and guidance to solve certain problems in academic matters. Regarding the issues of girls the female teachers took special efforts to solve their problems especially when they are harassed. To deal with students having behavioral disorders no punishments are given but make them realize the reasons behind such behaviors.

Majority of the teachers stated that the tribal students in schools feel inferiority complex and they purposefully avoid mingling with others. They are reluctant to abide by the rules and regulations of social system.

Since the control of families over the adolescents is found minimal, the school authorities find it difficult to bring them into the institutional regulations. The intervention of parents on academic matters cannot be ensured as they are not interested in the studies of their ward.

The prevailing customs among the communities are also a contributing factor in the dropping out of girl students from studies. Early marriages are taking place in some communities which is found a major hindrance of further studies of girls. Disintegration of family,

extra marital relationship of parents, atrocities of adult members and relatives also lead the adolescent girls to curve their future life.

The overall conclusion is that adolescents face problems and challenges from societies and they need a sustained welfare oriented support system from all directions to lead responsible and responsive citizens.

### **ANALYSIS OF THE FOCUS GROUP DISCUSSION SCHEDULE FOR ADOLESCENTS**

During the discussion majority of students reported that they need to know more about the process of growing up and coping with the new phase of physical growth. They also reported that the mental stress is so high that they are suffering from sexual exploitation, exploitation from families and outside. The level of knowledge regarding reproductive health, balanced diet and general health is more or less poor among tribal adolescents studying in general schools. The major problems and challenges as revealed in the discussion are as follows.

- Adolescent girls are being exploited irrespective of age and these are mainly from youth and middle aged men. Adolescent boys also admitted that they are also misused by the same gender.
- Social exclusion and cornering of tribal adolescents from main stream is found as the major challenge and problem of adolescents.
- Avoiding social gathering, inferiority complex, reluctance to mingle with society are other special characteristics of tribal adolescents reported.
- Recognition of women in family, society and educational institutions is comparatively low.
- Existing family problem, poverty, illiteracy of parents also worsen the problems of adolescents to a great extent.
- The avenue for further education and personality development are not sufficiently arranged for boys and girls.
- The support system available at present is not equipped well to address the problem of tribal adolescent especially for girls.





chapter

# 3

## FINDINGS AND SUGGESTIONS



- It is found that students belonging to Kattunaykar community was highest.
- Living condition of tribal adolescents revealed the fact that they are living in the most similar situation of the general population of the society.
- Compared to fathers, mothers of tribal adolescents are more educated.
- It is found that majority of the parents engage in coolie work and majority of the students are belonging to lower income group.
- Majority of the tribal adolescents follow healthy diet due to stay in MRS hostel. The consumption of food items among the day scholars are comparatively poor. Irrespective of their income, parents showed much care in providing healthy food to their children at home.
- 62% of students do exercise followed by eating healthy food.
- It is found that certain health problems are alerting the tribal adolescents.
- It is seen that majority of the adolescents were aware of the target population of the reproductive health programme.
- Almost all are having the habit of seeking medical aids during illness.
- Both boys and girls are well aware of the physical changes and related issues during adolescence.

- It was found that majority wish to be independent, which is one of the characteristics of adolescents. Majority of adolescents have the feeling like lack of self confidence, moody nature, outburst on silly matters will indirectly affect their future life.
- Majority of adolescents always interact with their friends or peers and they are ready to follow the customs and practices of their own community. Regarding the development of adolescent personality, their community extends their help always.
- The study found that the relationship between adolescents and their respective are strong.
- It is seen that regarding the family relationship adolescents are well aware of the importance of family in shaping their future and improving their personality, consequence of family disintegration and alcoholism in their community. The perception of gender equality among tribal adolescents is more or less poor and they revealed the fact that the adolescent may be concretized on the importance of gender equality in family, community and the society.
- Certain activities such as exercise, yoga, consumption of healthy food and swimming was done by tribal students
- It is found that health problems like headache and cold are frequently alerting the tribal adolescents and other health problems are also found in them.
- Majority of girls reported that their studies were affected during the time of menstruation.
- Majority of girls taking bath twice a day during menstruation
- Lack of toilet is also reported by girls both at schools and home.
- Majority of the students depend on classes/camps/training programs to know about the physical changes.
- Majority of the adolescents reported that boys marry in the ages between 20 to 22 followed by 23- 25 in their community.
- Majority of the boys and girls are well aware about the legal age at marriage of boys and girls in India.
- Almost all of the students know about the bad affects of the usage of intoxicants.
- Great majority of the adolescents think that usages of drugs adversely affect the personal life of an individual and some students have the awareness of steps to stop the usage.
- One fourth of the respondents reported that they are forced to take intoxicants in their functions and ceremonies.

- The tribal adolescents are more ascribed to values and they prefer to respect elders, follow the values of community and for the welfare of the nation. Adolescents admit that the values of their parents are not outdated and old.
- Regarding the future, great majority of adolescents take decision by themselves.
- Majority of the students are interested in continuing their studies after 12th, but 2.3% cannot go further due to financial crisis. It is found that some of the parents get their children marry off after 12th std.



## CONCLUSION

*The adolescents need sustained support from society, educational institutions and family for developing capacities in moulding their future life through extra-curricular activities, additional skill development programmes, life skill training, group and personal counseling, vocational training and value education.*

*The study revealed the multidimensional nature of adolescent problems-physical, psychological, social and cultural- and at school level, attempts are being organized to tackle problems.*

*While analyzing the primary data it was reported that they follow directions from teachers and parents, but the result of Focus group discussion and interaction with the parents and teachers indicates the real situation that majority are out of control of family and teachers. They mainly depend on peers to get knowledge on process of growing- up, doubt clearance, concept of pregnancies, child birth, drug abuse etc.*

*Another notable issue among the tribal adolescent is the feeling of inferiority complex and the tendency to withdraw from social gatherings, mainstreams etc. Social exclusion is a prevailing fact as far as they are concerned. This social issue is directly correlated with low income of family, poverty, broken family system, lack of openings for mingling with others, participation in public activities along with general population, attitude of teachers to tribal adolescents etc. This situation shows the complexity of adolescent problems they face in their student life. However, the adolescent attached to MRS get at least minimum chances to participate in organized activities and opportunities to mingle with officials, public opinion leaders and social workers. The study revealed the fact that they need personal counseling in scholastic and non- scholastic matters. Introduction of life skill to all adolescents is more relevant and felt need in the present scenario. The teachers who handle the situation shall also require intensive life skill programme and they shall be equipped with to take up issues of tribal adolescents. While restructuring the curriculum, the integration of LSE contents may be regarded as an important content and the concerned teachers shall be trained to their satisfaction.*

*The study revealed the fact that social control over the adolescents is minimal and any issues associated with school and family cannot be solved smoothly. The teachers reported their inability to punish the deviants due to the existing rules and the repression from the public.*

*In the health scenario of the tribal girls and boys, the general health profile of girls is very poor compared to boys. The societal control over the girls does not allow them to get preferred food items from outside. The study reported another*

*significant fact that adolescent boys have easy access to alcohol and other intoxicant drinks even from family get together and other social functions.*

*The use of electronic media and its influence among them is also threatening factor in the personal life. Print media is not more influential in their daily life. The influence of electronic media leads them to outward situation in many occasions.*

*The girls are found more vulnerable to sexual harassment and many of the cases are not properly reported and further activities are not taken due to social problems. Though they were not ready to reveal it in the public, the personal interactions with them admitted the fact that they had such experiences at home, schools and other public spaces. Considering these facts the girls shall be provided with adequate knowledge and equip them to reveal the situation either to their parents or to teachers.*

*Based on the findings and conclusions some suggestions are put forwarded to address the adolescent issues.*

1. Initiating student counseling program at school, panchayath and district level.
2. Uninterrupted health care support to all adolescents.
3. Health care system may be made available through mobile mode.
4. Strengthening of Parent- Teachers efforts to understand their problems jointly
5. Provision may be given to get additional skills to their interest- professional, vocational, educational.
6. Facilities for further educational, tutorial system, special education programme at Panchayat level.
7. Ensure the involvement of staff of Health, Social justice, LSG and NGOs in the intervention programmes.
8. Career development programme may be arranged to know about the various opportunities available to them.

*The opinion of teachers, parents and counselors show that the tribal adolescents face multidimensional problems which are to be addressed in an integrated, coordinated and collaborative way to develop them as productive citizens and to bring them to the main stream. However the parent efforts while implementing compartment wise by various agencies do not get expected results to address the problems. The overall conclusion is that the tribal adolescents under study face problems and challenges from societies and they need a sanctioned welfare oriented support system to lead as responsible citizens.*

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## TRIBAL ADOLESCENT PROBLEMS QUESTIONNAIRE (TAP) (Boys)

### PERSONAL INFORMATION SHEET

Put (✓) mark against the correct answer and write answers where ever needed.

1. District in which your school situated :
2. Name of the school :
3. Category of school : 1. Government  
2. Government aided  
3. MRS  
4. Ashram School  
5. Any other
4. Type of school : 1. Co-education 2. Only boys  
3. Only girls
5. In which class are you currently studying? : 1. IX 2. X  
3. XI 4. XII
- a. Division :
- b. Roll No. :
6. Age of the respondent (in years) :
7. Caste :
8. Sex : 1. Boy 2. girl
9. Place of residence : 1. Forest area 2. Hamlet  
3. Village 4. Town  
5. Near to Town
10. Your family : 1. Nuclear family 2. Joint family

11. Total number of family members :
12. Type of house (Roof) : 1. Thatched 2. Polythene  
 3. Bamboo 4. Tiles  
 5. Sheet 6. Concrete  
 7. Other
13. Type : 1. Mud 2. Cement  
 3. Other
14. No. of rooms :
15. Separate kitchen : 1. Yes 2. No
16. Toilet : 1. Yes 2. No
17. Bathroom : 1. Yes 2. No
18. Toilet inside/outside : 1. Inside 2. Outside
19. Have you been exposed to AEP? : 1. Yes 2. No
20. Educational and occupation of other members of the family

Members	Education	Occupation
Mother		
Father		
Brother		
Sister		
Grand father		
Grand mother		

Given below are few questions to find out your awareness relating to the changes take place in you as an adolescent, your relationship with family and society, the values you follow and the depth of addictive substances use by you.







## B. PHYSICAL CHANGES (BOYS)

1. Which of the following physical changes that you have observed in yourself you.

Sl.No.	Physical Changes	Yes	No
1.	Increase in height and weight		
2.	Change in voice		
3.	Widening of shoulders		
4.	Broadening of hips		
5.	Facial hair growth		
6.	Appearance of pimples		
7.	Growth of hair on private parts		

2. To whom do you talk on the following issues? Put (✓) mark against each item.

Sl. No.	Items	Father	Mother	Siblings/ aged relatives	Friends/ classmates	Teachers	No one	Hesitated to talk
1.	Physical changes in your body							
2.	Over interest in films, songs, TV programs, internet							
3.	Friendship and relationship							
4.	Studies and school activities							
5.	Bullying by friends and classmates							
6.	Physical harassment/ misbehaviour from others							
7.	Consumer items advertised on TV.							

8.	About local news							
9.	Dreams and aspirations about your life							
10.	Likes and dislikes							
11.	About marriage							
12.	About child birth							
13.	Questions/views on customs and traditional practices related to growing up process of boys and girls in the community							
14.	Opportunities for getting job and future life							
15.	While you face challenging situation							

**C. Questions on special issues and subjects.**

1. Do you have any doubts/problems among the following items? Put (✓) mark against appropriate items.

Sl. No.	Items	Yes	No	If yes, specify
1.	Physical changes during adolescent period in boys/ girls			
2.	Marriage			
3.	Pregnancy			
4.	Child birth			
5.	HIV/AIDS			
6.	Use of drugs			

2. Which are the info media technologies that used for getting information?
  1. Newspaper
  2. Books/magazines
  3. Radio
  4. TV
  5. Computer
  6. Mobile
  7. Others (specify)
3. What are the sources through which you try to know about things like physical changes, childbirth, marriage, use of drugs?
  1. TV
  2. Films
  3. Magazines/Newspapers
  4. Advertisements
  5. Internet
  6. Class/camps/training programs
  7. Books
  8. Parents
  9. Friends
  10. Other family members
  11. Other methods

#### **D. DOMESTIC VIOLENCE**

1. Is it a practice in your family and community to beat or inflict any kind of physical violence?

1. Yes
2. No

If yes, kindly against the reason specified below.

1. Disobedience
2. Study problems
3. Alcoholism
4. Illicit relation
5. Affairs
6. Diseases
7. Poverty
8. Aging
9. Suspecting the fidelity of life partner
10. Use of drugs

#### **E. MARRIAGE**

1. In your community at which age the boys and girls get married?

Boys..... Girls.....

2. Is it correct to get married before maturity?
  1. Yes
  2. No
  - a. If No, Why?.....
3. If your parents decide to get you married against your wishes, What will you do?
  1. Follow their decision
  2. Try to convince them of my wishes
  3. Request help from other family members to convince my parents
4. The minimum legal age at marriage in India?  
Boys..... Girls.....
5. In your opinion what is the ideal age at marriage.  
Boys..... Girls.....
6. In your community is there any unmarried mothers below 18 years?
  1. Yes
  2. No
7. Do you know that adolescent marriage and pregnancy leads to increase in infant mortality?
  1. Yes
  2. No
8. Is there any adolescent fathers without sufficient income?
  1. Yes
  2. No

#### **F.SUBSTANCE ABUSE**

1. Which of the following are the most powerful influences that encourage young people to take intoxicants. eg.: Tobacco, Alcohol, Pan etc.  
(Can (✓) more than one option.)
  1. Friends
  2. Family members
  3. Traditions/customs
  4. Relatives & neighbours
  5. Visual media
  6. Any other (specify)
2. Do your parents or one of the parents or any other family members use intoxicants.\
  1. Yes
  2. No

3. Is it a common or cultural practice in your community to take intoxicants?
  1. Yes
  2. No
4. Which are the items used?
  1. Pan
  2. Smoking
  3. Tobacco
  4. Narcotics
  5. Toddy
  6. Country Locality
  7. Foreign liquor
  8. Narcotics
  9. Others
5. Do your friends use the above intoxicants?
  1. Yes
  2. No
6. What is your reaction to it?
  1. Don't like
  2. Can have sometimes
  3. No problem
7. Do you know the use of drugs affect your personal and social life negatively?
  1. Yes
  2. No
  - a. If yes, have you taken any measures to prevent them.
    1. Yes
    2. No
  - b. If yes, what are they?
8. Are you forced to take intoxicants in your functions and ceremonies.
  1. Yes
  2. No
  3. Sometimes
  - a. If yes, mention the type of intoxicant and the context?
9. Do you know the harmful effects of use of alcohol and smoking?
  1. Yes
  2. No
10. If yes (✓) against the appropriate one given below.
  1. Mental disorder
  2. Family problems
  3. Affect own life and next generation
  4. Leads to social disaster
  5. Leads to chronic diseases

6. Economic instability
  7. Community view the individual unfair
  8. Nothing happens.
11. Is the usage of drugs leads to AIDS?
1. Yes
  2. No
12. Which are the means by which AIDS transmitted?
1. Friendship with diseased
  2. Sexual contact with diseased
  3. Bite of mosquito after the bite of diseased
  4. Sharing the foods/clothes with diseased
  5. Transmit the diseased mother to child
  6. Use of syringe/needles used by diseased

### G. Emotional changes

You must be observing some changes in your behavior after you have entered into your teenage.

Which of the following is right about you? Provide your response to the items given below

Sl No	Emotional changes	Always	Sometimes	Never
1	I get irritated			
2	I feel very moody			
3	I want to be independent			
4	I feel confident about doing things			
5	I don't like to listen to the advisor, parents or other elders in the family			
6	I feel superior to everybody			
7	I feel inferior in front of those teenagers of my age who look good in their appearance			
8	I feel neglected			
9	I want to get everything done in my way only			
10	I wanted to be left alone			
11	I break into tears easily			



Specify any other changes or problems that you face.

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### H. Social relationship

Below are given some statements regarding your relationships with your family members and with the community members. Which of the following is right about you. Provide your response to the items given below.

SI No	Statements	Always	Sometimes	Never
1	I am indifferent to my relationship with my parents and family members as I used to be earlier			
2	I prefer to spend more time in the company of my friends			
3	I don't feel the need for discussing important matters with parents and elders of the family			
4	The youth of my age in my locality have an influence over my behavior and tastes and interests			
5	I imitate the dress habits of the neighbourhood teenagers			
6	I feel let down when the neighbourhood youth do not include me in their groups			
7	I follow the cultural practices of my community			
8	I volunteer service in the community celebrated functions			
9	I encourage other youth of the community also to participate in the ceremonies and the social activities of the community			

10	My community helps the teenagers in shaping their personality			
11	I have developed new hobbies and interests which are good because of my friends			
12	I get depressed because I am not able to spend money freely like others due to my family's economic condition			
13.	Any other problems, specify..... ..... .....			
14.	If have any problems, how will you tackle it?..... ..... .....			

**I. FAMILY**

Sl no	Family	Yes	No
1	Parents in some of the families in our community are separated due to which the teenagers are affected emotionally		
2	Strong family relations leads children to right direction		
3	Alcoholism in the family puts the teenagers into wrong values and habits		
4	Girls and boys are not treated equally in our families		
5	Everyday quarrelling affect the personality of teenagers		
6	I get depressed because of the economic condition of our family which doesn't provide for my expenditure		
7	Role of family is important for a happy family		

## J. VALUES

Statements regarding values are given below. Put (✓) mark against the appropriate one.

Sl no	Values	Yes	No
1	It is good to respect elders		
2	I do not agree with the values that are followed in my family/ community		
3	My parents are outdated and old fashioned in their values		
4	I hide facts and speak lies many times with my parents because they don't understand me		
5	I don't bother much about keeping myself clean and hygienic		
6	I wish to live without disturbing/harassing others		
7	Nations prosperity is my life goal		

## K. EDUCATION

Statements regarding education are given below. Put (✓) mark against the appropriate one.

Sl No	Education	Always	Sometimes	Never
1	There are ups and downs in my studies			
2	I don't study regularly my school subjects			
3	My performance in the tests and exams are not satisfactory			
4	I don't show interest in participating in school activities			
5	I don't share school matters at home with parents/ siblings/elders			
6	I don't spend time regularly in studying school subjects			
7	Teachers do not motivate me to learn			
8	Teachers give proper guidance in my studies			
9	I get scared to ask any questions or doubts related to physical changes that take place in a boy and girl			

2. Do you get enough time at home/hostel to

1	Study your school subjects	Yes	No	sometimes
2	Read other books and newspapers	Yes	No	Sometimes
3	Go out with your friends	Yes	No	Sometimes
4	Watch TV or listen to music	Yes	No	Sometimes
5	Attend your hobbies	Yes	No	sometimes

3. Who decides how much education you will have?( You may circle more than one option)

- |           |               |
|-----------|---------------|
| 1. Self   | 2. Father     |
| 3. Mother | 4. Teachers   |
| 5. Others | 6. Don't know |

4. Are you interested to study after 12th?

- |                        |       |
|------------------------|-------|
| 1. Yes                 | 2. No |
| a. If no, give reason? |       |

5. Do your parents have interested in teaching you after 12th?

- |                        |       |
|------------------------|-------|
| 1. Yes                 | 2. No |
| a. If no, give reason? |       |

6. Do you know that for study after 12th you get grants from government?

- |                           |       |
|---------------------------|-------|
| 1. Yes                    | 2. No |
| a. If yes, What are they? |       |

7. According to Right To Education act, the children upto which age get universal and compulsory education?

- |               |              |
|---------------|--------------|
| 1. 6 - 14 age | 2. 6 - 18age |
| 3. 6 - 21age  |              |

8. Are you engaged in any other jobs for earning money during your studies?

- |   |       |
|---|-------|
| 1. Yes  | 2. No |
| a. If yes , whether your parents encourage you?                         |       |
| b. If yes , Do you feel that such jobs reduce your study opportunities? |       |
| 1. Yes  | 2. No |

9. What would you like to be in future?

.....

10. In order to attain your dreams, what efforts you take?

### B. PHYSICAL CHANGES (GIRLS)

1. Which of the following physical changes that you have observed in yourself.

Sl no	Physical changes	Yes	No
1	Development of breasts		
2	Broadening of hips		
3	Pimples on the face		
4	Growth of hair on private areas		
5	Menstruation		

2. At what age did you get your first menstrual period?-----

3. Do you have any physical / mental problems during menstrual time?

1. Yes

2. No

a. If yes, what are they?

1. Back pain

2. Stomach pain

3. Vomiting

4. Tiredness

5. Fainting

6. Angry

7. Irregular periods

8. Sleeplessness

9. Others

4. Is menstrual issues affect your studies?

1. Yes

2. No

5. What are the measures taken by you at the time of menstruation?

(You can put one or more ✓ marks for options)

1. At home

(1) Cloth

(2) Sanitary napkins

(3) Both

2. At school

(1) Cloth

(2) Sanitary napkins

(3) Both

6. What is the interval at which you change your napkins?
  1. According to need
  2. Within 3 hrs
  3. Within 6 hrs
  4. After more than 6 hrs
7. What difficulties you face related to menstrual hygiene?
  1. At school
    - (1) Scarcity of water
    - (2) Inadequate toilet
    - (3) Difficulty in disposing napkins
    - (4) Other problems
  2. At home
    - (1) Scarcity of water
    - (2) Inadequate toilet
    - (3) Difficulty in disposing napkins
    - (4) Other problems
8. During menstrual time, how many times do you take bath?
9. How will you dispose napkins?
  1. At school
    - (1) Place for disposal
    - (2) Have disposal machine
    - (3) No place for disposal
  2. At home
    - (1) Burning
    - (2) Put it in pits
    - (3) Put it in closets
10. Do you feel that the menstrual customs are healthy?
  - 1) Yes
  - 2) No
11. Do you know the reasons of menstruation?
  - 1) Yes
  - 2) No
12. What are the measures you take to keep your body clean?  
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13. Who teaches you to keep your body clean?
  - 1) Father
  - 2) Mother
  - 3) Brother / Sister
  - 4) Teacher
  - 5) Elder relatives
  - 6) Friends
  - 7) Self
  - 8) All the above



## INTERVIEW SCHEDULE FOR TEACHERS

Name of the School :  
Name of the Teacher :  
Sex :  
Age :  
Educational Qualification :  
Experience in years :  
Subject :

1. Do you have participated in Adolescent Education Programme?
2. Do you get enough time to mingle with tribal adolescents?
3. Do you teach your students about the changes during adolescent period besides curricular and extracurricular activities?
4. Do you have noticed the problems normally faced by the tribal adolescents?
5. How do you manage the tribal students with misbehavior?
6. Do the parents of Tribal adolescents approach you with their children's problem?
7. Do you feel that the problems of tribal students belonging to different community are different?
8. Specify the problems faced by the tribal adolescents of different communities?
9. Have you identified noticeable capabilities among tribal children? If yes, What will you do to promote their capabilities?
10. Do you notice drop outs of adolescents in your school? If yes ,specify the reason?
11. Do you take any action to make all the tribal students to come to school?
12. Do the students study after 12th ?

## APPENDIX C



### FOCUS GROUP DISCUSSION GUIDE (BOYS)

School Name :

Class :

No of students participated :

- Type of physical/mental harassment
- Situations lead to the harassment
- Attitude of other students towards these harassment
- Relation between the usage of drugs and harassment
- Preventive Measures
- Factors that hinder future study
- Suggestions to get rid of social isolation





## FOCUS GROUP DISCUSSION GUIDE (GIRLS)

School Name :

Class :

No of students participated :

- Circumstances for exploitation ( physical, mental, sexual)
- From whom do you get most exploitation
- Attitude of society towards the exploitation
- The age group in which more exploitation takes place
- External factors leads to exploitation
- Remedies to avoid situations of exploitation
- Situations which leads to experience the caste discrimination
- Factors that act as barriers for future study
- Suggestions to get rid of social isolation