



Final Report

Baseline Mapping of Skills and Available Opportunities for Adolescent Girls in Jagatsinghpur and Deogarh Districts, Odisha



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Executive Summary

About one-fourth of India's population, totalling 242 million, comprises adolescents aged 10-19. Among them, approximately 116 million are adolescent girls aged 10 to 19 years. Odisha, the 11th largest state in India, is home to over 42 million people, including 8.3 million adolescents (22% of the total population in 2011). With a significant rural and tribal population, Odisha ranks among the poorest states, heavily reliant on agriculture. This socio-economic context directly impacts the opportunities and challenges faced by adolescent girls. Since 2019, Project Concern International India (PCI), with support from the Bill and Melinda Gates Foundation (BMGF), has partnered with the Odisha Livelihoods Mission (OLM) to pilot the Gender Transformative Model (GTM) across selected Gram Panchayats (GPs) in Deogarh and Jagatsinghpur districts. PCI's Technical Assistance (TA) aims to scale up GTM to a broader set of GPs in 20 districts. While past skills development programs lacked the involvement of their intended audience, engaging adolescent girls in program design and implementation empowers them to lead in addressing their challenges.

As the PCI-OLM partnership enters its scale-up phase, PCI India recognized the need for a small-scale research endeavour focused on mapping the skills and existing opportunities for Adolescent Girls aged 15-17. The research aims to understand the skill sets adolescent girls possess and the support schemes available to them. Conducted by Changescape Consulting, an organization specializing in solutions across various sectors, the baseline study delves into skill mapping and available opportunities for Adolescent Girls in the Deogarh and Jagatsinghpur districts of Odisha.

The findings yielded by the research on issues of adolescent girls were presented under different sections like Socio-Economic profile, Education status, Livelihood Skill Assessment, Gender Perception, Knowledge Attitude, and Practice, Violence or Harassment faced by them, and Government Schemes and Services available.

In terms of the respondent and household profile, majority of adolescent girls were aged 15 (45%), followed by those aged 16 (31%) and 17 (25%), with variations observed across different districts. All girls in the study were unmarried. Among the surveyed adolescent girls, a significant portion (60.1%) belonged to the Other Backward Class (OBC) category, while 17.8% were from the Scheduled Caste (SC) category. In Deogarh, the percentage of SC and Scheduled Tribe (ST) girls was notably higher compared to Jagatsinghpur. It is significantly different from district level figures: Deogarh – SC-13.49% and ST – 29% and Jagatsinghpur – SC-21.8% and ST-0.7%. This is due to the selection of the villages having predominant SC ST population for the survey. The average household size was approximately 5 members. Roughly 55% of households lived in permanent houses, while a significant majority (92.5%) used wood for cooking, leading to health concerns due to smoke exposure. About 54.1% of households reported an annual income below one lakh rupees, including 23% earning only Rs.50,000 or less. Around 71% of households reportedly owned some land, and 42% of households possessed cows as livestock, followed by sheep/goats (20%). Agricultural losses were reported by 32% of adolescent girls, while only 3% reported livestock losses due to hazards in the last one year. The degree of loss was not captured in the questionnaire. Migrating with their families for work was reported by 26 adolescent girls, with 13 of them engaged in service industries. Around 37% of adolescent girls confirmed having personal smartphone, and 52.3% mentioned their families' owned smartphones. A significant majority



(95.7%) held active personal bank/post office accounts, with 90% having ever visited their respective banks.

Regarding the educational status of adolescent girls, 89.3% were actively enrolled in school, while 30 girls were not attending school. The average education level completed by adolescent girls was 10.3 years in Deogarh and slightly higher at 10.8 years in Jagatsinghpur. Among those who were not enrolled in school, 63% cited economic difficulties within their families as the primary reason for discontinuing the education. Interestingly, 80% of these out-of-school girls expressed a strong desire to resume studies. In terms of challenges faced in attending school, 46% stated that they encountered no obstacles, while another 46% noted that distance was a hindrance. As for their educational aspirations, half of the adolescent girls expressed a desire to attain a graduation degree, while 37% aimed for the highest academic level possible. The primary barriers to pursuing higher education were the possibility of early marriage (45.2%) and decisions made by their parents (34.2%). Overall, a substantial 88.4% of the girls aspired to pursue higher education intending to secure better job prospects.

In the evaluation of livelihood skills, it was observed that adolescent girls allocated most of their time to activities such as physical exercise, resting, and studying. Out of all 281 girls, merely ten were actively involved in economic endeavours, often undertaking roles as wage laborers or pursuing self-employment opportunities. The additional skills these working adolescent girls desire include the work of computer technician and the heavy machinery operator. Furthermore, the preferred career paths articulated by these girls include nursing and teaching. For those adolescent girls who were not attending school, a lack of skill development courses posed a significant challenge, limiting their prospects. However, for girls above the age of 18, available skill development opportunities included courses in tailoring, information technology (IT), as well as Auxiliary Nurse Midwife (ANM) and General Nurse Midwife (GNM) programs.

The sphere of gender perception and empowerment is intricate and multifaceted. The survey uncovered that adolescent girls went mainly to temples and shops besides going to school or work. Notably, the girls' perception linked indoor activities with female roles, whereas outdoor tasks were seen as gender neutral. An overwhelming majority (97.5%) of the girls did not experience a sense of disadvantage based on gender within their families or schools. Within most domestic and educational settings, girls reported being treated equally or even slightly better than boys. Interestingly, approximately half of the girls believed that girls in their communities were being deprived of educational opportunities. Majority of girls indicated that they did not encounter gender-based discrimination either at home or in their schools. However, qualitative data showed that gender discrimination persisted within family dynamics, presenting a complex challenge that demands multifaceted solutions to promote genuine empowerment and equality for adolescent girls.

Understanding the knowledge, attitudes, and practices of adolescent girls reveals insightful trends. Regarding legal parameters, the study indicated that the legal working age was perceived to be 20 years (32.3%) for females and 18 years (21.9%) for males, while the legal marriage age was believed to be 20 years for females and 23 years for males. Notably, a substantial majority of girls felt that marriage only after reaching the legal age was unnecessary. Girls demonstrated a firm awareness of their rights, with a remarkable 97.2% acknowledging their right to education, and 41.6% recognizing the



importance of equal opportunities. However, many girls remained unaware of helpline numbers (87.9%) and child protection committees (97.5%), highlighting the need for greater awareness in these areas. In terms of personal attributes, the girls displayed high levels of positive self-esteem, resilience, and problem-solving skills. Despite these strengths, there was a noticeable lack of confidence among girls in terms of negotiation skills. Critical thinking skills emerged as a strength of adolescent girls, indicating a promising foundation for their personal development and decision-making capabilities.

The examination of violence and harassment encountered by adolescent girls provides nuanced insights. Quantitative analysis portrayed a relatively low prevalence of gender-based violence. However, intriguingly, qualitative interviews presented a contrasting narrative. These interviews underscored the presence of domestic violence, often stemming from issues of alcoholism and substance abuse within the community. This contrast highlights the complexity of the issue, emphasizing the importance of delving deeper into both quantitative and qualitative dimensions to gain a comprehensive understanding of the challenges faced by adolescent girls concerning violence and harassment.

Government schemes and services tailored for adolescents reveal notable patterns. Most adolescents frequented Anganwadi centres, accounting for 79.4% of the respondents. Moreover, approximately 90% of the adolescent girls reported that their mothers were active members of Self-Help Groups (SHGs). A significant number of girls indicated that SHG members in their families had availed loans for diverse purposes. Interestingly, certain schemes such as Rashtriya Kishore Swasthya Karyakram (RKSK), ADVIKA, and Skill India appeared to be underutilized due to low awareness level on the schemes available among the adolescent girls.

Based on these findings, the study has identified the following recommendations:

- **Negative Impact of Educational Expenses:** The study found that 40% of adolescent girls reported discontinuing schooling due to financial constraints. While education is free, associated expenses can deter girls from attending. Economic pressures might lead families to assign income-generating tasks or household responsibilities to girls. Hence it is important to assess the other expenses associated with education. The recommendation here is first identify these expenses. The interventions could be designed after analysing the type of expenses.
- **Health Prioritization:** The research emphasizes that health issues were a significant reason for school absenteeism. Thus, prioritizing health in interventions is crucial for ensuring consistent attendance.
- **Diversifying Career Perspectives:** The study reveals that girls have limited awareness of career options beyond traditional roles like nursing and teaching. To broaden their horizons, interactions with accomplished women in various fields are recommended, fostering career aspirations beyond stereotypes.



- **Defining 'Good Jobs':** While girls aspire to secure stable employment, a clear understanding of what constitutes a "good job" is lacking. Comprehensive career counselling is needed to help them make informed decisions about their future.
- **Balika Manch Empowerment Platform:** A proposed platform named "Balika Manch" aims to empower adolescent girls by providing a safe space for expression, learning, and interaction. It can disseminate information on health, education, life skills, and legal rights, fostering their empowerment.
- **Skill Sakhi Cadre:** Creating a cadre of "Skill Sakhi"¹ under cluster level federations can offer career guidance and mental health support. These individuals should be trained in 21st century skills to effectively assist girls. Adolescence is a period of significant physical, emotional, and psychological development, and it can be a time of both opportunities and challenges. Here's why mental health is particularly important for adolescent girls. It's important to recognize that adolescent girls may face unique challenges related to gender stereotypes, body image, and societal expectations. These factors can influence their mental health, making it even more critical to create a supportive and understanding environment. The results show that girls have a high level of self-esteem, resilience and problem-solving skills. However, the quantitative results show they lack self-confidence in taking major decisions of their life. Moreover, their decisions are often influenced by their friends or peer group. Hence for the complete development it is necessary to address mental health also while working on their livelihood skills. The SkillSakhi/Salahkar/Prerak will be women in the age group of 20 to 30 years. They should be members of SHG and would have undergone capacity building training on career counselling as well as skills to address issues of mental health, violence, abuse etc. They need to be groomed as mentors for adolescent girls who are trustworthy, mature, aware and maintain confidentiality. SkillSakhi will be provided with several resource materials in the form of video, booklet, posters etc as guiding documents to be updated with the latest information. Initially, her cost will be covered by the project but later on the federation will bear the cost of Skill Sakhi.
- **Engaging Parents:** Focused interventions targeting parents are needed to create a supportive environment for girls' well-being and education. Workshops and resources should guide parents in understanding adolescent development and promoting gender equality.
- **School-Level Career Counselling:** Introducing career counsellors in schools can enhance career guidance services for girls within educational institutions.

¹ The SkillSakhi/Salahkar/Prerak will be women in the age group of 20 to 30 years. They should be members of SHG and would have undergone capacity building training on career counselling as well as skills to address issues of mental health, violence, abuse etc. They need to be groomed as mentors for adolescent girls who are trustworthy, mature, aware and maintain confidentiality. SkillSakhi will be provided with several resource materials in the form of video, booklet, posters etc as guiding documents to be updated with the latest information. Initially, her cost will be covered by the project but later on the federation will bear the cost of Skill Sakhi.



- **Bridge Courses for Reintegration:** For out-of-school girls aspiring to resume education, bridge courses could facilitate their reintegration into academic pursuits.
- **Aanganwadi Platform Utilization:** Leveraging the Aanganwadi platform for education and awareness initiatives can contribute to the overall well-being of adolescent girls.
- **Child Protection Awareness:** Raising awareness about child protection platforms is essential, with interventions targeting adolescent girls to inform them about these resources.
- **Parental Livelihood Planning:** Engaging parents in livelihood planning can create a stable environment for girls' education, vocational training, and overall development.
- **Effective Loan Utilization:** Focusing on appropriate loan utilization and livelihood planning is important, alongside providing insurance options to mitigate risks.
- **Digital Empowerment:** Developing a digital platform can offer skill-building resources, education, and empowerment opportunities for rural girls. It should be mobile-friendly, offline-accessible, and available in local languages.
- **Counsellors/Mentors:** Counsellors and mentors *should provide guidance, support, and a safe space for girls, aiding in personal and academic development.*
- **Secondary Income Generation:** Encouraging secondary sources of income through livelihood planning and skill-building can benefit households and enhance prospects for adolescent girls.

In conclusion, the study emphasizes the need for holistic interventions to empower adolescent girls through education, career guidance, health prioritization, and digital platforms. Engaging parents, mentors, and communities is crucial for fostering a supportive environment that promotes gender equality and girls' overall well-being.



Chapter 1: Introduction

1.1 Background

The adolescents aged 10-19 in India claim around one-fourth of the total population of 242 million. Adolescent girls also form a significant proportion of India's population, with an estimated 116 million girls aged between 10 to 19 years². India's large adolescent population presents both opportunities and challenges. Adolescence is the most challenging phase of human life which can be considered a period of opportunity for making a productive adulthood by inculcating healthy behaviours and lifestyles³.

The adolescent phase is a critical period for girls' development, as it shapes their future health, education, and employment outcomes. However, adolescent girls in India face multiple challenges, including gender disparities, socio-economic barriers, and cultural norms that accentuate discrimination and violence. The cultural norms and practices in India shape the attitudes and behaviours toward adolescent girls, affecting their access, agency, and empowerment. These challenges, gender disparities, cultural norms etc. adversely impact the overall well-being of adolescent girls. To harness the potential of India's large adolescent population, there is a need for comprehensive policies and programs that address their specific needs and challenges. This includes ensuring access to quality education, healthcare, skill development opportunities, and safe spaces for self-expression and participation. Moreover, promoting gender equality and addressing the unique challenges faced by adolescent girls is vital to unlocking their full potential as agents of change. By investing in their education, health, and empowerment, India can create a more inclusive and prosperous society.

Odisha is the 11th largest State in India, with a population of over 42 million and an adolescent population of 8.3 million (22% of the total population-2011). Odisha is one of the poorest states in India, with a significant rural population. Moreover, nearly 21% of the population in the State is tribal. The state's economy heavily relies on agriculture, which often leads to low-income levels and limited access to basic services. This socio-economic context directly affects the opportunities and constraints faced by adolescent girls in the region. Since 2019, Project Concern International India (PCI), with support from Bill and Melinda Gates Foundation (BMGF), has been supporting the Odisha Livelihoods Mission (OLM), the first to pilot test Gender Transformative Model (GTM) in 8 Gram Panchayats (GPs) in 4 blocks of 2 districts (Deogarh and Jagatsinghpur) and subsequently, since Dec 2021, PCI has been providing Technical Assistance (TA) to scale-up the GTM in 61 GPs in 54 blocks of 20 districts. There have been multiple skills development programs in the past. Still, somewhere, they have lacked the target audience's involvement (in this instance, adolescent girls) while developing these programs. Engaging girls in programme design and implementation enables them to take charge of their lives and lead in finding answers to their challenges.

² Population Projections of India and States, 2011-2036, Report of the Technical Group on Population Projections, NCP, MOHFW, July 2020

³ Sunitha S, Gururaj G. Health behaviours and problems among young people in India: Cause for concern and call for action. *Indian J Med Res.* 2014;140:185–208.

Since the association between PCI and OLM is in its scale-up phase where PCI India felt the need to undertake small-scale research on mapping of skills and existing opportunities for Adolescent Girls in the age group of 15-17 years. The research was envisaged with adolescent girls under its Women Economic Empowerment collectives and intends to understand the skill sets possessed by adolescent girls and schemes available for their support.

At the behest of PCI, Changescape Consulting, an organization which provides end to end solutions across the development sector and other industries, has conducted the baseline study on the Mapping of Skills and available opportunities for Adolescent Girls (15-17 years) in the Deogarh and Jagatsinghpur districts of Odisha.

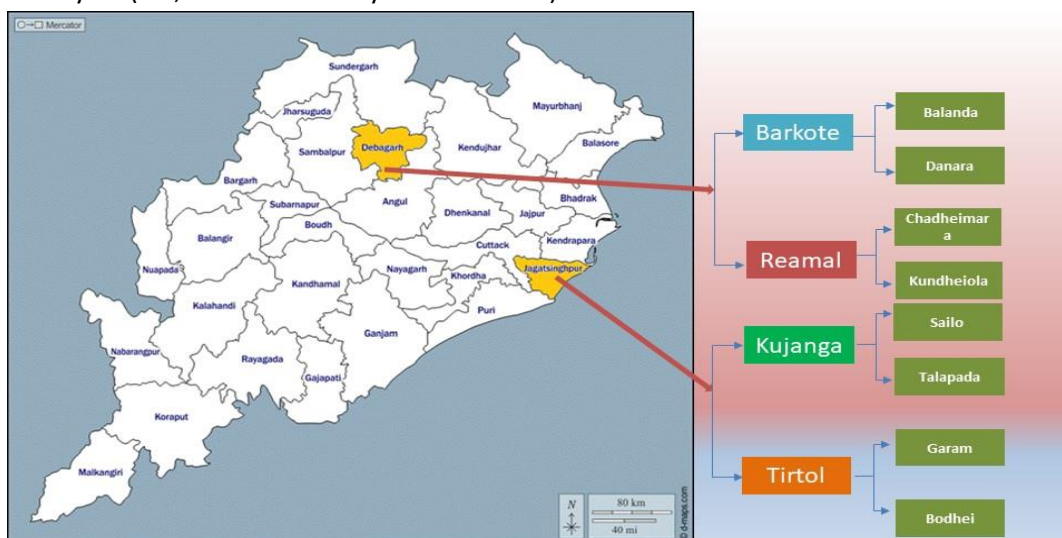
1.2 Objectives of the survey

The main objective of this study is to conduct an extensive Baseline study on the Mapping of Skills and available opportunities for Adolescent Girls (15-17 years) in the Deogarh and Jagatsinghpur districts of Odisha.

- To explore types of livelihood skills possessed among Adolescent Girls (15-17yrs)
- To find out additional skills desired by adolescent girls' families and their management.
- To know about the actual reasons girls (15-17 years) drop out from secondary and higher secondary school.
- To ask about the schemes available and accessible to adolescent girls towards supporting their family/sustainable livelihood.
- To ask and analyze the nature of community/domestic violence or harassment at workplace sexual/verbal abuses faced by adolescent girls.
- To collect evidence of gender discrimination faced by adolescent girls at home, workplace, schools and society.

1.3 Geographical Coverage

The study covered *Deogarh* and *Jagatsinghpur* districts from Odisha. During the study 8 Gram Panchayats (i.e., 2 Gram Panchayats in 4 blocks) were covered from the two selected districts.



1.4 The Study Framework

A comprehensive life skills framework⁴ was used as a technical guiding tool in the present study. Based on the framework below the study tools were developed and the findings were analyzed. These skills have been agreed upon in the Indian context through a series of workshops held with the representatives from the UN sister agencies, civil society, institutions, and independent experts.

- There are four dimensions of skills: Empowerment, citizenship, learning, and skills for Employability.
- There is a cluster of 10 total core skills separated into each dimension; all dimensions are interdependent and overlap.
- These skills have been agreed upon in the Indian context through workshops with representatives from the UN sister agencies, civil society, institutions, and independent experts.



1.5 Methodology overview

A mixed methodology, including secondary research through Literature review and primary data collection, were adopted. Under the primary data collection, both qualitative and quantitative techniques were deployed. The quantitative tool was a structured interview schedule and quantitative tool was in depth guidelines for the key informant interviews.

A) Survey Design

The following figure depicts the survey design for the research.

Quantitative Survey	<ul style="list-style-type: none"> •The quantitative discussions were carried out with the adolescent girls 15-17 years of age based on the AADHAR CARD or school certificate.
Key Informant Interviews	<ul style="list-style-type: none"> •CDPO •Program Officers of Livelihoods Mission •Block Education Officer
Literature Review	<ul style="list-style-type: none"> •Publications •Reports •Media Reports

⁴ <https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>



B) Survey instrument development

At the outset, the study team engaged in an inception meeting with the PCI team to solidify work scope, timelines, protocols, and data collection tools. They received the Village Block and GP list, for selecting a village for FGD with AG (adolescent girls). Literature review was done to understand Odisha's policies and census data for district and village selection. The research insights informed the development of research tools. The FGD tool was developed basis this secondary research.

Then inception report was drafted and shared with PCI within two weeks of contract signing. This report comprehensively covered district specifics, methodologies, timelines, and protocols for fieldwork, data collection, and analysis as well as FGD guidelines.

To tailor research tools, the team designed a framework aligning objectives, indicators, stakeholders, and instruments. KIIs were chosen for stakeholder perspectives and discussions with figures like BDOs, schoolteachers, and more. FGDs were planned to glean insights from adolescent girls, shaping a quantitative survey tool. The team created guidelines and secured approval from PCI for the FGD villages.

Tool Finalization: The tool was created by the Project Coordinator, followed by collaborative brainstorming sessions involving the entire team, including Changescape's CEO, Advisor, Project Manager, and technical expert. The initial questionnaires were shared with the PCI Team and underwent three rounds of feedback for both FGD guidelines and the structured questionnaire, along with KII guidelines.

Professional translators converted the tools into Oriya, reviewed by the project coordinator and shared with the PCI team for their input.

CAPI Development: The senior IT personnel at Changescape programmed the structured questionnaire, ensuring inclusion of skips, validations, and ranges within the program. The program underwent user acceptance testing involving the research associate, field executive, and project coordinator. Adjustments were made during field team training.

Training: Led by Team Leader Mr. Pramod Padhy and Project Coordinator Mr. Yudhisthira Panigrahi, the training took place in Bhubaneswar and was successful. Mr. Sudarshan's valuable insights were incorporated during the training.

Field Testing: Mock calls were conducted with PAPI and CAPI during the first half of the day for tool familiarity. The team then visited Rickshaw Colony for tablet-based field testing supervised by Mr. Yudhisthira, Mr. Pawan Gulia, and Mr. Sudarshan, whose feedback influenced final program adjustments.

Data Collection: Data collection began in Jagatsinghpur after training completion. The supervisor observed the activities of adolescent girls and conducted debriefings to address field-related issues. Mr. Sudarshan contributed suggestions during the debriefing.

Key Informant Interview: Mr. Yudhisthira conducted IDIs in Oriya in both districts. Interviews were recorded with respondent consent and later transcribed into English by the Changescape Team.

Report Writing: Data collection concluded successfully. The Field Manager ensured data validation, regular checks, and final review. Mr. Pawan reviewed, cleaned, and organized the data. Mr. Umesh



analyzed and validated the data using SPSS software. A chapter plan was established with the PCI team, and the Changescape Team worked on an initial report draft, which would be reviewed by the technical expert and team leader.

C) Sampling strategy and sample size determination,

As already discussed in the previous sections of the document the survey was carried out in 8 Gram Panchayats (GP) of 4 blocks, and 35 -40 adolescent girls were selected with the help of AWW and SHG members in the age group 15-17 years in each GP for the interview. Within the GP, two to three villages were selected based on the following criteria.

Village Selection criteria to be followed	Respondent criteria to be followed
<ul style="list-style-type: none"> ✓ ST predominant ✓ SC Predominant ✓ OBC Predominant ✓ Nearer GP HQ ✓ Farthest from GP HQ 	<ol style="list-style-type: none"> 1. Strictly 15-17 years of age based on the AADHAR CARD or school certificate. 2. AG from the family member in SHG 3. One AG from BPL HH school dropout 4. One AG from BPL / School -going. 5. One AG with the disability 6. One AG from Woman Headed HH 7. One AG from ST HH 8. One AG from SC HH 9. One AG from OBC HH 10. One married Adolescent (15-17) Girl 11. One AGAPL / School Going 12. One AG from APL/ dropout 13. One AG who is engaged in any economic activity earns wages. 14. Adolescent Girl enrolled in AWC/ ADWIKA 15. One AG who is staying in Hostel (ST) 16. Any woman members of the family working as an entrepreneur / Business/ Member of any FPO.

D) Sample covered:

A total number of 281 adolescent girls 15-17 years of age were interviewed using the quantitative tool. The table below shows the sample coverage of the quantitative survey. Earlier it was discussed that the list of adolescent girls will be facilitated by the PCI team. However, in the absence of teams at grassroot level, the team contacted gender resource person in each block (contacts were provided by PCI team) and their team helped the field team in identifying adolescent girls in the village. The GRP used to take the team to the respective household where they listed adolescent girls. The Changescape team has first verified the age of the adolescent girls. It was found that to interview 10 to 12 adolescent girls, the team had to contact 15 adolescent girls in each village. At the first step the age was verified AWW. In the final survey time, the age was verified by the adolescent girls. For the sample covered under the key informant interviews refer to Annexure A.1

Blocks	Districts		Total
	Deogarh	Jagatsingpur	
Barakote	71		71
Reamal	70		70
Kujang		73	73
Tirtol		67	67
Total (N)	141	140	281

E) Training and Implementation of Fieldwork

The training was conducted in Bhubaneswar led by Team Leader Mr. Pramod Padhy and the project coordinator Mr. Yudhisthira Panigrahi. The training was successfully completed. Mr. Sudarshan also participated and provided valuable insights during the training. For the details of the training refer to Annexure A.2

After completing the training, the team travelled to Jagatsingpur and completed data collection in 4 days. They were supervised by Mr. Yudhisthira and Mr. Pawan Gulia during initial days of data collection. Debriefing calls were also conducted with the team by Pawan on regular basis. Mr. Sudarshan also participated in one of the debriefing calls. Then from there they moved to Deogarh and completed the data collection in another 4 days. The data collection for the quantitative survey was completed in 9 days (20th July to 28th July). Key Informant Interviews were conducted by the Project Coordinator. The Details of data collection refer to Annexure A.3.

Following is the achieved sample size:

S. No.	Particulars	Number of interviews proposed	Number of interviews achieved
1	Structured interviews with adolescent girls	280	281
2	In-depth Interviews with Key Informants	5	5

1.6 Literature Review findings and learnings

This section offers an overview of existing research on the various issues faced by adolescent girls, highlighting the key findings and implications for policy and practice. The issues include mental health, education, gender stereotypes, sexual and reproductive health, livelihood skills and socio-cultural factors that influence girls' experiences. The literature review in this section includes review of different publications, articles, media reports etc. The key observations of the literature review are as follows.

In recent years girls' access to quality education and gender disparities in educational attainment have been extensively studied. Research findings highlight the importance of addressing barriers such as



child marriage, gender-based violence, and cultural norms that limit girls' educational opportunities^{5,6}. A comparison of NFHS-4 and NFHS-5 shows child marriage rate has slightly improved (Less than 1%) while the rate of adolescent pregnancy remains the same (7.6) in Odisha⁷. Strategies to promote girls' education and empower them as future leaders are also explored. Improving girls' education can lead to numerous positive outcomes, including increased economic productivity and reduced child mortality rates^{8,9}.

Numerous studies have highlighted the prevalence of mental health issues among adolescent girls, including depression, anxiety, and eating disorders. The National Comorbidity Survey Replication (NCS-R), states that half of all mental disorders start by 14 years and three-quarters by 24 years of age¹⁰. Studies from India have also shown high rates of mental health problems and suicidal behaviour in the youth¹¹. Another study cited that adolescent girls are more likely than boys to experience depression and anxiety, and they may internalize emotional distress more frequently¹². With the technical progression, and adoption of combined learning as a new pattern in education, use of social media is also increasing day by day, and the most significant impact is seen on the youngsters. Absence of knowledge about the ethics of using social media and the easy availability of the internet lead to cyberbullying. Several studies highlight the exposure to cyberbullying and online harassment can have severe negative effects on adolescent girls' mental health. The prevalence of cyberbullying victimization increased from 3.8% to 6.4% among female respondents and 1.9% to 5.6% among male respondents over three years (UDAYA- 2015-16 and 2018–19)¹³. Hence, these studies emphasize the need for targeted interventions and support systems to address the psychological well-being of girls during this critical period.

Research on gender stereotypes reveals the detrimental effects on girls' aspirations, career choices, and self-perception. The findings underscore the need for challenging and dismantling gender stereotypes to promote gender equality and empower girls to pursue diverse paths¹⁴.

Gender-based violence (GBV) is one of the most widespread forms of human rights violations in the world. While, both men, and women can become the victim of violence but owing to their gender, more women, and girls are vulnerable to it due to strict gender differentiation and unequal power

⁵ (2015) Child Marriage: A Critical Barrier to Girls' Schooling and Gender Equality in Education, *The Review of Faith & International Affairs*, 13:3, 69-80, DOI: [10.1080/15570274.2015.1075755](https://doi.org/10.1080/15570274.2015.1075755)

⁶ [Girls education and child marriage brief Sept 2022.pdf \(girlsnotbrides.org\)](#)

⁷ [National Family Health Survey \(NFHS-5\) \(rchiips.org\)](#)

⁸ [Why Educating Girls Makes Economic Sense | Blog | Global Partnership for Education](#)

⁹ [Education Is Key to Reducing Child Mortality: The Link Between Maternal Health and Education | United Nations](#)

¹⁰ Kessler RC, Berglund P, Demler O, Jin R, Merikangas KR, Walters EE. Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the National Comorbidity Survey Replication. *Arch Gen Psychiatry*. 2005;62:593–602

¹¹ Sidhartha T, Jena S. Suicidal behaviors in adolescents. *Indian J Pediatr*. 2006;73:783–8.

¹² Van Droogenbroeck F, Spruyt B, Keppens G. Gender differences in mental health problems among adolescents and the role of social support: results from the Belgian health interview surveys 2008 and 2013. *BMC Psychiatry*. 2018;18(1):6. Published 2018 Jan 10. doi:10.1186/s12888-018-1591-4

¹³ The Data were drawn from the “Understanding the Lives of Adolescents and Young Adults” (UDAYA- 2015-16 and 2018–19) surveys conducted in two most-populated Indian states of Uttar Pradesh and Bihar. <https://bmcp psychiatry.biomedcentral.com/articles/10.1186/s12888-022-04238-x>

¹⁴ [Dismantling stereotypes in media and advertising to drive equality UNICEF 2022.pdf](#)



relations. Even within that category adolescent girls are at a higher risk of experiencing various forms of gender-based violence, including physical, sexual, and emotional abuse. Gender-based violence can have long-lasting effects on girls' mental health, reproductive health, and overall well-being¹⁵.

Studies on sexual and reproductive health highlight the importance of comprehensive sexuality education, access to reproductive health services, and the prevention of early pregnancies and sexually transmitted infections¹⁶. These findings emphasize the need for comprehensive approaches that prioritize girls' reproductive rights and well-being¹⁷.

A report by Dasra analyses a widespread gap between girls' skills, aptitude and attitudinal readiness for the job market — and the market's expectations of girls on these parameters. The report states that providing technical training to a number of students every year will only make them technically skilled, but often fail to help students secure jobs subsequently — as the programs lack the appropriate market linkages and soft skills training¹⁸.

The influence of socio-cultural factors, such as family dynamics, community norms, and societal expectations, on girls' experiences during adolescence has been a focus of research. Understanding these factors is crucial for designing effective interventions that address the specific needs and challenges faced by adolescent girls in different cultural contexts.

Existing research on adolescent girls' issues provides valuable insights into the challenges they face and the necessary interventions to support their well-being and empowerment. By addressing mental health, educational disparities, gender stereotypes, sexual and reproductive health, and socio-cultural factors, policymakers and practitioners can develop comprehensive strategies to promote positive outcomes for adolescent girls. Also, soft skills are essential to make the technically skilled adolescent girls more employable and market ready. Further research is needed to explore the long-term effects of interventions and to identify additional areas for targeted support.

There are many ongoing studies and initiatives which aim to address these challenges and promote the well-being and empowerment of adolescent girls. However, there are many gaps in the existing research which can be further worked upon.

Absence of Intersectionality: Many studies focus on adolescent girls as a homogeneous group, overlooking the diverse experiences and challenges faced by girls from different racial, ethnic, socioeconomic, and cultural backgrounds. More research is needed that considers the intersectionality of gender with other identities to understand how various factors interact and influence girls' lives.

¹⁵ [module-6.pdf \(prachicp.com\)](#)

¹⁶ Mbizvo, M.T., Kasonda, K., Muntalima, N.C. et al. Comprehensive sexuality education linked to sexual and reproductive health services reduces early and unintended pregnancies among in-school adolescent girls in Zambia. *BMC Public Health* 23, 348 (2023). <https://doi.org/10.1186/s12889-023-15023-0>

¹⁷ Chavula, M.P., Zulu, J.M. & Hurtig, A.K. Factors influencing the integration of comprehensive sexuality education into educational systems in low- and middle-income countries: a systematic review. *Reprod Health* 19, 196 (2022). <https://doi.org/10.1186/s12978-022-01504-9>

¹⁸ [Best Foot Forward - Enhancing the Employability of India's Adolescent Girls.pdf \(dasra.org\)](#)



Need of Longitudinal Studies: Most existing research focuses on cross-sectional data, which provides a snapshot of a particular point in time. Longitudinal studies that follow adolescent girls over an extended period are essential to understanding how their experiences and outcomes evolve over time and the factors that contribute to their development.

Identification of Social Norms: Research often neglects the influence of the broader social, economic, and cultural contexts in shaping adolescent girls' lives. Examining how community and societal factors impact girls' opportunities and well-being is critical for designing effective interventions. There are several studies examine gender norms as a part of the discussion but there are not any major studies that discuss cultural and gender norms specifically or specific to geographies. Therefore, there is a need of undertaking research on gender norms that are specific to different geographies and different vulnerable groups.

Participation and Voice of adolescent girls is missing: More studies should prioritize the active participation and perspectives of adolescent girls in the research process. Listening to their voices can provide valuable insights and help identify issues that might not be apparent through adult-centred research approaches.

Studies on Addressing Digital Divide: With the increasing influence of technology on young people's lives, research gaps exist in understanding how the digital divide affects adolescent girls' access to information, education, and support. These studies are significant for working on the digital inclusion of the adolescent girls.

Research on Sexual and Reproductive Health: More research is needed on the specific challenges faced by adolescent girls in low-resource settings concerning sexual and reproductive health, including access to contraceptives, safe abortion, and sexual education. Moreover, the current studies and interventions are restricted to reproductive health of the adolescent girls and completely ignoring the issue of addressing sexuality with adolescent girls.

Building Collaborations between the Researchers and Policy makers: Bridging the gap between research and policy is critical. There is a need for more research that examines the implementation of policies and interventions aimed at improving the lives of adolescent girls and their effectiveness in different contexts.

Addressing these gaps in the literature can lead to a more wide-ranging understanding of adolescent girls' issues and contribute to more targeted and effective interventions and policies to support their well-being and empowerment.

1.7 Qualitative survey Findings

During the initial phase of the study qualitative discussions (focus group discussions) were carried out amongst the adolescent girls (aged 15-17 years) in the selected villages in the two study districts. The villages are chosen in consultation with PCI. These discussions were undertaken with the aim of capturing qualitative insights to design a quantitative survey tool. For the FGD, one guideline has been developed, and the villages were selected and submitted to PCI for approval. The FGD guidelines is enclosed in the annex.



Following recommendations were developed on the basis of the findings obtained from the qualitative discussions¹⁹.

- The adolescent girls have access mobile phones and they confirmed using it for various entertainment purposes. Moreover, most of them confirmed using mobile phones for the banking service to avail of direct cash transfers under schemes such as scholarships, bicycle grants during school and wage labour under MNREGS. Therefore, to understand the current level of knowledge of adolescent girls on digital literacy (use of mobile phones, computers, ATM cards, access to the internet and social media, depositing & withdraw money from the bank), questions were added to the quantitative interview tool.
- The quantitative tool has the questions of skill required for different livelihood options such as tailoring, beautician, and tuition. These livelihood options were most desired options reported by the adolescent girls during the qualitative discussions.
- Although various vocational courses are available in the secondary schools at both the study districts, but only few adolescent girls confirmed opting for these courses. Hence, the question related to vocational courses available in Secondary schools, Vocational Schools and probe the reason for not taking admission to such courses were included in the quantitative tool.
- The adolescent girls expressed fear going outside, even to school, as some boys and adults passed comments or followed them. Consequently, questions related to following aspects were added in the tool.
 - a. Knowledge of the child helpline number and the importance of the police station, how to lodge an FIR and the impact of law in our day-to-day life
 - b. Information pertaining to the child protection committee at the village and Gram Panchayat level.
 - c. Availability of transport and communication facilities from the village
- The Adolescents shared various reasons for school dropout. In order to explore the primary reasons for school drop out by adolescent girls more probe questions were added in the survey tool.
- The findings of the qualitative discussions suggest the adolescent girls have the agency on taking their daily life decisions related to their personal belongings, clothes, make up etc. However, there is a very limited agency of adolescent girls over the major life changing decisions related to purchase of assets in the house, related to their marriage, education etc. With the purpose to gauge the level their involvement in decision making process of major issues of their life and asses the status of their self-esteem few questions pertaining to their mental health and self-confidence were added in the quantitative tool.

1.8 Challenges faced by the field team during data collection

While attempting to interview the target respondents i.e., adolescent girls the change space team faced a number of challenges in achieving the sample size. Some of the major challenges encountered by the team are highlighted below.

- It was envisaged the list of adolescent girls will be available with the SHGs of the selected villages and random sampling method will be followed for selected the adolescent girls for the survey. After the initiation of the field work it was found that SHG do not have any list of

¹⁹ The detailed report has been already submitted to the PCI.



adolescent girls. Hence, field team with the help of Gender Resource person identified the adolescent girls (15-17 years of age) of the selected villages.

- Most of the girls were school going hence for interviewing these girls the data collection team waited for hours for the girls to come back their home.
- As mentioned earlier, one gram panchayat was covered in one day by the data collection team and three villages were selected from each Gram Panchayat. The selected villages were far from each other therefore the travelling time from one village to another village was much higher than anticipated. Our team had to do some advance and meticulous planning to overcome these challenges to ensure timely completion of the fieldwork. The fieldwork got disrupted due to onset of floods in Deogarh district.

1.9 Scope and limitations of the study

The purpose of the present research was to conduct an extensive Baseline study on the Mapping of Skills and available opportunities for Adolescent Girls (15-17 years) in the Deogarh and Jagatsinghpur districts of Odisha. Although the current study has done justice in capturing the objectives of the study to a great extent like any other research there are few limitations of the study.

- The reliance on self-report measures introduces the potential for bias or incomplete measurement error. We have only surveyed the adolescent girls in the study. The life decisions of the adolescent girls are impacted by their family members, teachers etc. The inclusion of multiple sources (family, teachers etc.) of data could enhance the validity and comprehensiveness of the findings.
- Additionally, the study may be subject to selection bias. The participants were recruited from a specific area i.e., two project districts of Odisha, which may not be representative of the larger population. This limits the external validity of the study and may restrict the generalizability of the findings to other populations or contexts.
- Finally, the study may be limited by the absence of control or comparison groups. Without a control group, it is challenging to determine the specific effects of the variables under investigation. There was no data available for reference for comparing the findings of the current research.

In conclusion, while this study provides valuable insights into the mapping of skills and available opportunities for the adolescent girls of Odisha, it is important to acknowledge and consider these limitations when interpreting the findings. Future research should aim to address these limitations to further enhance the validity and generalizability of the results.

1.10 Structure of the report

This report includes nine chapters. This introduction chapter is followed by a chapter on the socio-economic and demographic profile of the households of the adolescent girls covered during the survey. The third chapter explores the education details, skills, and career Aspirations of adolescent girls. Chapter four delves into livelihood skills assessment of the adolescent girls interviewed. The perception of the adolescent girls on gender and empowerment is discussed in the chapter five. The chapter six will include the Knowledge, Attitude and Practices of Adolescents. The data related to Violence/Harassment Encountered by the Adolescent Girls will be discussed in Chapter seven. The



subsequent chapter will reveal the awareness level of adolescent girls on Schemes and Government Services Available for Adolescents. The last chapter presents the analysis of results in line with the study framework and recommendations to scale the impact of future interventions and research conclusions that sum up the most important insights.

Chapter 2: Respondent and Household Profile

As discussed in the previous chapter, a total of 281 adolescent girls in the age bracket of 15-17 years were covered for the quantitative survey from 8 Gram Panchayats in the two districts of Deogarh and Jagatsinghpur. The present chapter deals with the demographic and socio-economic profile of the sample households and the adolescent girls aged 15-17 years covered in the survey. The findings are as follows. The demographic profile and socio-economic characteristics include age, marital status and caste of the adolescent girls, occupation of the chief wage earner in the household, use of mobile phones in the household as well as annual income, asset ownership and migration status of the sampled households. The information provided in this chapter is intended to facilitate interpretation of the findings on the well-being of adolescent girls presented later in the report.

2.1 Age and Marital Status of Adolescent Girls

The age and marital status of the adolescent girls covered in the study has been presented in Table 2.1. As the table depicts among the adolescent girls contacted, the girls aged 15 years constituted the majority (45%), followed by those belonging to the age of 16 (31%) and 17 (25%) years although there was notable variations in these percentages across the two districts. However, all the girls interviewed in the survey were unmarried.

Table 2. 1 Age and Marital Status of the Respondents (%)

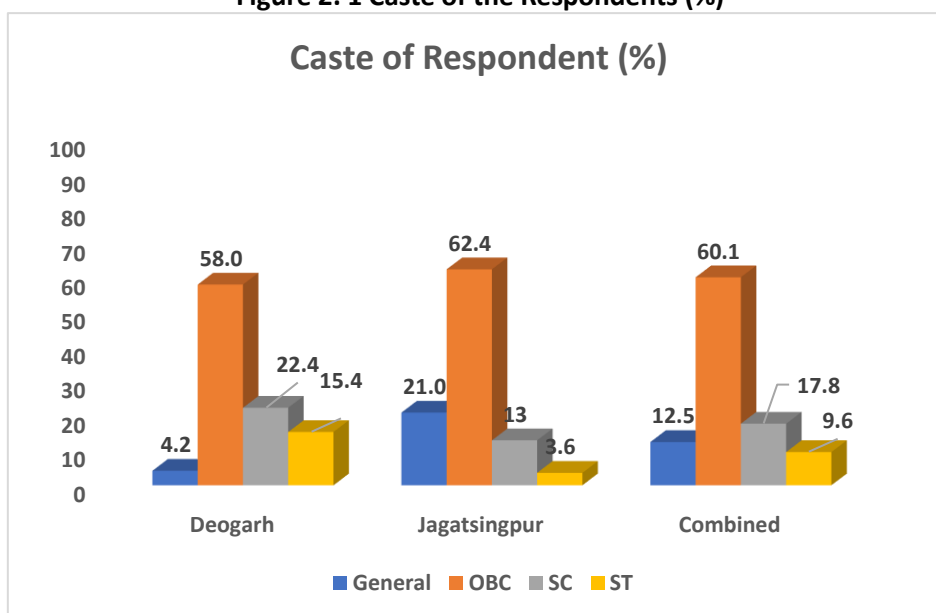
Age	Name of Districts		Combined
	Deogarh	Jagatsingpur	
15 Years	39.1	50.0	44.5
16 Years	33.6	28.3	31.0
17 Years	27.3	21.7	24.5
Marital Status			
Never Married	100.0	100.0	100.0
Total (N)	143	138	281

2.2 Socio-economic background of the households

The socio-economic profile of a household can vary based on a range of factors such as the household's location, culture, and economic conditions of the region, and can be used to understand the household's socio-economic status and needs. This information can be useful for policymakers, researchers, and organizations working to develop policies and programs that address the specific needs and challenges faced by adolescent girls living belonging to the households with different socio-economic profiles. This section presents some of the key socio-economic characteristics of the sampled household.

The percentage distribution of adolescent girls according to their social group presented in Figure 2.1 shows that majority of the adolescent girls (60.1%) surveyed were from other backward class (OBC) category followed by Scheduled Caste (SC) category (17.8%). The percentage of adolescent girls belonging to Scheduled Caste (SC) and Scheduled Tribe (ST) category was relatively higher in Deogarh in comparison to Jagatsinghpur district (Figure 2.1).

Figure 2. 1 Caste of the Respondents (%)



Household Characteristics

For the current study, a household was defined as a group of persons who may be related by blood, marriage or adoption or unrelated but staying together under the same roof and having food from the same kitchen. A usual resident of the household was defined as a person who had been living in the household—under the same roof and sharing the same kitchen for the last six months or more or had an intention to stay here for the next six months as on the date of survey. The information on some of the key characteristics of the sampled households such as household size, type of house and use of cooking fuel in the household. The mean household size of the sampled households was around 5 and this is in line with the findings of the other surveys like NFHS 5 in the state of Odisha. (Table 2.2)

Table 2. 2 Average household members of the Respondents

	Name of the District	
	Deogarh	Jagatsingpur
Number of members in the Family (Adult Male - 18 years & above)		
Mean	1.3	1.6
Number of members in the Family (Adult Female - 18 years & above)		
Mean	1.4	1.7
Adolescent Boys in the Family (15-17)		
Mean	0.1	0.1
Adolescent Boys in the Family (11-14)		
Mean	0.1	0.1
Adolescent Boys in the Family (11-14)		
Mean	0.2	0.2
Adolescent Girls in the Family (11-14)		
Mean	0.2	0.2
Adolescent Boys in the Family (Below 11)		
Mean	0.3	0.2
Adolescent Girls in the Family (Below 11)		
Mean	0.1	0.2

	Name of the District	
	Deogarh	Jagatsingpur
Total members in the Household		
Mean	4.8	5.3

Over half of the households (55%) were reportedly staying in Pucca houses. However, most of the household (92.5%) still use wood as fuel for cooking which generates lots of smoke and creates health problems for the family members. (Table 2.3)

Table 2. 3 Type of house and type of fuel use (%)

Type of House	Name of the District		
	Deogarh	Jagatsingpur	Combined
Type of House			
Kutcha	14.0	14.5	14.2
Semi- Pucca	53.8	6.5	30.6
Pucca	32.2	79.0	55.2
Type of fuel Use			
Wood	97.2	87.7	92.5
Liquid petroleum gas (LPG)	2.1	10.9	6.4
Bio-gas	0.7	1.4	1.1
Total (N)	143	138	281

Socio-economic status of Chief Wage Earner

The new SEC system is used to classify households in India. This is the latest NCCS developed by MRSI. Kindly refer to the link for further details. It's based on two variables: Education of chief earner and Number of "consumer durables" (from a predefined list)- owned by the family. The list has 11 items, ranging from 'electricity connection' and 'agricultural land'- to cars and air conditioners. There are 12 grades in the new system starting from A1 to E3. These grids are used to determine the consumption preferences, and purchasing power of households, and are common tools used by social and business researchers working in India. The SEC grid does not use family income levels as a measure as this data is hard to collect and it has been demonstrated that education levels and occupation criteria in India are better determinants of consumer preference. It divides the population into 3 classes:

Upper most segment of the consuming class-A1, A2 and B1

Middle segment- B2 and C

The lower most Segment D, E1, and E2.

The table below reveal the socio-economic status of the households using NCCS classification²⁰. The survey data reveals that a majority of the households (69.0%) fall under A, B, C category, which is

²⁰ NCCS is used to classify households in India. It was co-developed by Market Research Society of India (MRSI) and Media Research Users Council (MRUC) and classifies households on two variables - education of the chief wage earner and the number of consumer durables owned by the household from a predefined list. <https://mruc.net/assets/frontend/new-consumer-classification-system.html>

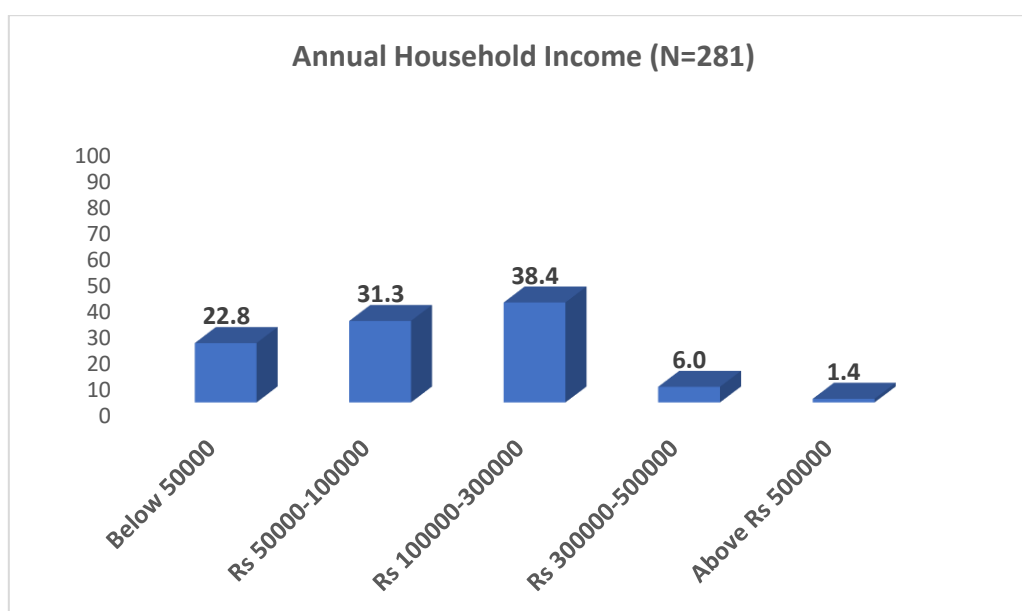
exactly same as per the national level. The households constituting these three categories at the national level are 69% as per Indian Readership Survey, 2019²¹. Around 31 % falls in D and E category.

Table 2. 4 Socio-economic status of Chief Wage Earner

		N	%
Socio Economic status of CWE	SEC A	21	7.5
	SEC B	58	20.6
	SEC C	115	40.9
	SEC D	64	22.8
	SEC E	23	8.2
	Total (N)	281	100.0

The economic status of a household can affect an adolescent girl's access to resources such as education, healthcare, and nutrition. Lower-income households may face challenges in providing adequate support for their daughters, potentially limiting their opportunities for personal growth and advancement. The respondents were asked about the approx. annual household income of their family/household. The current survey shows that in case of over half (54.1%) of adolescent girls covered in the survey the annual income of their household was below Rupees one lakh which included around 23 % of the households that had annual income of only Rupees 50,000 or even lower. (Figure 2.2)

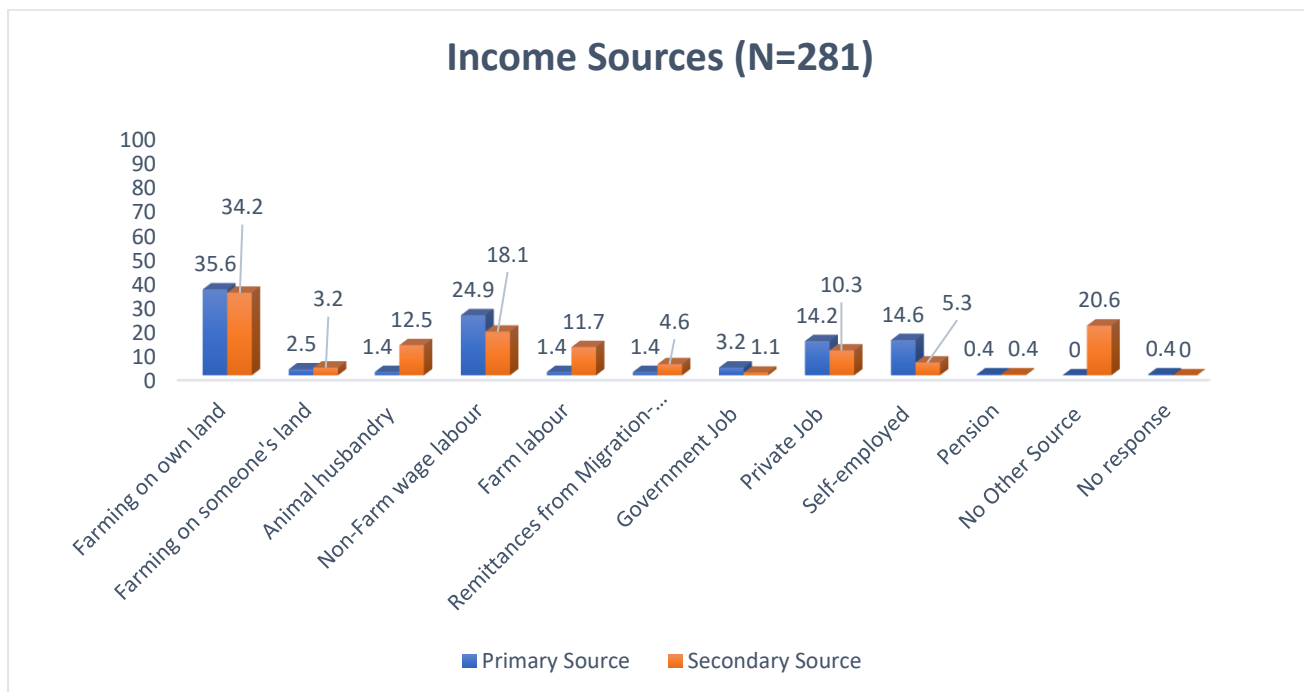
Figure 2. 2 Annual Household Income (%)



The adolescent girls were also asked about the primary as well as the secondary sources of their household income. The two major primary as well as secondary sources of income for majority of the households appeared to be farming on their own land (Primary 35.6% and Secondary 34.2%) and non-wage labourer (24.9% Primary and 18.1% secondary). It may note that around one-fifth of the households reportedly had no secondary source of income at all. (Figure 2.3)

²¹ Indian Readership Survey 2019 Q4 Highlights: <https://mruc.net/uploads/posts/cd072cdc13d2fe48ac660374d0c22a5d.pdf>

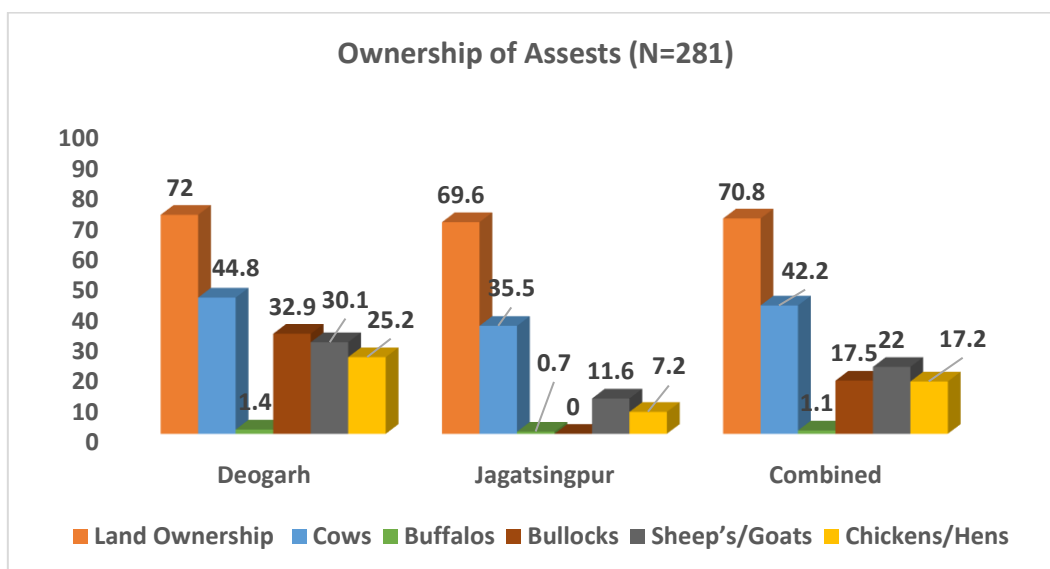
Figure 2. 3 Sources of Household Income



Ownership of Assets

Ownership of cultivable land, livestock as well as various household assets also represents the economic status of the households in rural areas and it forms a crucial aspect of their livelihoods. The findings of the current survey shows that around 71 % sampled households possessed agricultural land and nearly 42 % of the households were reportedly having cows as livestock at their household which is followed by sheep/goats (20%). (Figure 2.4)

Figure 2. 4 Ownership of Assets (%)





The average no. of livestock owned by the household shows that average no. of cows owned by respondents in both the districts were two. However, the average no. of buffalo, goats/sheep and chicken/hens owned in Deogarh district was much lower than the Jagatsingpur district. (Table 2.5)

Table 2. 5 Ownership of Livestock

		Name of the Districts							
		Deogarh				Jagatsingpur			
		Count	Column N %	Total	Mean	Count	Column N %	Total	Mean
Cows	Yes	64	44.8			49	35.5		
	No	79	55.2			89	64.5		
	Total (N)	143	100			138	100		
No. of Cows				152	2			89	2
Buffalos	Yes	2	1.4			1	0.7		
	No	141	98.6			137	99.3		
	Total (N)	143	100			138	100		
Number – Buffalos				4	2			10	10
Bullocks	Yes	47	32.9			0	0		
	No	96	67.1			138	100		
	Total (N)	143	100			138	100		
Number – Bullocks				102	2			.	.
Goats / Sheeps	Yes	43	30.1			16	11.6		
	No	100	69.9			122	88.4		
	Total (N)	143	100			138	100		
Number - Goats / Sheeps				311	7			121	8
Chickens / Hens	Yes	36	25.2			10	7.2		
	No	107	74.8			128	92.8		
	Total (N)	143	100			138	100		
Number - Chickens / Hens				358	10			51	5

The adolescent girls contacted for the study were also asked to mention whether the Agriculture / Livestock of their household had ever been impacted by Natural/ Manmade Hazards during last one year. In response to this query about 32 % adolescent girls reported facing agriculture loss while mere 3 % reported livestock loss due to any type of hazards. Around 29 % of the adolescents confirmed agriculture getting impacted by natural disasters followed by 15 % who reported getting impacted by wild animals. (Table 2.6)

Table 2. 6 : Impact on Agriculture, Livestock due to natural/manmade disasters in last one year

Nature of Disaster	Name of the District			
	Deogarh	Jagatsingpur	Combined	
Agricultural loss due to any type of Hazards	29.4	35.5	32.4	
Livestock loss due to any type of Hazards	3.5	2.9	3.2	
Natural	Agriculture	24.5	34.8	29.5
	Livestock	0.7	2.9	1.8



Manmade	Agriculture	0	0.7	0.4
	Livestock	0	0.7	0.4
Wild Animals	Agriculture	23.1	7.2	15.3
	Livestock	2.8	0.7	1.8
Total (N)		143	138	281

The table 2.7 suggests that majority of the households (80.6%) covered for the survey among the adolescent girls had reportedly experienced floods due to heavy rainfall or storms in last one year. Around half of the respondents reported experiencing drought and wild animals both.

Table 2. 7 Type of hazards experienced

Type Hazards experienced	Count	District		Count	Combined	
		Deogarh	Jagatsingpur			
Draught	28	63.6	18	36.7	46	49.5
Floods due to heavy rainfall/storms	34	77.3	41	83.7	75	80.6
Cyclone	0	0	7	14.3	7	7.5
Hail Storm	0	0	2	4.1	2	2.2
Forest fires	1	2.3	0	0	1	1.1
Wild Animals	36	81.8	10	20.4	46	49.5
Total (N)	44	44	49	49	93	93

2.3 Migration Status

Mere 9 % i.e., 26 adolescent girls reported migrating with their family for earning. Out of which 13 adolescent girls responded that their family migrated for work in service industry like working as a household help, driver, guard, cook etc. Only three respondents confirmed migrating with the family. (Table 2.8)

Table 2. 8 Status of Migration (%)

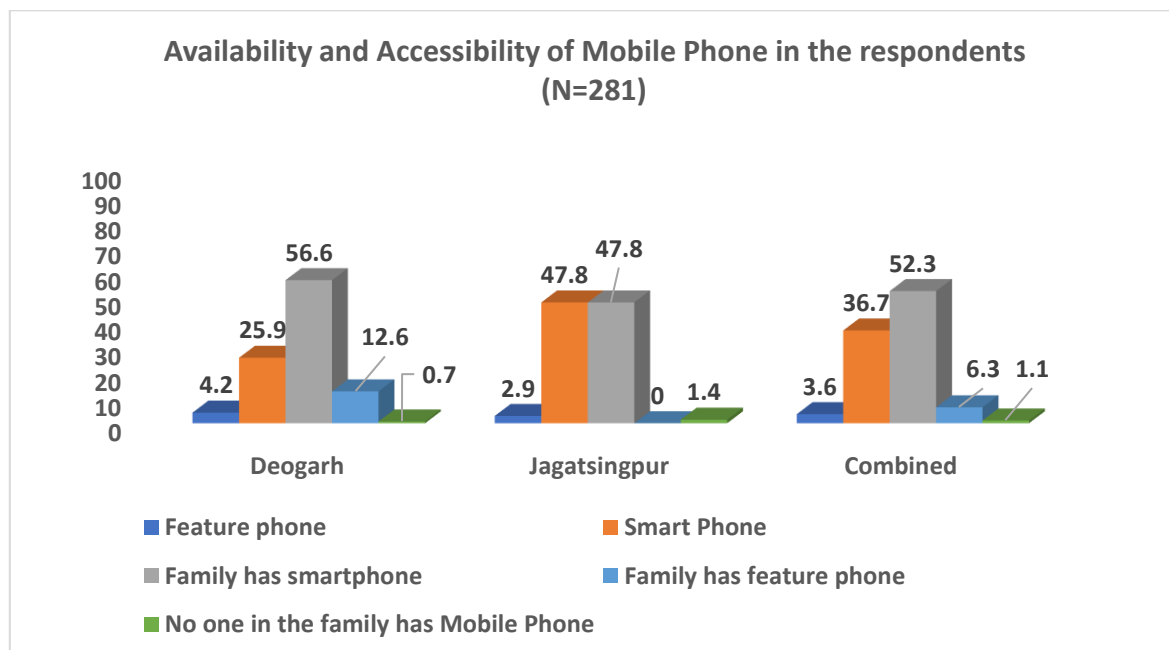
	Name of the District		
	Deogarh	Jagatsingpur	Combined
Family members migrated for earning	7.7	10.9	9.3
Total (N)	143	138	281

Occupation for which family migrated			
Non-Agricultural Labour	27.3	6.7	15.4
Manufacturing industry (factory etc.)	0	33.3	19.2
Service industry (household help, driver, guard, cook etc.)	45.5	53.3	50.0
Others	27.3	6.7	15.4
Total (N)	11	15	26

2.4 Availability and accessibility of mobile phone

Digital literacy among adolescent girls in India is a critical area of focus for their empowerment and participation in the digital world. While India has made significant progress in expanding access to digital technologies, there are still disparities in digital literacy, particularly along gender lines. The digital literacy is more critical for adolescent girls considering that they grow up in restricted environments and have little agency to make decisions²². The availability of information and access to technology within the household can play a role in educational opportunities and skill development for adolescent girls. Around 37thirty seven % adolescent girls confirmed having a personal smart phone. More than half of the adolescent girls (52.3%) reported that their family was having a smart phone. (Figure 2.5)

Figure 2. 5 Availability and Accessibility of Mobile Phone



Majority of the respondents (95.8%) confirmed that they could use their family’s mobile phone whenever needed by them. (Table 2.9)

²² [Policy Brief Adolescent girl website final.pdf](#)

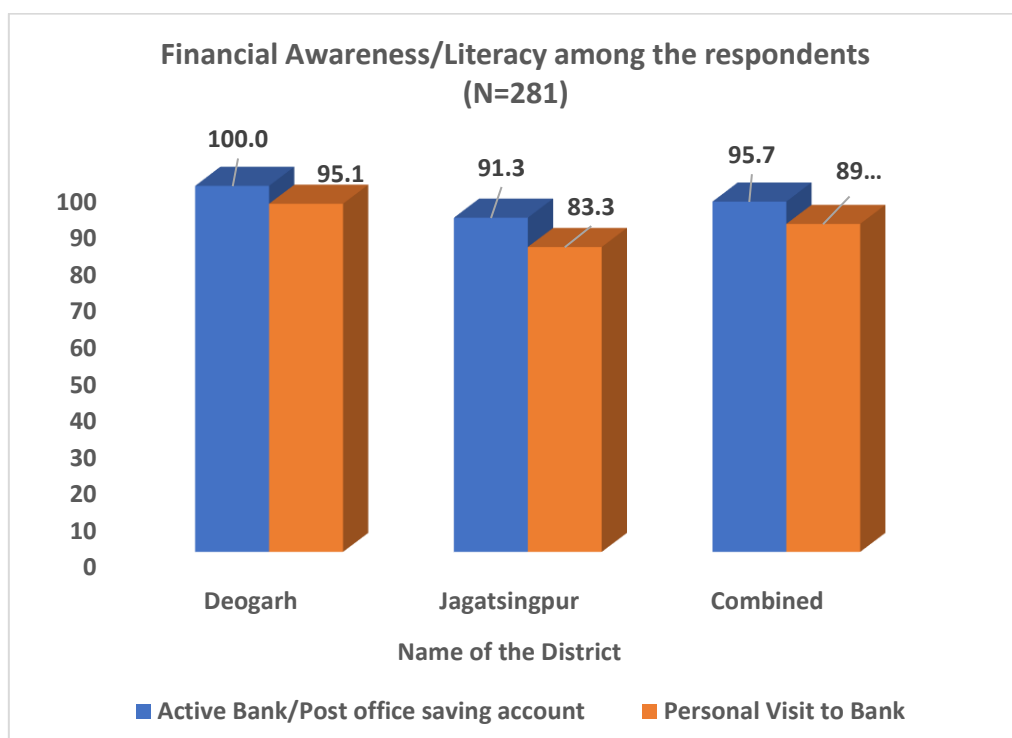
Table 2. 9 Availability and Accessibility of Mobile Phone in the respondents (%)

	Name of the District		
	Deogarh	Jagatsingpur	Combined
Adolescent girl own Feature phone	4.2	2.9	3.6
Adolescent girl own Smart Phone	25.9	47.8	36.7
Family has smartphone	56.6	47.8	52.3
No one in the family has Mobile Phone	0.7	1.4	1.1
Can respondents without a mobile phone use their family's phone			
	92.9	100	95.8
Total (N)	143	138	281

2.5 Financial awareness/literacy

Financial independence of adolescent girls in India is an essential aspect of their empowerment and socio-economic development. Educating girls about financial concepts, banking, savings, and investments can help them develop a better understanding of managing money and achieving financial independence. Majority of the adolescent girls (95.7%) stated that they have an active personal bank/post office savings account. Around 90 % confirmed visiting the bank/post office where they have an account. (Figure 2.6)

Figure 2. 6 Financial Awareness/Literacy among the respondents





To summarize the findings the average age of the adolescent girls interviewed was 15 years and round 60 % of the adolescent girls were from OBC category. Majority of the adolescent girls interviewed were having a small family size (5 members on the average) and lived in in Pucca houses (55%). The socio-economic status of the households using NCCS classification suggests that a majority of the households (69.0%) fall under A, B, C category. Half of the adolescent girls reported their annual household income to be less than one lakh rupees. The two primary sources of income reported were farming on their own land (35.6%) and non-wage labourer (24.9%). Around 71 % of adolescent girls reported ownership of land and about 42% confirmed having cows as livestock at their household. Mere 9 % i.e., 26 adolescent girls reported migrating with their family for earning. When asked about the access to digital technology 37% adolescent girls confirmed having a personal smart phone. Majority of the adolescent girls (95.7%) stated that they were having an active bank/post office savings account. Additionally, around 90 % confirmed visiting the bank/post office where they have an account. Understanding and addressing these household characteristics are crucial for promoting the well-being and empowerment of adolescent girls. Interventions and policies that focus on improving access to education, healthcare, and economic opportunities can lead to more equitable outcomes for girls within households and communities.

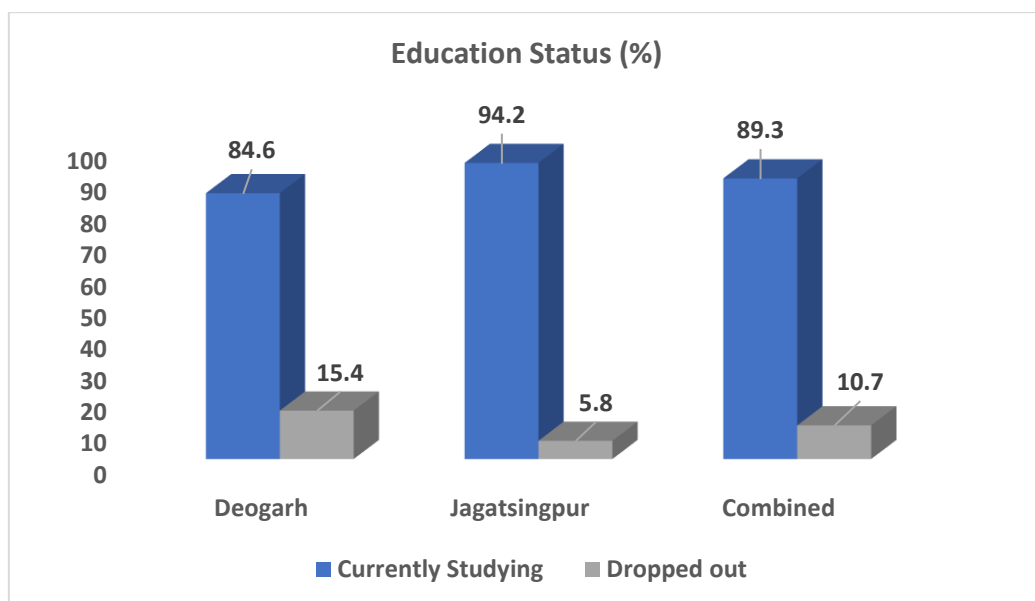
Chapter 3: Education Status of Adolescent Girls

The impact of education on adolescent girls in India is profound and far-reaching. Access to quality education can lead to significant improvements in various aspects of their lives, empowering them to achieve their full potential and contribute to society. The current chapter discusses the education status of the adolescent girls interviewed and the challenges they face in attaining the desired education level.

3.1 Education Status/Schooling

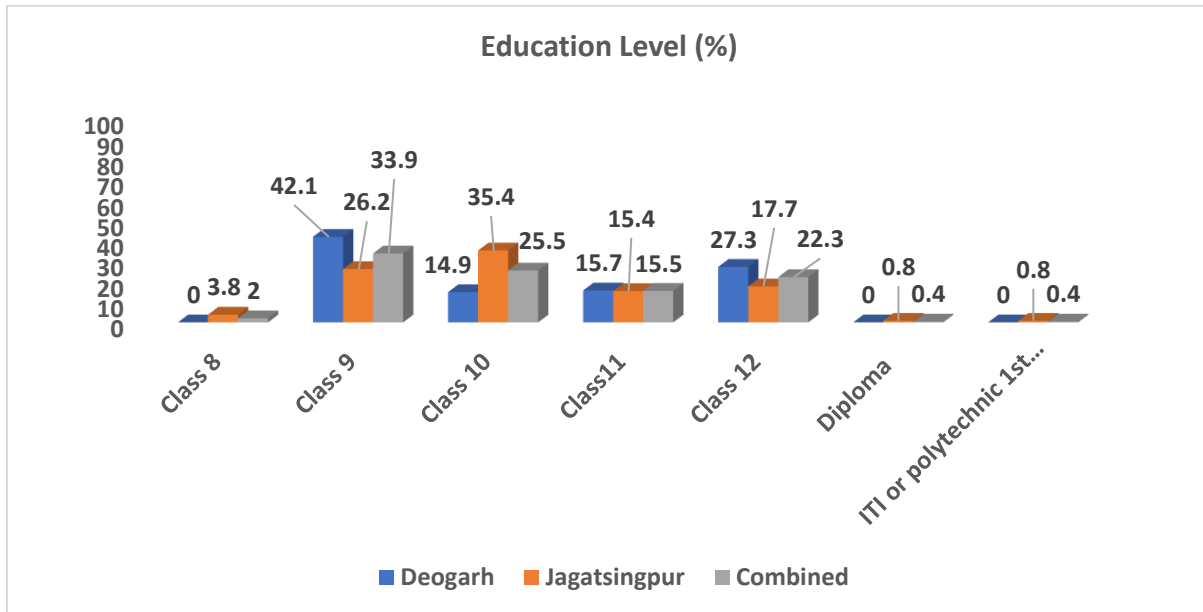
The data gathered during the current study reveals that the majority of the adolescent girls (89.3%) were currently studying. Only thirty adolescent girls (22 adolescent girls from Deogarh and 8 adolescent girls from Jagatsingpur) were reported to be out of school. (Figure 3.1)

Figure 3. 1 Educational Status and Level in Respondents (N=281)



When asked about the highest level of education they have attained till now around thirty four 34% said till 9th standard. This was followed by one fourth adolescent girls who confirmed completing class 10th. The district-wise analysis of data shows that the highest standard completed by the majority of the girls (42.1%) in Deogarh district was 9th standard while in Jagatsingpur the majority of the girls (35.4%) confirmed completing class 10th. The average grade attained by the adolescent girls calculated for the two districts was 10.3 for Deogarh and 10.8 for Jagatsingpur. (Figure 3.2)

Figure 3. 2 Educational Level Completed by Respondents (N=251)



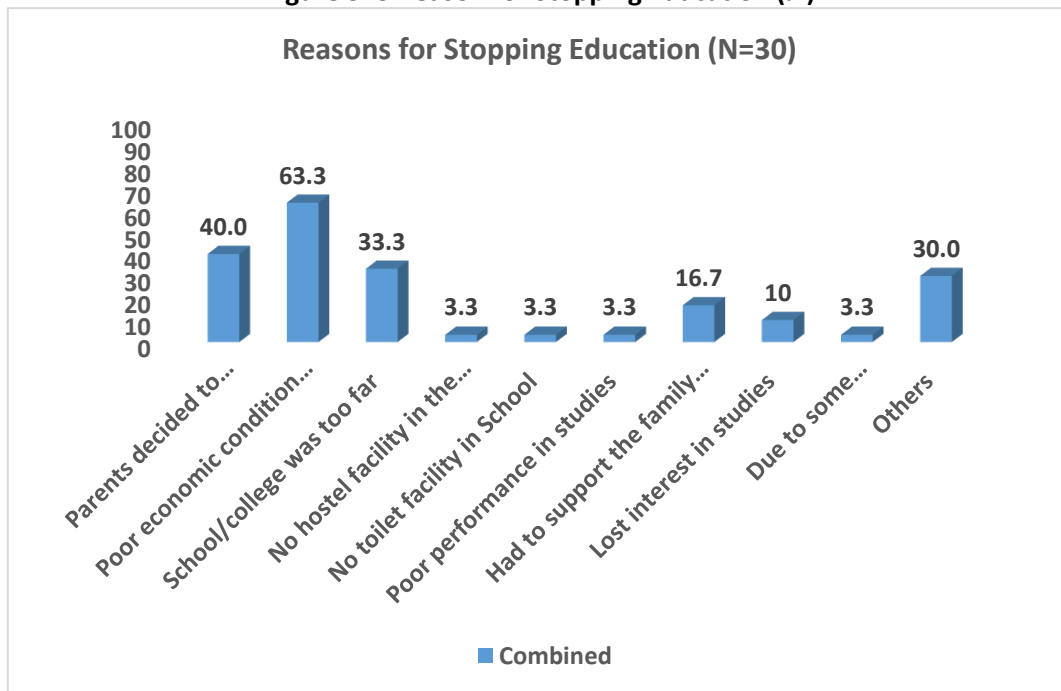
Reasons for Dropping Out of School

The adolescent girls who reported dropping out from studies were further asked about their reasons for stopping education. Figure 3.3 shows that around 63 % cited the poor economic condition of the family as a reason for dropping out. Poverty and financial constraints often force families to make difficult choices, and girls' education may be sacrificed due to the cost of schooling²³. Around 40 % of adolescent girls confirmed that their parents decided to discontinue schooling. Deep-rooted gender norms and discrimination can lead to a perception that education is less important for girls. Boys may be prioritized for education over girls²⁴.

²³ [Girls' Education Overview \(worldbank.org\)](http://www.worldbank.org)

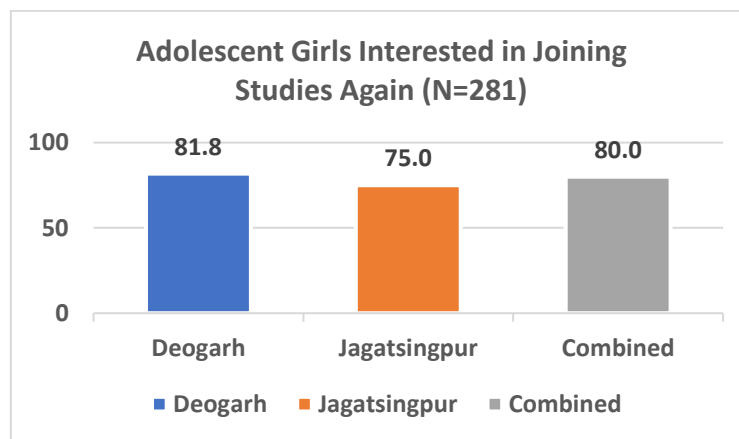
²⁴ Global education monitoring report 2019: gender report: Building bridges for gender equality

Figure 3. 3 Reason for Stopping Education (%)



The thirty adolescent girls who had dropped out from their studies were inquired whether they want to join the studies again. The majority of the adolescent girls (80%) responded that they want to rejoin their studies. (Table 3.1)

Table 3. 1 Interested in Joining Studies Again (%)



Impact of Dropping out

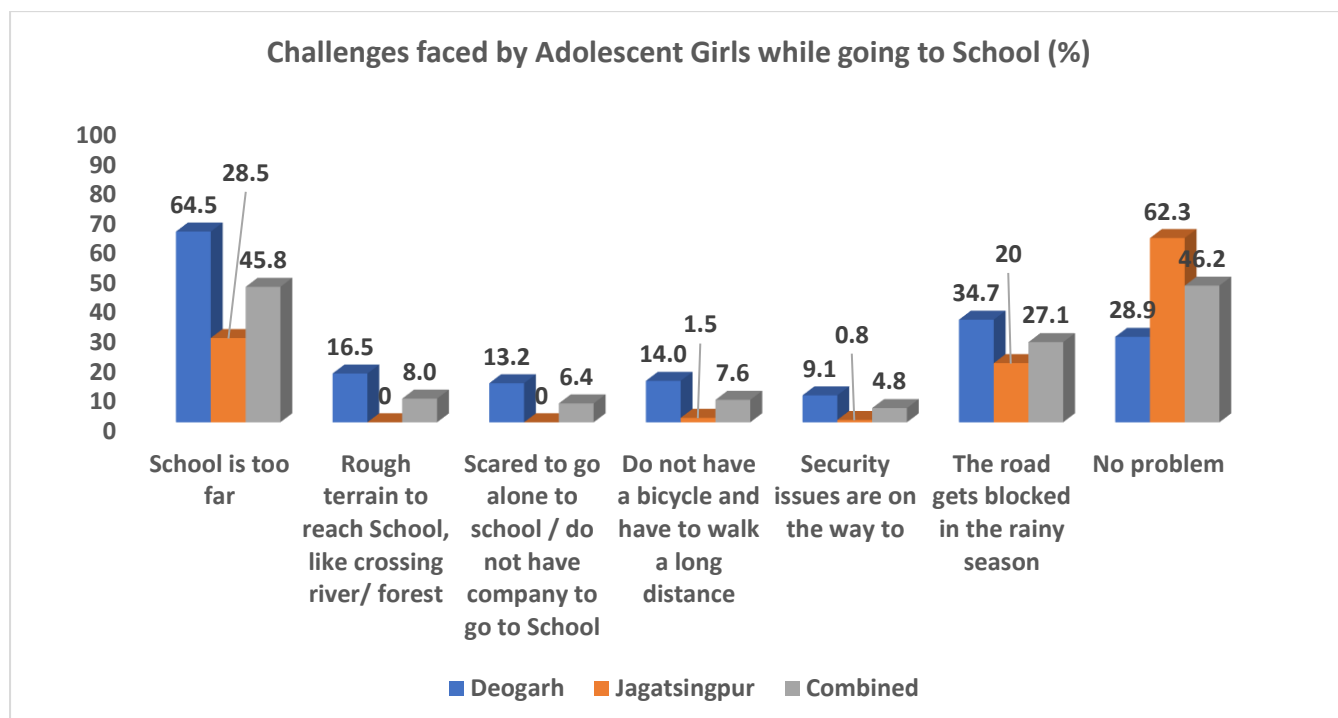
The dropout of adolescent girls from school in India has significant and far-reaching consequences for both individual girls and society as a whole.

Challenges faced while going to school

Adolescent girls in India face numerous challenges when it comes to accessing and attaining education. Despite progress in recent years, several factors continue to hinder girls' education in the country. Around 46 % of the adolescent girls denied facing any challenges in going to school. However, district-wise analysis of data shows 60% of adolescent girls from Jagatsingpur and about 29 % of adolescent

girls from Deogarh confirmed facing no problem while going to school. In rural areas, schools may be located far from girls' homes, making it difficult for them to attend regularly, especially if there is no safe and affordable transportation²⁵. In total another 46% of adolescent girls cited that their school is too far whereas this percentage in Deogarh district was around 64% and 28% were from Jagatsingpur district. This implies that connectivity to school was better in Jagatsingpur district than Deogarh district. (Figure 3.4)

Figure 3. 4 Challenges faced by Adolescent Girls while going to School (N=251)



Number of days absent

When asked about how many days the school-going adolescent girls were absent in the last one month around 68% confirmed being absent in last one month. About 41% said they were absent for 2 to 5 days followed by adolescent girls (32.3%) who said they had not taken any leave in the last one month. The average number of days absent in last one month for the Deogarh district was 5.1 days while for the Jagatsingpur district was 4.9 days. (Table 3.2)

Table 3. 2 Number of Days Absent in last 30 Days (%)

Days	Name of the District		
	Deogarh	Jagatsingpur	Combined
0	27.3	36.9	32.3
1	4.1	8.5	6.4
2	19	14.6	16.7
3	6.6	10	8.4
4	2.5	3.1	2.8
5	20.7	6.9	13.5
6	0.8	0.8	0.8

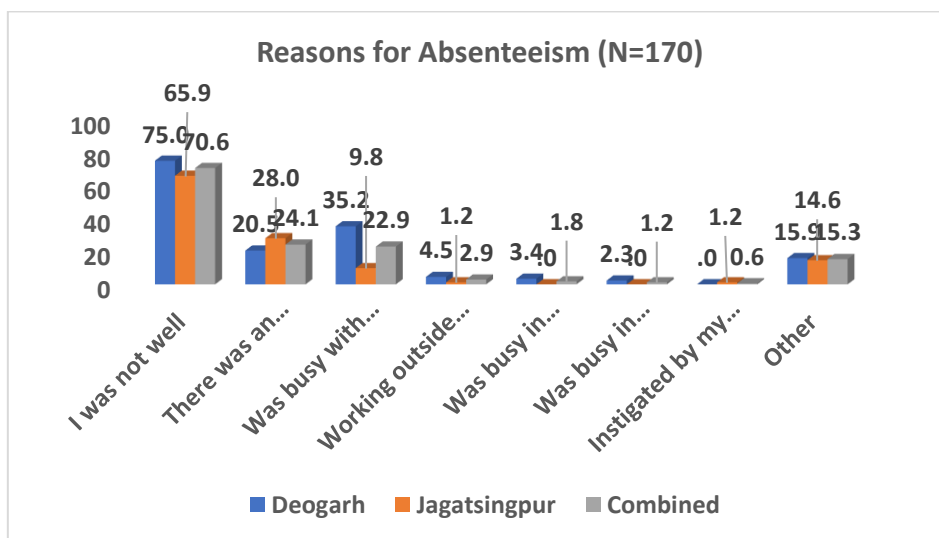
²⁵ [The Impact of School Infrastructure on Learning \(ed.gov\)](#)

Days	Name of the District		
	Deogarh	Jagatsingpur	Combined
7	0.8	1.5	1.2
10	8.3	6.2	7.2
11	0	0.8	0.4
14	0.8	0	0.4
15	2.5	2.3	2.4
20	0.8	0	0.4
30	5.8	8.5	7.2
Mean	5.1	4.9	
Total (N)	121	130	251

Reasons for Absent:

The adolescent girls who reported being absent from school in the past one month were asked about the reasons for the same. The two major reasons for absenteeism cited by adolescent girls where they were unwell (70.6%) and due to some event at their house (24.1%). About 35% %of adolescent girls from Deogarh district said they were busy in household work. (Figure 3.5)

Figure 3. 5 Reason for Absenteeism (%)



Attitude attaining higher education:

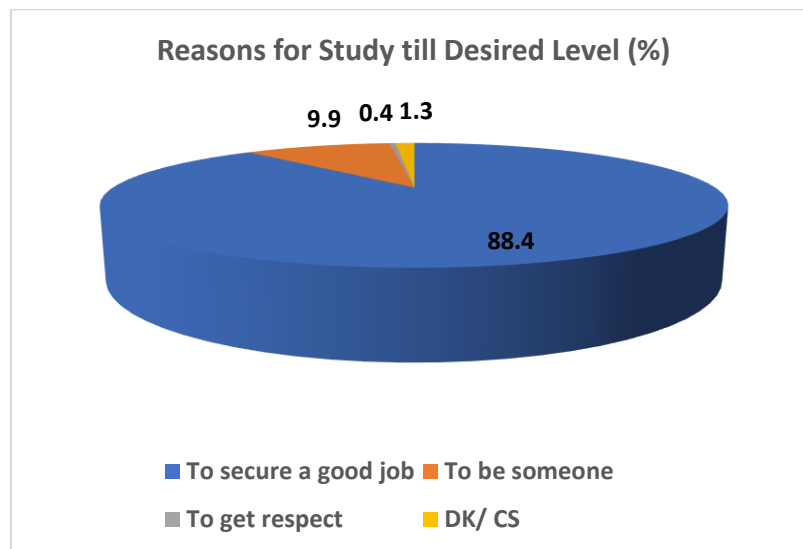
The school-going adolescent girls were asked to what level they wanted to study to which around half of them said they want to complete graduation followed by %37% who said they want to study up to the highest level. The district-wise variation in the results shows that around %51% of the adolescent girls from Jagatsingpur district wanted to attain education up to the highest level while in Deogarh district the percentage is a mere 21%. Another variation in the results of the two districts reveals that while 13% of the adolescent girls from Deogarh district said they want to study as long as their parents permit this percentage is mere one in Jagatsingpur district. The district-wise analysis of data suggests that adolescent girls from Jagatsingpur girls are more confident in terms of attaining higher education. (Table 3.3)

Table 3. 3 Level at which respondent want to Study (%)

	Name of the District		
	Deogarh	Jagatsingpur	Combined
10	2.5	0	1.2
12	6.6	2.3	4.4
Graduation	56.2	44.6	50.2
Up to highest level of study	20.7	51.5	36.7
Don't want to study further	0.8	0	0.4
As long as my parent permit	13.2	1.5	7.2
Total (N)	121	130	251

Against the reason why they want to attain the education up to desired level majority (88.4%) expressed that they want to secure a good job. (Figure 3.6)

Figure 3. 6 Reason for Study till Desired Level (N= 232)



The adolescent girls were asked what could be the possible constraints in completing higher education. About 45% said that they may get married while 34% said their parents may take her out of school. However, 17% of the girls mentioned about the challenge of school is far from their respective homes. (Table 3.4)

Table 3. 4 Constraints for Restraining Girls from Completing Higher Secondary Education (%)

	Name of the district		
	Deogarh	Jagatsingpur	Combined
She may get married	50.3	39.9	45.2
Parents may take her out of school	40.6	27.5	34.2
Long distance from home	28	5.8	17.1
Male Teacher	0.7	0	0.4
Has to take care of younger siblings	1.4	0.7	1.1
Need to help in household and field	12.6	1.4	7.1
Due financial condition	97.2	90.6	94
Total (N)	143	138	281

The data collected to gauge the education status of adolescent girls reveals that the majority of the adolescent girls (89.3%) were currently studying. Further, the data suggests that around 63% out of school adolescent girls cited the poor economic condition of their family as the reason for dropping out from the studies. However, the majority of the out of school adolescent girls (80%) responded that they want to rejoin their studies. In response to the challenges faced by adolescent girls in going to school about 46 % of the adolescent girls denied facing any challenges in going to school. While another 46 % cited that their school is too far. The respondents were asked about their aspirations related to their education level to which around half of them said they want to complete graduation followed by 37 % who said they want to study up to the highest level. The two major constraints in completing higher education shared by adolescent girls were they may get married (45.2%) and their parents may take them out of school (34.2%). However, district-wise analysis of data suggests that adolescent girls from Jagatsingpur girls are more confident in terms of attaining higher education. Getting a secure job was the reason cited by the majority of adolescent girls (88.4%) for attaining higher education.

Efforts to improve education for adolescent girls in India often involve initiatives such as providing scholarships, building schools, improving infrastructure, promoting girls' enrolment, and addressing barriers to education, such as child marriage and gender discrimination. Investing in girls' education is not only a matter of individual rights but also a critical step toward achieving sustainable development and gender equality in India.

Chapter 4: Livelihood Skill Assessment

Livelihood skill assessment for adolescent girls involves evaluating their existing skills, interests, and potential areas for growth to guide them toward suitable career paths or income-generating activities. The current chapter captures the daily engagement of adolescent girls in different activities, their involvement in economic activities, existing livelihood skills, gaps in the livelihood skills and their professional aspirations.

4.1 Time spent by Adolescent Girls on various activities – Activities shift during school days versus non-school days

The adolescent girls were asked to share the activities they do during the entire day and the amount of time they spend on various activities each day. The activities in which the highest proportion of adolescent girls reported being engaged with included Physical exercise/health/personal care (98.6%), take rest/sleep/leisure (99.6%), and reading /doing homework (77.2%). Further the girls who ever has reported doing a particular activity, the average time spent was also calculated. The maximum time reported in taking rest and sleep or leisure i.e., on an average 283 minutes. For physical exercise/health/personal care the girls reported spending on an average 56 minutes. The adolescent girls who reported spending time in studying in open school/online course reported spending around 102 minutes on an average daily for this activity. (Table 4.1)

Table 4. 1 Time spent by adolescent girls on various activities (%)

Activities	No. of Districts								
	Deogarh			Jagatsingpur			Total		
	No. Of girls	% of girls	Mean time spent in minutes	No. Of girls	% of girls	Mean time spent in minutes	No. Of girls	% of girls	Mean time spent in minutes
Working externally for money	6	4.2	110.8	3	2.2	3.0	9	3.2	106.1
Support in income earning activities (farm/non-farm) of the family	1	0.7	120.0	0	0.0	.	1	0.4	120.0
Support in Cooking	81	56.6	60.9	45	32.6	45.0	126	44.8	59.0
Supporting other household work	115	80.4	68.9	95	68.8	95.0	210	74.7	65.4
Supporting Home Business	6	4.2	100.0	8	5.8	8.0	14	5.0	73.9
Taking care/rearing of livestock	18	12.6	59.2	1	0.7	1.0	19	6.8	60.8
Using Mobile Phones	47	32.9	57.8	86	62.3	86.0	133	47.3	57.0
Watching TV	62	43.4	73.2	101	73.2	101.0	163	58.0	68.2
Using computers	1	0.7	60.0	2	1.4	2.0	3	1.1	80.0

Activities	No. of Districts								
	Deogarh			Jagatsingpur			Total		
	No. Of girls	% of girls	Mean time spent in minutes	No. Of girls	% of girls	Mean time spent in minutes	No. Of girls	% of girls	Mean time spent in minutes
Roaming & playing with friends	57	39.9	88.9	77	55.8	77.0	134	47.7	84.2
Learn skills (tailoring, embroidery, etc.)	0	0.0	.	1	0.7	1.0	1	0.4	60.0
Studying in open school / online courses	88	61.5	104.8	79	57.2	79.0	167	59.4	101.8
Reading/Doing homework	106	74.1	83.8	111	80.4	111.0	217	77.2	86.8
Physical exercise/health/personal care	140	97.9	55.6	137	99.3	137.0	277	98.6	56.3
Taking care of siblings	21	14.7	57.6	11	8.0	11.0	32	11.4	56.6
Meeting relatives/attend social functions	7	4.9	107.1	8	5.8	8.0	15	5.3	98.0
Take rest/sleep/leisure	142	99.3	291.0	138	100.0	138.0	280	99.6	283.1
Others	0	0.0	.	2	1.4	2.0	2	0.7	90.0
Total (N)	143	100.0		138	100.0		281	100.0	

4.2 Engagement of Adolescent Girls in Economic Activities

The data in the below table reveals that 5 out of 10 adolescent girls who confirmed their engagement in any economic activity. 5 adolescent girls reported to be engaged as wage labourers while 3 adolescent girls were reportedly self-employed. Five out of these 10 adolescent girls were reportedly earning around rupees 6000 in a month. (Table 4.2)

Table 4. 2 Engagement of adolescent girls in Economic Activities and their monthly income.

Particulars	Name of the District		
	Deogarh	Jagatsingpur	Combined
Activities			
Wage labour	5	0	5
Self employed	1	2	3
Assist in cultivation/farm-related Assist in running the business/enterprise/other non-farm work of the family	1	0	1
Other	0	1	1
Income (in INR)			
300	0	1	1

Particulars	Name of the District		
	Deogarh	Jagatsingpur	Combined
500	0	2	2
1000	1	0	1
3000	1	0	1
6000	5	0	5
Total (N: of adolescent girls are engaged in the economic activities)	7	3	10

The adolescent girls who confirmed that they were engaged in any economic activities were further asked whether the skills currently possessed by them were adequate for the job they were doing. Five of the adolescent girls said that their skills were inadequate. Further, when they were asked as to whether they would be interested to learn any additional skills to increasing the efficiency in Job as well as the specific additional skills they would like to learn, the interest to learn computer technician work and skills for operating heavy machineries was expressed by three adolescent girls each. (Table 4.3)

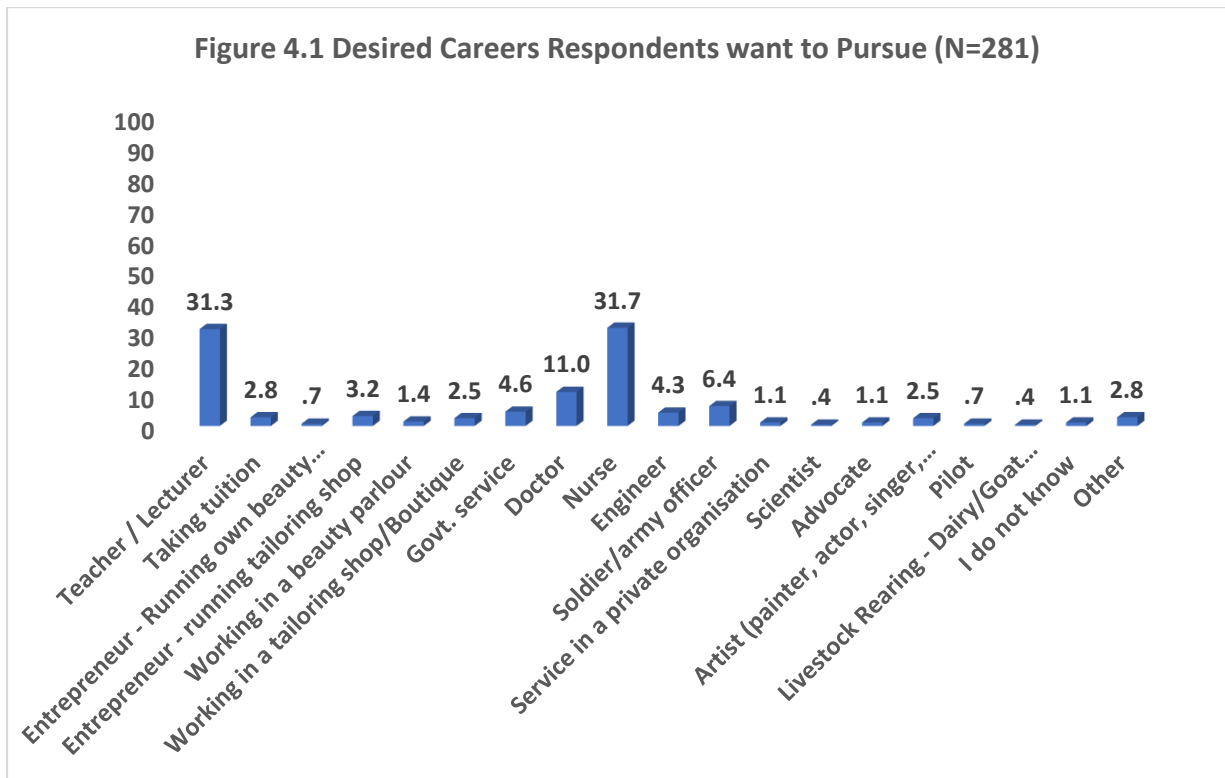
Table 4. 3 Adequacy of current Skills for the Job and desire to learn additional skills among the adolescent girl want to Learn for increasing efficiency in Job

Particulars	Name of the District		
	Deogarh	Jagatsingpur	Combined
Current Skills are adequate for Job			
Yes	3	2	5
No	4	1	5
Additional Skills Adolescent Girl want to Learn for increasing efficiency in Job			
Tailoring/apparel manufacture	1	0	1
Beauty and hair dressing services	1	0	1
Computer technician	0	3	3
Healthcare technician (lab assistant)	1	0	1
Heavy machinery operator	3	0	3
Life skills	2	0	2
Total (N: of adolescent girls are engaged in the economic activities)	7	3	10

4.3 Career Aspirations among Adolescent Girls

All the adolescent girls were asked about their desired career options and the analysis of their responses have been presented in Figure 4.1. The desire to become a Nurse (31.3%) and Teacher/lecturer (31.3%) emerged as the top two career aspirations among the adolescent girls covered in the current study. (Figure 4.1)

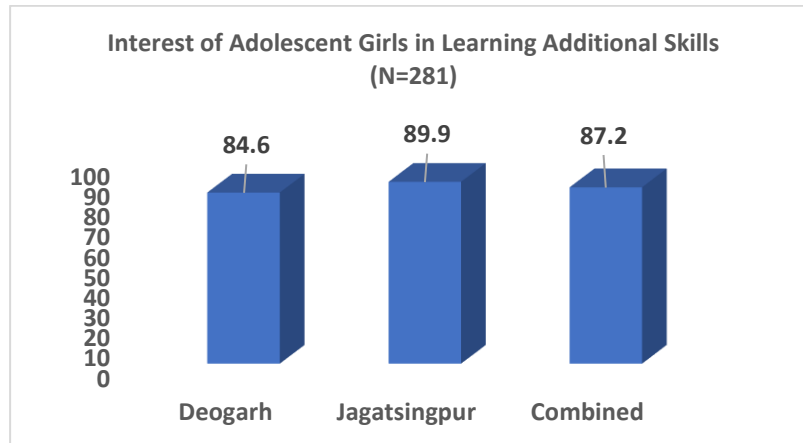
Figure 4. 1 Desired Careers respondents want to pursue (%)



4.4 Existing Livelihood Skills and additional skills adolescent girls want to acquire

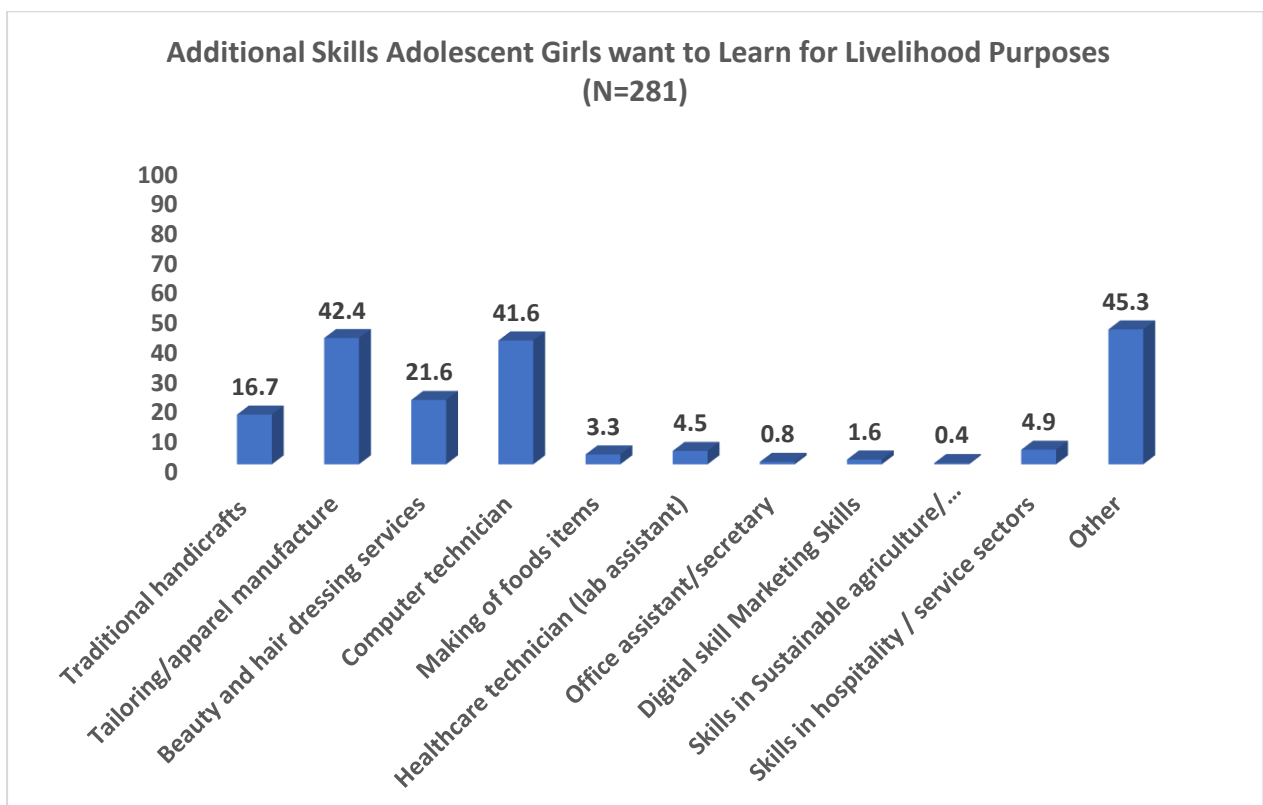
Furthermore, all the adolescent girls (irrespective of whether they are engaged in any economic activities or not) were asked as to whether they would be interested to acquire additional skills. In response to the above query, majority of the adolescent girls (87.2%) affirmed that they would like to learn additional skills. (Figure 4.2)

Figure 4. 2 Interest of Adolescent Girls in Learning Additional Skills (%)



Among the adolescent girls who expressed their interest to learn additional skills, majority preferred to learn tailoring and apparel manufacturing (42.4%) and skills for computer technician (41.6%). (Figure 4.3)

Figure 4. 3 Additional Skills Adolescent Girls want to Learn for Livelihood Purposes (%)



The qualitative data collected through interviews held with the different stakeholders reveals that there are no skill development courses available for adolescent girls (15-17 years) while the minimum age for enrolling in different skill development courses was 18 years. The courses available for girls



above 18 years of age were reported to be tailoring, computer (ITI), and ANM/GNM courses. Moreover, ***CDPO from Reamal block Deogarh district suggested that skill development programs should be based on the regional and geographical characteristics of the area.***

The findings of the present chapter suggest the primary activities engaged in by the adolescent girls were physical exercise/health/personal care (98.6%), relaxation/sleep/leisure (99.6%), and pursuing studies through open school/online courses, with reading and doing homework (77.2%) following closely. The highest amount of time was allocated to rest, sleep, and leisure, averaging around 283 minutes. Mostly the working girls were engaged as wage labourers and few were self-employed. The top two additional skills the working adolescent girls wanted to learn were computer technician work and heavy machinery operation. The two top desired career options reported by all the adolescent girls were Nurse and Teacher/lecturer. Majority of adolescent girls said that they would want to learn additional skills and the top two additional skills they wanted to learn were tailoring and apparel manufacture and skill for computer technician.

Chapter 5: Gender Perception and Empowerment

Gender Perception and Empowerment address how individuals and societies understand and interact with gender roles, identities, and inequalities, as well as the efforts to empower marginalized genders and challenge traditional norms and hierarchies. These concepts play a significant role in designing interventions related to empowering adolescent girls in the community. Hence, during the study questions were asked to the adolescent girls on their perception of gender roles and stereotypes as well as the behaviour of their parents, schools, and community members towards them specifically related to their gender.

5.1 Gender roles and stereotypes

The adolescent girls were asked questions about their mobility. Most of the adolescent girls (88.6%) stated that they could visit alone to a temple/church/mosque apart from their school or place of work. This was followed by 81% who said that they could visit the village shop without accompanying anyone. (Table 5.1)

Table 5. 1 Places where Adolescent Girl visit alone apart from School and Work (%)

Places	Name of the District		
	Deogarh	Jagatsingpur	Combined
Temple/ Church/Mosque	88.1	89.1	88.6
Outskirts of the village	10.5	2.9	6.8
Local market	74.8	61.6	68.3
Village shop	81.1	81.9	81.5
Panchayat Office	23.8	24.6	24.2
ICDS Centre	37.1	27.5	32.4
Open space	20.3	8	14.2
Forest	16.8	0.7	8.9
Grazing land	17.5	6.5	12.1
Village Pond/ River	9.1	8	8.5
Do not go at all	11.2	7.2	9.3
Other	11.2	1.4	6.4
Total (N)	143	138	281

To gauge a deeper understanding of the perception of adolescent girls on gender roles in daily activities, the adolescent girls were given different day-to-day activities and were asked whether this work was for girls, boys, or for both. The responses obtained from adolescent girls show that the majority of the adolescent girls perceived activities to be done inside the home like washing dishes (58.4%), cooking food (54.4%), and cleaning the floor (54.8%), primarily as girl's work. In their opinion, the activities like general cleaning (56.2%), washing clothes (64.8%), taking care of elders (63.3%), taking care of siblings (59.4%), taking care of poultry and cattle (74.4%), fetching drinking water (52.7%), earning money for the family (77.2%) and taking sick to the doctor (66.7%) can be done by



both girls as well as boys. However, the activities which need to be done outside the home like working in the field (51.6%), was primarily perceived by them as the work of boys. (Table 5.2)

Table 5. 2 Which types of work do adolescent girls think are girls' or boys' work, and which are both (%)

Activities		Name of the District		
		Deogarh	Jagatsingpur	Combined
Wash dishes				
	Boy	0.0	0.0	0.0
	Girl	61.5	55.1	58.4
	Both	38.5	44.9	41.6
Cook food				
	Boy	0.0	0.0	0.0
	Girl	62.2	46.4	54.4
	Both	37.8	53.6	45.6
Clean the Floor				
	Boy	0	0.7	0.4
	Girl	60.8	48.6	54.8
	Both	39.2	50.7	44.8
Buying Grocery				
	Boy	40.6	39.1	39.9
	Girl	4.2	2.9	3.6
	Both	55.2	58	56.6
General Cleaning				
	Boy	1.4	5.1	3.2
	Girl	48.3	32.6	40.6
	Both	50.3	62.3	56.2
Wash Clothes				
	Boy	0.0	0.0	0.0
	Girl	42.7	27.5	35.2
	Both	57.3	72.5	64.8
Earn money for the family				
	Boy	27.3	13.8	20.6
	Girl	2.8	1.4	2.1
	Both	69.9	84.8	77.2
Taking care of elder members of family				
	Boy	2.1	5.1	3.6
	Girl	42	23.9	33.1
	Both	55.9	71	63.3
Taking care of siblings				
	Boy	0	1.4	0.7
	Girl	46.9	32.6	39.9
	Both	53.1	65.9	59.4
Fetch drinking water				
	Boy	0.0	0.0	0.0
	Girl	51.7	42.8	47.3
	Both	48.3	57.2	52.7
Work in the field				
	Boy	37.1	66.7	51.6
	Girl	2.1	0	1.1
	Both	60.8	33.3	47.3
Take the sick to the doctor				

Activities		Name of the District		
		Deogarh	Jagatsingpur	Combined
	Boy	30.8	30.4	30.6
	Girl	4.9	0.7	2.8
	Both	64.3	68.8	66.5
Taking care of cattle and poultry				
	Boy	4.9	19.6	12.1
	Girl	15.4	11.6	13.5
	Both	79.7	68.8	74.4
Total (N)		143	138	281

Further, the adolescent girls were asked to rate a few statements related to the roles of boys and girls. The results reveal that the adolescent girls mostly agreed with two statements on 'Girls perform better than boys in studies' and 'Girls should move from their home for jobs'. However, majority of them expressed their disagreement with the statements that read as 'Girls do not need higher education since they are going to be homemakers', 'Boys should be given more privileges than girls', 'It is usually her fault if a girl is teased publicly or in public places' and 'Girls should marry after completing the study'. (Table 5.3)

Table 5. 3 Perception of Adolescent Girls related to different statements (Average) ²⁶

Statements related to boys and girls and differences of perception about them	Name of the District		
	Deogarh	Jagatsinghpur	Total
	MEAN	MEAN	MEAN
As compared to girls, boys are more interested in sports	3	3	3
Boys are better decision makers than girls	3	2	3
Girls do not need higher education since they are going to be home makers	2	2	2
Boys can do more physical activities than girls	3	4	3
Girls perform better than boys in studies	4	4	4
Boys should be given more privileges than girls.	2	2	2
The girl's primary responsibility is to do the Household chores.	3	3	3
A girl should return home before dark.	3	3	3
Girls should go out when accompanied by a male person.	3	3	3
Adolescents Girls should be doing work for pay/earning income.	2	3	3
It is usually her fault if a girl is teased publicly or in public places.	2	2	2
Girls should move from their home for jobs.	4	4	4
Girls should marry after completing the study.	2	2	2

²⁶ The responses were taken on 5-point scale where 1=Strongly Disagree, 2=Disagree, 3=Neither Agree or Disagree, 4=Agree, 5=Strongly Agree

5.2 Family dynamics and parental support

This section analyses the family dynamics and support adolescent girls are receiving from their families, school, and community. Most of the adolescent girls (94.3%) expressed that they never felt disadvantaged for being a girl in the family. (Table 5.4)

Table 5. 4 Feeling of Disadvantageous for being Girl in the Family (%)

	Name of the District		
	Deogarh	Jagatsingpur	Combined
Yes	2.8	6.5	4.6
No	95.8	92.8	94.3
Sometimes	1.4	0.7	1.1
Total (N)	143	138	281

The adolescent girls were given various situations and were asked how girls in the family are treated compared to boys in a family setting. In all the situations many of the adolescent girls said that both girls and boys were treated almost equally. However, in situations like getting time to play (4.6%), division of household chores (6%), and using mobile phones and computer (7.8%) adolescent girls reported to be treated as worse. (Table 5.5)

Table 5. 5 Treatment of Girls in Family Compared to Boys in Family Setting (%)

		Name of the District		
		Deogarh	Jagatsingpur	Combined
Want new Clothes				
	Same	94.4	68.8	81.9
	Better	1.4	4.3	2.8
	Worse	2.1	0.7	1.4
	No response	2.1	26.1	13.9
Quantity of food				
	Same	95.1	63.8	79.7
	Better	1.4	8.0	4.6
	Worse	1.4	2.2	1.8
	No response	2.1	26.1	13.9
Chance of eating before others				
	Same	93.7	65.2	79.7
	Better	2.1	8.0	5.0
	Worse	1.4	0.7	1.1
	No response	2.8	26.1	14.2
Attending school				
	Same	92.3	67.4	80.1
	Better	3.5	6.5	5.0
	Worse	2.1	0	1.1
	No response	2.1	26.1	13.9
Getting time to play				
	Same	88.1	60.9	74.7
	Better	2.8	10.9	6.8
	Worse	7.0	2.2	4.6
	No response	2.1	26.1	13.9
Treatment during Illness				

		Name of the District		
		Deogarh	Jagatsingpur	Combined
	Same	97.2	67.4	82.6
	Better	0.7	5.8	3.2
	Worse	0	1.4	0.7
	No response	2.1	25.4	13.5
Division of household chores				
	Same	87.4	63.0	75.4
	Better	2.1	7.2	4.6
	Worse	8.4	3.6	6.0
	No response	2.1	26.2	14.0
Parents behaviour/treatment				
	Same	95.1	65.9	80.8
	Better	1.4	5.8	3.5
	Worse	1.4	2.2	1.8
	No response	2.1	26.1	13.9
Taking care of siblings				
	Same	92.3	60.1	76.5
	Better	2.1	12.3	7.1
	Worse	3.5	0.7	2.1
	No response	2.1	26.8	14.2
Taking rest				
	Same	93.7	64.5	79.4
	Better	3.5	6.5	5
	Worse	0.7	2.2	1.4
	No response	2.1	26.8	14.2
Allowing for entertainment activities				
	Same	91.6	60.2	76.2
	Better	2.8	10.1	6.4
	Worse	3.5	2.2	2.8
	No response	2.1	27.5	14.6
Using mobile phones/Computers				
	Same	83.9	57.2	70.8
	Better	3.5	10.9	7.1
	Worse	10.5	5.1	7.8
	No response	2.1	26.8	14.2
Others				
	Same	35.7	33.3	34.5
	Better	8.4	11.6	10
	Worse	1.4	0.7	1.1
	No response	54.5	54.3	54.4
Total (N)		143	138	281

The adolescent girls were further enquired whether boys and girls are treated differently in school. Almost all the adolescent girls (97.5%) stated that there was no discrimination based on gender in their school. (Table 5.6)

Table 5. 6 Treatment of Boys and Girls in School Differently (%)

	Name of the District		
	Deogarh	Jagatsingpur	Combined
Yes	0	3.6	1.8
No	99.3	95.7	97.5

DK/CS	0.7	0.7	0.7
Total (N)	143	138	281

The five adolescent girls from Jagatsingpur district who confirmed that boys and girls are treated differentially in school were further asked about the type of discriminations. For this purpose, they were given a few situations and were requested to share how girls and boys were treated differently in their school. In almost all the situations all these girls said that either they were treated in the same way. In case of few situations even they were reportedly treated better than the boys. (Table 5.7)

Table 5. 7 How Boys and Girls Treated Differently in School²⁷

	Name of the District		
	Deogarh	Jagatsinghpur	Combined
Opportunity to raise queries			
Same	0	3	3
Better	0	1	1
No response	0	1	1
Opportunity for play			
Same	0	3	3
Better	0	1	1
No response	0	1	1
Opportunity for replying to teacher's questions			
Same	0	2	2
Better	0	3	3
Cleaning of classrooms/play ground			
Same	0	3	3
Better	0	1	1
Worse	0	1	1
Opportunities for using advanced technologies			
Same	0	3	3
Better	0	2	2
Participation in special events of the school			
Same	0	1	1
Better	0	4	4
While providing punishments in the class			
Same	0	4	4
Better	0	1	1
In terms of tuition fees			
Same	0	5	5
While requesting for leaves			
Same	0	4	4
Better	0	1	1
Total (N= Who reported any differential treatment in school)	0	5	5

The respondents were also asked about the problems a girl child face in their community. About half of them said that they don't face any problems. Nearly half of the girls responded that girl child is deprived of schooling in their community. This was followed by 21% reporting that the girl child was subject to early marriage in the community. (Table 5.8)

²⁷ The question was added after the data collection started. This question was only asked at one district.

The results of qualitative discussions held with different stakeholders indicate that preference for the male child in the families was always present. In the case of higher education also an economically weak family will choose a boy over a girl for enrolling in higher education.

“It is there with everybody..Whether you’re a Collector or a Prime Minister or a President. The preference towards male child will always be there till death.”
 - CDPO ICDS, Reamal Block, Deogarh District

Table 5. 8 Problems faced by Girl Child in your Community (%)

	Name of the District		
	Deogarh	Jagatsingpur	Combined
No Problems	39.9	62.3	50.9
Are deprived of schooling	58.0	37.7	48
Do not get proper respect	22.4	12.3	17.4
Do not get enough food	7.0	0.7	3.9
Subject to early marriage	32.9	9.4	21.4
Have no role in decision making	6.3	3.6	5.0
Gets ill treated	16.8	10.1	13.5
Made to work hard at home	18.2	2.9	10.7
Not allowed to speak in public	5.6	0.7	3.2
Physical abuse	5.6	1.4	3.6
Total (N)	143	138	281

The analysis of results obtained under the gender perception and empowerment indicates that the two top places apart from their school or place of work the adolescent girls could visit were temple/church/mosque and village shop. The responses obtained for gender roles in day-to-day activities shows that most of the adolescent girls perceived activities performed inside a home as primarily girls’ work. However, the activities which need to be done outside the home were perceived as work that could be done by both boys and girls. The perception of adolescent girls on their equal rights as compared to boys was found to be positive. The majority of the adolescent girls expressed that they don’t feel disadvantageous for being a girl in the family or school. In almost all the situations at their home or school, the adolescent girls said that either the girls were treated in the same way and in few situations, they were being treated even better than boys. Nearly half of the adolescent girls shared that a girl child was deprived of schooling in their community. To summarize the findings of this chapter the adolescent girl’s perception of gender roles and stereotypes was found to be positive. The adolescent girls also shared that they don’t experience any gender-based discrimination at home or school. Contradicting the quantitative findings the qualitative results reveal that gender-based discrimination was present in the society among the majority of the families.

Chapter 6: Knowledge, Attitude and Practices of Adolescents Girls

Adolescent girls often have a mixture of knowledge about mental health issues like to self-esteem, resilience, confidence, communication and negotiation skills and self-confidence. This can include academic knowledge from schools, as well as practical knowledge gained from their families, peers, and communities. However, adolescent girls' attitudes can be influenced by societal norms, family expectations, and cultural beliefs. Practices among adolescent girls can encompass a wide range of behaviours, from daily routines to social interactions. This Chapter discusses the knowledge, attitude and practices of adolescent girls relating to self-esteem, resilience, confidence, communication, and negotiation skills and self confidence in the two districts covered in the study.

6.1 Awareness of on Legal age to work for money as well as the legal age at marriage among adolescent girls

The legal age for females to work for money in India is 18 years. This means that individuals, including adolescent girls, can legally engage in paid employment or work-related activities once they reach the age of 18 years. It is important to note that this age may vary for different types of work or industries, and there might be certain regulations and restrictions in place to protect the rights and well-being of young workers. The legal age for female to work for money was perceived to be 18 years or above by almost all the adolescent girls covered in the study. Only one respondent in Jagatsinghpur district had wrong notion about the legal age for female to work for money and stated it as 15 years. (Table 6.1)

Table 6. 1 Knowledge on Legal Age for Female to Work for Money (%)

Age (in years)	Name of the District		
	Deogarh	Jagatsinghpur	Combined
15	0	0.7	0.4
18	29.5	13.7	21.9
19	8.5	8.6	8.5
20	32.8	32	32.3
21	13.9	16	15
22	6.5	13	9.6
23	4.1	5.8	5
24	0.6	3	1.7
25	3.4	6.5	5
28	0	0.7	0.3
Do not Know	0.7	0	0.3
Total (N)	143	138	281

The legal age for men to get marry in India is 21 years while women can get married at the age of 18 years. According to recent NFHS-5 data the age at marriage in India is increasing over time. The median

age of first marriage (among women 20–49 years of age) has increased by 2.0 years during the last decade and a half, from a level of 17.2 years in 2005–06 to 19.2 years in 2019–21. For men (age 25–29), this increased from 22.6 to 24.9 during the same period²⁸. The qualitative findings of the study suggest that the child marriage cases are rare in the study districts. The adolescent girls during the quantitative

“Nowadays, due to strict restrictions from the government, the tribal don't resort to child marriage. They wait for 18 years...to get their daughters married.”
- IC BEO_Reamal Block_Deogarh District

study were asked about the legal age of marriage for girls and boys. The majority of the adolescent girls (90.4%) reported the legal age for boys 21 years or more. Similarly, almost all the adolescent girls

“Here child marriage case is very less. Sometimes this case will happen in a love marriage or otherwise there are no such cases happening here. Here parents are more educated and aware”.

-Block Project Manager, OLM

(99.6%) confirmed the legal age for marriage of girls to be 18 years or more. The average legal age for getting married for boys was reported to be as 23 years while legal age for getting married for girls responded was 20 years in both the districts. However, less than one-tenth of the adolescent girls also reported the legal age of getting married for boys is below 21 years. (Table 6.2)

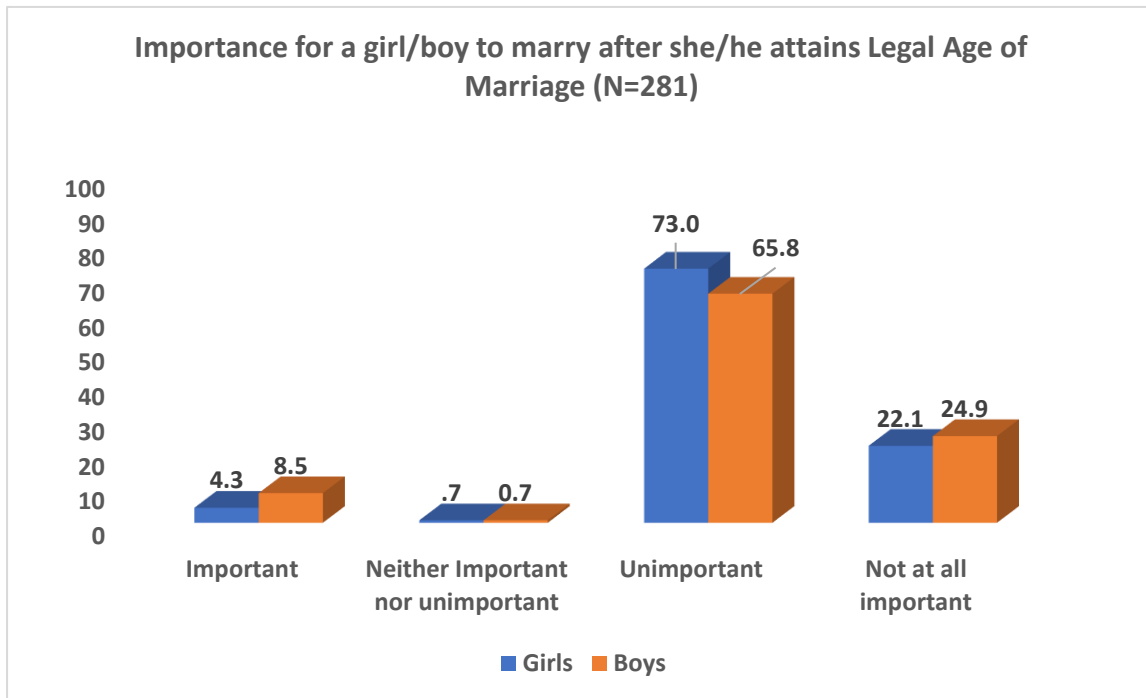
Table 6. 2 Legal Age for Marriage (Mean)

Mean Legal Age for Marriage	Name of the District		
	Deogarh	Jagatsingpur	Combined
Boys			
Below 21 Years	3.5	8.7	6.0
21 Years and above	90.2	90.6	90.4
Mean	23.2	23.2	
Girls			
Below 18 Years	0	0	0
18 Years and above	100	99.3	99.6
Mean	20.0	20.3	
Total (N)	143	138	281

Further, the girls were asked about their opinion on the importance for a girl/boy of getting married after they attain the legal age of marriage. It is quite discouraging to note that a negligible proportion of the adolescent girls covered in the study carried the correct perception (specifically 4% for girls and 9% for boys) that it is very important/important for a girl or a boy to marry after they attain the legal age marriage decided for them. This finding is not as per the general expectations and needs further investigations. (Figure 6.1)

²⁸ [National Family Health Survey \(rchiips.org\)](http://National Family Health Survey (rchiips.org))

Figure 6. 1 Opinion of Adolescent girls regarding importance for a girl/boy to marry after she/he attains Legal Age of Marriage (%)



6.2 Awareness of rights for adolescent

Awareness about rights for adolescents can vary widely based on factors like education, socio-economic background, cultural context, and geographic location. With the purpose to assess the level of awareness of rights for adolescents, the adolescent girls contacted for the study were asked to rate a few statements relating to the rights of the adolescents on a five-point scale. The data presented in the table below suggests that the mean score was quite high (4 out of 5) for the statements that read as “All Children have a right to go to school”, “Working full time instead of going to school is hazardous to a child’s health” and “Parents should feel ashamed if their school-aged children are working for money instead of going to school”. However, the mean score was very low (2) for the statements on “Working at a young age (up to 14 years) is a better way to learn” and “Parents must let school-aged children work if the situation is really desperate”. (Table 6.3).

Table 6. 3 Awareness on rights for adolescent²⁹

Statements	Name of the District		
	Deogarh Mean	Jagatsingpur Mean	Total Mean
All Children have a right to go to school	4	4	4
Working at a young age (up to 14 years) is a better way to learn	2	2	2
Parents must let school-aged children work if the situation is desperate	2	2	2
Working full time instead of going to school is hazardous to a child's health	4	4	4
Parents should feel ashamed if their school-aged children are working for money instead of going to school	4	4	4

The percentage and frequency-wise analysis of the statements shows that the majority of the respondents rate the category as 'agree' for three statements like 'all children have a right to go to school' (73.7%), working full time instead of going to school is hazardous to a child's health (79.7%), and Parents should feel ashamed if their school-aged children are working for money instead of going to school (76.2%). However, for statements like 'working at a young age (up to 14 years) is a better way to learn' (84.3%), and 'Parents must let school-aged children work if the situation is really desperate' (76.2%) a major percentage responded as 'disagree'. (Table 6.3a)

Table 6.3a 1 Awareness on rights for adolescent

		Name of the District					
		Deogarh		Jagatsingpur		Total	
		Count	%	Count	%	Count	%
All Children have a right to go to school	Neither disagree nor agree	1	0.7	0	0.0	1	0.4
	Agree	121	84.6	86	62.3	207	73.7
	Strongly agree	21	14.7	52	37.7	73	26.0
	Total	143	100.0	138	100.0	281	100.0
Working at a young age (up to 14 years) is a better way to learn	Strongly disagree	5	3.5	7	5.1	12	4.3
	Disagree	126	88.1	111	80.4	237	84.3
	Neither disagree nor agree	10	7.0	7	5.1	17	6.0
	Agree	2	1.4	12	8.7	14	5.0
	Strongly agree	0	0.0	1	0.7	1	0.4
	Total	143	100.0	138	100.0	281	100.0
Parents must let school-aged children work if the situation is desperate	Strongly disagree	7	4.9	5	3.6	12	4.3
	Disagree	95	66.4	105	76.1	200	71.2
	Neither disagree nor agree	22	15.4	17	12.3	39	13.9
	Agree	19	13.3	11	8.0	30	10.7

²⁹ The responses were taken on 5-point scale where 1=Strongly Disagree, 2=Disagree, 3=Neither Agree or Disagree, 4=Agree, 5=Strongly Agree

	Total	143	100.0	138	100.0	281	100.0
Working full time instead of going to school is hazardous to a child's health	Strongly disagree	0	.0	2	1.4	2	.7
	Disagree	11	7.7	9	6.5	20	7.1
	Neither disagree nor agree	13	9.1	11	8.0	24	8.5
	Agree	112	78.3	112	81.2	224	79.7
	Strongly agree	7	4.9	4	2.9	11	3.9
	Total	143	100.0	138	100.0	281	100.0
Parents should feel ashamed if their school-aged children are working for money instead of going to school	Disagree	13	9.1	17	12.3	30	10.7
	Neither disagree nor agree	17	11.9	9	6.5	26	9.3
	Agree	106	74.1	108	78.3	214	76.2
	Strongly agree	7	4.9	4	2.9	11	3.9
	Total	143	100.0	138	100.0	281	100.0

When asked about what all rights should an adolescent/child have almost all the respondents reported that they should have the rights to study and this was followed by equal opportunities in all aspects (41.6%) and rights to live (38.4%). The proportion of respondents who reported **“Freedom to play,” “Right to participation,” “should be allowed to do what they want” and “giving priority to them in all aspects”** as the rights of the adolescent/child varied between around 20 to 30 %. (Table 6.4)

Table 6. 4 Rights Adolescent should be entitled (%)

Rights	Name of the District		
	Deogarh	Jagatsingpur	Combined
Right to study	96.5	97.8	97.2
All the support regarding existing laws	7.0	6.5	6.8
Equal opportunity in all aspects	45.5	37.7	41.6
Priority in all aspects	30.8	27.5	29.2
Right to live	42.0	34.8	38.4
Right to grow up	25.9	21.0	23.5
Right to participation	23.8	19.6	21.7
Ensuring participation in domestic events/issues	0.7	1.4	1.1
Right to protection	1.4	4.3	2.8
Allowed to do what they want	17.5	24.6	21.0
Given love and affection	8.4	15.2	11.7
Freedom to play	24.5	28.3	26.3
Allowed to play together, no caste/religion discrimination	4.9	1.4	3.2
Allowed to celebrate all festivals, irrespective of the religion	0.0	1.4	0.7
Good behaviour from everybody	1.4	3.6	2.5
Other	19.6	0.0	10.0
Total (N)	143	138	281

6.3 Awareness on Childline and Child Protection Committees

The majority of the adolescent girls (87.9%) were found unaware of the child help line number. The twenty respondents who were aware of the ChildLine were further asked about the services Child Helpline provides to which around 65% reported that the helpline ensures protection, safety and justice for children. (Table 6.5)

Table 6. 5 Knowledge on Child Helpline Number and Services among the Adolescent Girls (%)

Response	Name of the District		
	Deogarh	Jagatsingpur	Combined
Adolescent Knowledge for Child Helpline Number (%)			
Answered correctly	7.7	6.5	7.1
Answer incorrectly	7.0	2.9	5.0
Do not know	85.3	90.6	87.9
Total (N)	143	138	281
Services/Help (Count)			
Protection of children in conflict with the law	1	2	3
Protection for children in need of care and protection	1	1	2
Ensuring protection, safety, and justice for children	10	3	13
I do not know	1	3	4
Total (N)	11	9	20

The awareness on of Child Protection Committee was also found to be very low among the adolescent girls interviewed as out of the 281 respondents covered in the study hardly 7 were having the knowledge about existence of such committee in their area. Out of these seven girls three girls said they were not aware about the services the committee offers. Another three adolescent girls cited protection of vulnerable children as a responsibility of Child Protection Committee. (Table 6.6)

Table 6. 6 Awareness of Child Protection Committee in Respondent Area and its responsibilities

Response	Name of the District		
	Deogarh	Jagatsingpur	Combined
Awareness of Child Protection Committee in Respondent Area (%)			
Yes	0.7	4.3	2.5
No	99.3	95.7	97.5
Total (N)	143	138	281
Responsibilities of Child Protection Committees (Count)			
Reduced vulnerability of children	0	1	1
Protection of vulnerable children	0	3	3
Spreading awareness about the Child	0	1	1
I do not know	1	2	3
Total (N)	1	6	7

6.4 Mental Health and Emotional Well-being- (Self Efficacy, Self Esteem, Social/Negotiation Skills, Critical Thinking)

Self-efficacy refers to an individual's belief in their ability to accomplish tasks and achieve goals. In the context of adolescent girls, fostering self-efficacy is crucial for their overall development. The adolescent girls were asked to rate few statements related to self-efficacy on a five-point scale. The table below states that in general the level of problem solving/self-efficacy statement was high among the adolescent girls with the mean score of 4 on this parameter. (Table 6.7)

Table 6. 7 Statement Related to Problem-Solving/Self-Efficacy³⁰

Statements	Name of the District		
	Deogarh	Jagatsingpur	Total
	MEAN	MEAN	MEAN
I can always manage to solve difficult problems if I try hard enough.	4	4	4
I am confident that I could deal efficiently with unexpected events.	4	4	4
I can solve most problems if I invest the necessary effort.	4	4	4
I can remain calm when facing difficulties, because I can rely on my coping abilities.	4	4	4

It is also quite encouraging to observe that majority of the adolescent girls agreed to all four statements related to problem solving/self-efficacy. (Table 6.7a)

Table 6.7a Statement Related to Problem-Solving/Self-Efficacy

Statement		Name of District					
		Deogarh		Jagatsingpur		Total	
		Count	%	Count	%	Count	%
I can always manage to solve difficult problems if I try hard enough.	Disagree	2	1.4	0	0	2	0.7
	Neither disagree nor agree	2	1.4	6	4.3	8	2.8
	Agree	133	93	107	77.5	240	85.4
	Strongly agree	6	4.2	25	18.1	31	11
	Total (N)	143	100	138	100	281	100
I am confident that I could deal efficiently with unexpected events.	Disagree	5	3.5	1	0.7	6	2.1
	Neither disagree nor agree	10	7	7	5.1	17	6
	Agree	121	84.6	118	85.5	239	85.1
	Strongly agree	7	4.9	12	8.7	19	6.8
	Total (N)	143	100	138	100	281	100
I can solve most problems if I invest the necessary effort.	Disagree	8	5.6	1	0.7	9	3.2
	Neither disagree nor agree	12	8.4	9	6.5	21	7.5
	Agree	121	84.6	118	85.5	239	85.1
	Strongly agree	2	1.4	10	7.2	12	4.3
	Total (N)	143	100	138	100	281	100
I can remain calm when facing difficulties, because I can rely on my coping abilities.	Disagree	0	0	4	2.9	4	1.4
	Neither disagree nor agree	17	11.9	10	7.2	27	9.6
	Agree	122	85.3	113	81.9	235	83.6
	Strongly agree	4	2.8	11	8	15	5.3
	Total (N)	143	100	138	100	281	100

³⁰ The responses were taken on 5-point scale where 1=Strongly Disagree, 2=Disagree, 3=Neither Agree or Disagree, 4=Agree, 5=Strongly Agree

Additionally, adolescent girls were asked to rate few statements that aimed to assess their decision-making ability on a five-point scale. In response to the decision-making statements on an average the respondents were not able to decide whether their decisions making was easy for them and whether they could make a decision to do whatever they wanted to do (Mean score was 3 for each of these 2 statements). However, the mean score was higher at 4 for the statement which indicated that they could make decisions to help them for achieving their goals. (Table 6.8)

Table 6. 8 Statement Related to Decision Making³¹

Statements	Name of the District		
	Deogarh	Jagatsingpur	Total
	MEAN	MEAN	MEAN
Decision making is easy for me.	3	3	3
I can make a decision to do whatever I want.	3	3	3
I make decisions to help me achieve my goals.	4	4	4

The table below proposes that nearly half of the respondents were ‘agreed’ to the statements like ‘Decision making is easy for me’ (48.8%), and ‘I can make a decision to do whatever I want’ (49.5%). (Table 6.8a)

Table 6.8a Statement Related to Decision Making

Statement		Name of District					
		Deogarh		Jagatsingpur		Total	
		Count	%	Count	%	Count	%
Decision making is easy for me.	Disagree	45	31.5	34	24.6	79	28.1
	Neither disagree nor agree	30	21	15	10.9	45	16
	Agree	59	41.3	78	56.5	137	48.8
	Strongly agree	9	6.3	11	8	20	7.1
	Total	143	100	138	100	281	100
I can make a decision to do whatever I want.	Disagree	46	32.2	37	26.8	83	29.5
	Neither disagree nor agree	32	22.4	17	12.3	49	17.4
	Agree	62	43.4	77	55.8	139	49.5
	Strongly agree	3	2.1	7	5.1	10	3.6
	Total	143	100	138	100	281	100
I make decisions to help me achieve my goals.	Disagree	17	11.9	16	11.6	33	11.7
	Neither disagree nor agree	30	21	17	12.3	47	16.7
	Agree	93	65	102	73.9	195	69.4
	Strongly agree	3	2.1	3	2.2	6	2.1
	Total	143	100	138	100	281	100

³¹ The responses were taken on 5-point sale where 1=Strongly Disagree, 2=Disagree, 3=Neither Agree or Disagree, 4=Agree, 5=Strongly Agree

In order to gauge the comfort level of adolescent girls on communicating views to others they were asked to rate few statements related to their communication ability on a five-point scale. The mean score was relatively higher (4) for all the communication ability related statements listed in Table 6.9 other than that of the statement on “I shy away and remain silent in places where people are new to me” (Mean score 3). (Table 6.9)

Table 6.9 Statement Related to Communication³²

Statements	Name of the District		
	Deogarh	Jagatsingpur	Total
	MEAN	MEAN	MEAN
I can say No to activities that I think are wrong.	4	4	4
I can talk freely without hesitation to anyone.	3	4	4
I can convince anyone with my idea or suggestion.	4	4	4
I shy away and remain silent in places where people are new to me.	3	3	3
I am confident to speak and present myself.	4	4	4

The majority of the adolescent girls ‘agreed’ to all the statements related to communication except one statement ‘I shy away and remain silent in places where people are new to me’. Around 46% ‘agreed’ to this statement while 43% ‘disagreed’ to the statement. (Table 6.9a)

Table 6.9a Statement Related to Communication

Statement		Name of District					
		Deogarh		Jagatsingpur		Total	
		Count	%	Count	%	Count	%
I can say No to activities that I think are wrong.	Disagree	1	0.7	7	5.1	8	2.8
	Neither disagree nor agree	9	6.3	13	9.4	22	7.8
	Agree	122	85.3	112	81.2	234	83.3
	Strongly agree	11	7.7	6	4.3	17	6.0
	Total	143	100	138	100	281	100
I can talk freely without hesitation to anyone.	Disagree	28	19.6	18	13.0	46	16.4
	Neither disagree nor agree	22	15.4	23	16.7	45	16.0
	Agree	90	62.9	89	64.5	179	63.7
	Strongly agree	3	2.1	8	5.8	11	3.9
	Total	143	100	138	100	281	100
I can convince anyone with my idea or suggestion.	Disagree	0	0	4	2.9	4	1.4
	Neither disagree nor agree	11	7.7	17	12.3	28	10.0
	Agree	127	88.8	108	78.3	235	83.6
	Strongly agree	5	3.5	9	6.5	14	5.0
	Total	143	100	138	100	281	100

³² The responses were taken on 5-point sale where 1=Strongly Disagree, 2=Disagree, 3=Neither Agree or Disagree, 4=Agree, 5=Strongly Agree

Statement		Name of District					
		Deogarh		Jagatsingpur		Total	
		Count	%	Count	%	Count	%
I shy away and remain silent in places where people are new to me.	Disagree	67	46.9	54	39.1	121	43.1
	Neither disagree nor agree	12	8.4	18	13.0	30	10.7
	Agree	64	44.8	65	47.1	129	45.9
	Strongly agree	0	0	1	0.7	1	0.4
	Total	143	100	138	100	281	100
I am confident to speak and present myself.	Disagree	9	6.3	8	5.8	17	6.0
	Neither disagree nor agree	12	8.4	5	3.6	17	6.0
	Agree	119	83.2	119	86.2	238	84.7
	Strongly agree	3	2.1	6	4.3	9	3.2
	Total	143	100	138	100	281	100

Resilience in adolescent girls refers to their ability to cope with and bounce back from challenges, setbacks, and adversities while maintaining positive mental health and well-being. Building resilience is crucial during this developmental stage, as it equips them with the skills to navigate life's ups and downs, develop a strong sense of self, and thrive despite obstacles. The adolescent girls were given to rate few statements evaluating their resilience on a five-point scale. The data in table 6.10 shows that on an average the adolescent girls mostly agreed to the statements related to Resilience with the mean score of 4 for all the statements.

Table 6. 10 Statement Related to Resilience³³

Statements	Name of the District		
	Deogarh	Jagatsingpur	Total
	MEAN	MEAN	MEAN
When things do not go my way, I can fix it without hurting myself or other people (for example hitting others or saying nasty things).	3	4	4
I think my family cares about me when times are hard (for example if I am sick or have done something wrong).	4	4	4
I think my friends care about me when times are hard (for example if I am sick or have done something wrong).	4	4	4
I know where to get help.	4	4	4
By looking at their facial expressions, I recognize the emotions people are experiencing.	4	4	4
I help other people feel better when they are down.	4	4	4
I have control over my emotions.	4	4	4
I try to understand other people's problem before judging them.	4	4	4

The table below displays that a major percentage of adolescent girls rated as 'agreed' to all the statements related to resilience. (Table 6.10a)

³³ The responses were taken on 5-point sale where 1=Strongly Disagree, 2=Disagree, 3=Neither Agree or Disagree, 4=Agree, 5=Strongly Agree

Table 6.10a Statement Related to Resilience

Statement		Name of District					
		Deogarh		Jagatsingpur		Total	
		Count	%	Count	%	Count	%
When things do not go my way, I can fix it without hurting myself or other people (for example hitting others or saying nasty things).	Disagree	28	19.6	27	19.6	55	19.6
	Neither disagree nor agree	16	11.2	15	10.9	31	11.0
	Agree	99	69.2	92	66.7	191	68.0
	Strongly agree	0	0	4	2.9	4	1.4
	Total	143	100	138	100	281	100
I think my family cares about me when times are hard (for example if I am sick or have done something wrong).	Disagree	1	0.7	2	1.4	3	1.1
	Neither disagree nor agree	5	3.5	6	4.3	11	3.9
	Agree	135	94.4	117	84.8	252	89.7
	Strongly agree	2	1.4	13	9.4	15	5.3
	Total	143	100	138	100	281	100
I think my friends care about me when times are hard (for example if I am sick or have done something wrong).	Strongly disagree	1	0.7	0	0	1	0.4
	Disagree	23	16.1	31	22.5	54	19.2
	Neither disagree nor agree	4	2.8	4	2.9	8	2.8
	Agree	113	79.0	94	68.1	207	73.7
	Strongly agree	2	1.4	9	6.5	11	3.9
	Total	143	100	138	100	281	100
I know where to get help.	Disagree	16	11.2	10	7.2	26	9.3
	Neither disagree nor agree	5	3.5	4	2.9	9	3.2
	Agree	115	80.4	104	75.4	219	77.9
	Strongly agree	7	4.9	20	14.5	27	9.6
	Total	143	100	138	100	281	100
By looking at their facial expressions, I recognize the emotions people are experiencing.	Strongly disagree	1	0.7	1	0.7	2	0.7
	Disagree	17	11.9	19	13.8	36	12.8
	Neither disagree nor agree	11	7.7	18	13.0	29	10.3
	Agree	114	79.7	97	70.3	211	75.1
	Strongly agree	0	0	3	2.2	3	1.1
	Total	143	100	138	100	281	100
I help other people feel better when they are down.	Disagree	0	0	4	2.9	4	1.4
	Neither disagree nor agree	10	7.0	14	10.1	24	8.5

Statement		Name of District					
		Deogarh		Jagatsingpur		Total	
		Count	%	Count	%	Count	%
	Agree	130	90.9	117	84.8	247	87.9
	Strongly agree	3	2.1	3	2.2	6	2.1
	Total	143	100	138	100	281	100
I have control over my emotions.	Disagree	0	0	1	0.7	1	0.4
	Neither disagree nor agree	3	2.1	3	2.2	6	2.1
	Agree	129	90.2	110	79.7	239	85.1
	Strongly agree	11	7.7	24	17.4	35	12.5
	Total	143	100	138	100	281	100
I try to understand other people's problem before judging them.	Neither disagree nor agree	14	9.8	14	10.1	28	10
	Agree	127	88.8	115	83.3	242	86.1
	Strongly agree	2	1.4	9	6.5	11	3.9
	Total	143	100	138	100	281	100

Self-esteem is the perception of an individual about his/her self-worth. Few statements related to their self-esteem were given to adolescent girls to rate on a five-point scale. The data in table 6.11 reveals that on an average the adolescent girls secured good scores on the statements related to positive self-esteem.

Table 6. 11 Statement Related to Self-Esteem³⁴

Statements	Name of the District		
	Deogarh	Jagatsingpur	Total
	MEAN	MEAN	MEAN
I feel that I have a number of good qualities	4	4	4
I am able to do things like most other people	4	4	4
I feel I do not have much to be proud of	3	3	3
On the whole, I am satisfied with myself	4	4	4
At times I think I am no good at all	3	3	3

The table below reveals that adolescent girls responded 'agreed' to majority of the statements related to their self-esteem like 'I feel that I have a number of good qualities' (86.8%), 'I am able to do things like most other people' (80.4%), and 'On the whole, I am satisfied with myself' (84%). However, a statement suggesting negative self-esteem i.e., 'I feel I do not have much to be proud of' around 61% adolescent reported as 'agreed'. (Table 6.11a)

³⁴ The responses were taken on 5-point sale where 1=Strongly Disagree, 2=Disagree, 3=Neither Agree or Disagree, 4=Agree, 5=Strongly Agree

Table 6.11a 1Statement Related to Self-Esteem

Statement		Name of District					
		Deogarh		Jagatsingpur		Total	
		Count	%	Count	%	Count	%
I feel that I have a number of good qualities	Disagree	1	0.7	6	4.3	7	2.5
	Neither disagree nor agree	0	0	2	1.4	2	0.7
	Agree	136	95.1	108	78.3	244	86.8
	Strongly agree	6	4.2	22	15.9	28	10.0
	Total	143	100	138	100	281	100
I am able to do things like most other people	Disagree	11	7.7	7	5.1	18	6.4
	Neither disagree nor agree	14	9.8	7	5.1	21	7.5
	Agree	112	78.3	114	82.6	226	80.4
	Strongly agree	6	4.2	10	7.2	16	5.7
	Total	143	100	138	100	281	100
I feel I do not have much to be proud of	Strongly disagree	1	0.7	1	0.7	2	0.7
	Disagree	40	28.0	40	29.0	80	28.5
	Neither disagree nor agree	3	2.1	12	8.7	15	5.3
	Agree	97	67.8	74	53.6	171	60.9
	Strongly agree	2	1.4	11	8.0	13	4.6
	Total	143	100	138	100	281	100
On the whole, I am satisfied with myself	Disagree	1	0.7	4	2.9	5	1.8
	Neither disagree nor agree	1	0.7	5	3.6	6	2.1
	Agree	131	91.6	105	76.1	236	84.0
	Strongly agree	10	7.0	24	17.4	34	12.1
	Total	143	100	138	100	281	100
At times I think I am no good at all	Strongly disagree	3	2.1	8	5.8	11	3.9
	Disagree	81	56.6	58	42.0	139	49.5
	Neither disagree nor agree	3	2.1	8	5.8	11	3.9
	Agree	56	39.2	62	44.9	118	42.0
	Strongly agree	0	0	2	1.4	2	0.7
	Total	143	100	138	100	281	100

Developing social and negotiation skills is crucial for healthy relationships and effective communication. The data in the below table suggest that the respondents were not very confident on their social or negotiation skills. The adolescent girls rated statement related to their social and negotiation skills on a five-point scale. On an average the adolescent girls were not confident on the statements related to their negotiation's skills. However, they 'agreed' to the statements where their decisions were likely to be influenced by their peer group or friends. (Table 6.12)

Table 6. 12 Statement Related to Social/Negotiation Skills³⁵

Statements	Name of the District		
	Deogarh	Jagatsingpur	Total
	MEAN	MEAN	MEAN
I speak confidently, even with strangers	3	3	3
I hesitate in speaking and expressing my views	3	3	3
I understand others' problems or feelings by keeping myself in their situation	4	4	4
I usually make a note on works to be done before I start my day	3	3	3
I don't have a consistent daily routine	3	3	3
I do not save money for emergency funds	3	3	3
My friends could push me into doing just about anything	4	4	4
When at school, if a group of friends asked me to do something, it would be hard to say no	4	4	4
At times, I've broken rules because others have urged me too.	3	3	3

The percentage wise distribution of the responses shows majority 'agreed' to the statements like 'I speak confidently even with strangers' (60.1%), 'I understand others' problems or feelings by keeping myself in their situation' (87.5%), 'My friends could push me into doing just about anything' (84%), 'When at school, if a group of friends asked me to do something, it would be hard to say no' (75.1%) and 'At times, I've broken rules because others have urged me too' (62.6%). (Table 6.12a)

Table 6.12a Statement Related to Social/Negotiation Skills

Statement		Name of District					
		Deogarh		Jagatsingpur		Total	
		Count	%	Count	%	Count	%
I speak confidently, even with strangers	Strongly disagree	3	2.1	7	5.1	10	3.6
	Disagree	40	28.0	42	30.4	82	29.2
	Neither disagree nor agree	11	7.7	5	3.6	16	5.7
	Agree	87	60.8	82	59.4	169	60.1
	Strongly agree	2	1.4	2	1.4	4	1.4
	Total	143	100	138	100	281	100
I hesitate in speaking and expressing my views	Disagree	65	45.5	52	37.7	117	41.6
	Neither disagree nor agree	16	11.2	13	9.4	29	10.3
	Agree	61	42.7	71	51.4	132	47.0
	Strongly agree	1	0.7	2	1.4	3	1.1
	Total	143	100	138	100	281	100

³⁵ The responses were taken on 5-point scale where 1=Strongly Disagree, 2=Disagree, 3=Neither Agree or Disagree, 4=Agree, 5=Strongly Agree



Statement		Name of District					
		Deogarh		Jagatsingpur		Total	
		Count	%	Count	%	Count	%
I understand others' problems or feelings by keeping myself in their situation	Disagree	1	0.7	3	2.2	4	1.4
	Neither disagree nor agree	8	5.6	17	12.3	25	8.9
	Agree	132	92.3	114	82.6	246	87.5
	Strongly agree	2	1.4	4	2.9	6	2.1
	Total	143	100	138	100	281	100
I usually make a note on works to be done before I start my day	Disagree	73	51.0	40	29.0	113	40.2
	Neither disagree nor agree	3	2.1	9	6.5	12	4.3
	Agree	67	46.9	89	64.5	156	55.5
	Total	143	100	138	100	281	100
I don't have a consistent daily routine	Disagree	67	46.9	95	68.8	162	57.7
	Neither disagree nor agree	0	0	7	5.1	7	2.5
	Agree	74	51.7	36	26.1	110	39.1
	Strongly agree	2	1.4	0	0	2	0.7
	Total	143	100	138	100	281	100
I do not save money for emergency funds	Strongly disagree	3	2.1	0	0	3	1.1
	Disagree	88	61.5	84	60.9	172	61.2
	Neither disagree nor agree	9	6.3	9	6.5	18	6.4
	Agree	42	29.4	45	32.6	87	31.0
	Strongly agree	1	0.7	0	0	1	0.4
	Total	143	100	138	100	281	100
My friends could push me into doing just about anything	Disagree	20	14.0	16	11.6	36	12.8
	Neither disagree nor agree	2	1.4	4	2.9	6	2.1
	Agree	120	83.9	116	84.1	236	84.0
	Strongly agree	1	0.7	2	1.4	3	1.1
	Total	143	100	138	100	281	100
When at school, if a group of friends asked me to do something, it would be hard to say no	Disagree	10	7.0	20	14.5	30	10.7
	Neither disagree nor agree	12	8.4	22	15.9	34	12.1
	Agree	121	84.6	90	65.2	211	75.1
	Strongly agree	0	0	6	4.3	6	2.1
	Total	143	100	138	100	281	100
At times, I've broken rules because others have urged me too.	Strongly disagree	5	3.5	8	5.8	13	4.6
	Disagree	29	20.3	42	30.4	71	25.3
	Neither disagree nor agree	5	3.5	6	4.3	11	3.9
	Agree	101	70.6	75	54.3	176	62.6
	Strongly agree	3	2.1	7	5.1	10	3.6

Statement	Name of District					
	Deogarh		Jagatsingpur		Total	
	Count	%	Count	%	Count	%
Total	143	100	138	100	281	100

Critical thinking involves analyzing, evaluating, and synthesizing information to make informed decisions. Adolescents, including girls, can enhance their critical thinking skills by engaging in activities that require problem-solving, decision-making, and considering various perspectives. Encourage them to question assumptions, evaluate sources of information, and think critically about the world around them.

In order to gauge the critical thinking ability of the adolescent girls, hypothetical situations were given to them and were asked questions around them. The adolescent girls were asked if the drinking of their village gets contaminated what first thing they will do? More than half of the adolescent girls (53.7%) said that they will inform the issue to the Gram Pradhan. The statement suggests that 53% of the girls appear to demonstrate responsiveness, reactivity, or the ability to take appropriate action during a crisis. In other words, over half of the girls seem to be aware of how to react or handle themselves in a crisis situation. (Table 6.13a)

Table 6.13a Critical Thinking Situation related to Water Contamination in Village (%)

	Name of the District		
	Deogarh	Jagatsingpur	Combined
What is the first thing you would think of to do or say?			
I will inform the village Pradhan	53.1	54.3	53.7
I will inform other villagers and neighbours not to use that water	44.1	34.1	39.1
I will inform village Ward member	1.4	5.8	3.6
I will ask for chlorination of handpump	0.7	2.9	1.8
I will not do anything	0	1.4	0.7
Other**	0.7	1.4	1.1
Total (N)	143	138	281

** One Adolescent Girl in Deogarh and Jagatsingpur District reported she will Report to BDO. And one in Jagatsingpur reported she will apply Bleaching powder.

Further, they were asked what other thing they will do in case of the water in village gets contaminated. In response to this query, around forty three % said that they would inform other villagers and neighbours not to use that water. (Table 6.13 b)

Table 6.13b Critical Thinking Situation related to Water Contamination in Village (%)

	Name of the District		
	Deogarh	Jagatsingpur	Combined
What other things could you do or say? Try to list as many as you can.			
I will inform the village Pradhan	22.4	26.5	24.4
I will inform other villagers and neighbours not to use that water	42	44.9	43.4
I will inform village Ward member	13.3	10.3	11.8
I will ask for chlorination of handpump	11.9	8.8	10.4
I will not do anything	10.5	7.4	9
Other**	0	2.2	1.1
Total (N)	143	138	281

**** Two Adolescent girls in Jagatsingpur reported they will apply Bleaching Power and One reported shell write an application to BDO.**

In another hypothetical situation the adolescent girls were asked if fire happens in their area what first thing they would like to do? A little more than three fourth of the adolescent girls (76.5%) rightly said that they would call fire station for seeking assistance. (Table 6.14a)

Table 6.14a Critical Thinking Situation related to Fire in Respondents Area (%)

	Name of the District		
	Deogarh	Jagatsingpur	Combined
What is the first thing you would think of to do or say?			
Calling fire station	79	73.9	76.5
Calling Sarpanch	2.8	2.9	2.8
Calling Police station	0.7	2.9	1.8
Bringing water	4.9	10.9	7.8
Calling villagers	12.6	9.4	11
Total (N)	143	138	281

Further, they were asked what other thing they will do in the above circumstances? To this a little more than half of the respondents (52.5%) responded that they would try to bring water for extinguishing the fire. (Table 6.14 b)

Table 6.14b Critical Thinking Situation related to Fire in Respondents Area (%)

	Name of the District		
	Deogarh	Jagatsingpur	Combined
What other things could you do or say? Try to list as many as you can			
Calling fire station	33.6	34.1	33.8
Calling Sarpanch	9.3	9.4	9.4
Calling Police station	4.3	5.8	5
Bringing water	48.6	56.5	52.5
Calling villagers	60	63	61.5
Total (N)	143	138	281



The data analyzed in this chapter shows that A significant portion of the adolescent girls (90.4%) indicated that the legally recognized age for boys was 21 years or older. Likewise, nearly all of the adolescent girls (99.6%) affirmed that the legal age for girls to marry was 18 years or older. The average legal marriage age for boys was reported as 23 years, while the indicated legal marriage age for girls was 20 years in both districts. It's disheartening to observe that only a minimal percentage of the adolescent girls included in the study (4% for girls and 9% for boys) held the accurate belief that it is of great importance or importance for girls and boys to marry once they reach the legally designated marriage age. In response to the rights adolescent girls are entitled to

The statements "All children have a right to go to school," "Working full time instead of going to school is hazardous to a child's health," and "Parents should feel ashamed if their school-aged children are working for money instead of going to school" received a notably high mean score (4 out of 5) in agreement. On average, adolescent girls expressed agreement with these statements regarding a child's right to education, the potential risks of full-time work over attending school, and the notion that parents should feel a sense of shame if their school-going children are employed rather than receiving an education. However, the mean score was significantly lower (2) for the statements "Working at a young age (up to 14 years) is a better way to learn" and "Parents must let school-aged children work if the situation is really desperate." The majority of the adolescent girls (87.9%) were found unaware of the child help line number while the awareness of Child Protection Committee was found to be very low among the adolescent girls interviewed as the majority shared their unawareness of the committee in the area. The level of problem-solving/self-efficacy, resilience, and positive self-esteem statements was high as on average the respondents were 'Agreed' to all the statements. Regarding the decision-making statements, the respondents, on average, found it challenging to determine whether their decision-making process was easy (Mean score of 3) and whether they had the ability to make choices aligned with their desires (Mean score of 3). However, the respondents, on average, expressed agreement (Mean score of 4) with the statement indicating their capability to make decisions that contribute to achieving their goals. The data demonstrates a relatively elevated mean score (4) which indicates that, on average, adolescent girls expressed agreement with all the communication-related statements, except for the statement "I shy away and remain silent in places where people are new to me," which had a mean score of 3. The adolescent girls were not found self-confident in the statements related to their negotiation skills. However, the data suggests that their decisions are influenced by their peer group or friends. The critical thinking skills of the adolescent girls were found to be high as a majority were able to identify practical solutions to hypothetical situations. The results on critical thinking imply that the inbuilt skill to take an informed option provided they are aware of the options available.



Chapter 7: Violence/Harassment Encountered by the Adolescent Girls

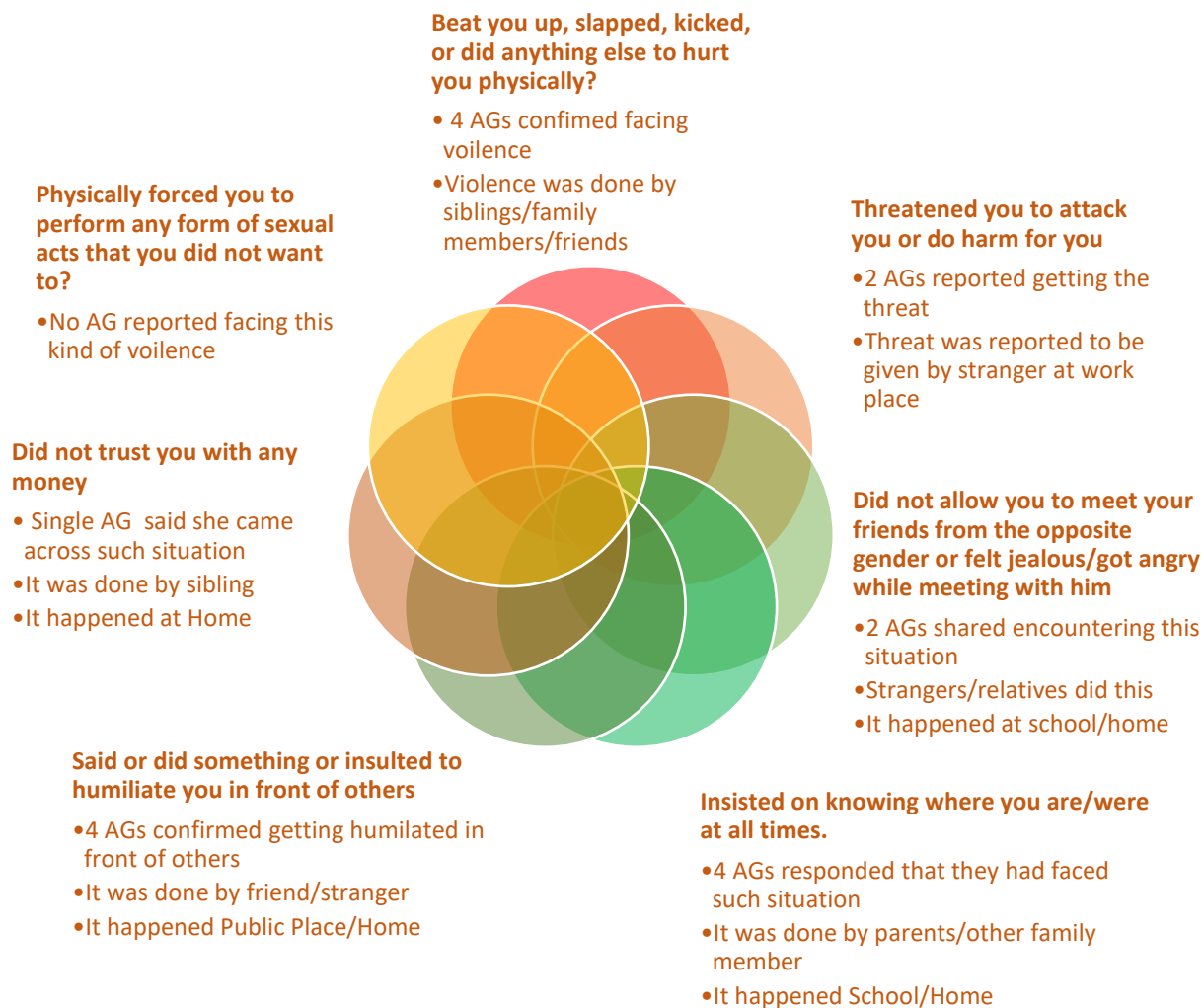
Violence and harassment against adolescent girls are a concerning and pervasive issue that can have long-lasting negative impacts on their physical, emotional, and psychological well-being. Moreover, it can impact their ability to access education, including their security whilst traveling to and from school, as well as their social and academic performance at school. Adolescent girls, due to their age and gender, can be particularly vulnerable to various forms of violence and harassment³⁶. Based on the findings of the present study this chapter presents a discussion on various types of violence and harassment faced by the adolescent girls.

7.1 Prevalence of harassment and violence

To know whether the adolescent girls had experienced any kind of violence, seven hypothetical situations were presented to the adolescent girls. Then, the adolescent girls were asked whether they had ever encountered any such situation and all the girls who had reportedly experienced any such situations were further probed about the place where that incident had happened, and the person who had committed the violence. The majority of the adolescent girls reported that they had not come across any of the situations up till now. A few of the adolescent girls who had experienced such situations reported that the incidents had mostly happened either at their home or at their school. The violence/harassment was perpetrated by either their siblings, family members, friends, or some strangers. (Figure 7.1)

³⁶ [At the intersection of childhood and womanhood, adolescent girls are falling through the cracks of violence prevention \(unicef-irc.org\)](https://www.unicef-irc.org/)

Figure 7. 1 Violence/ harassment encountered by the Adolescent Girls (AGs)



The qualitative findings suggest that the prevalence of domestic violence was high in both the districts of study area. Alcohol and drug abuse were cited as reasons for domestic abuse in the family. CDPO from Deogarh responded that the prevalence of domestic violence cases was 15-to-20% in the district. CDPO from Jagatsinghpur

“Yes...It is happening in some families. I visit other blocks as well. It is there...but maybe one or two such cases are there. The problem is not acute. If we look at the percentage...then it is within twenty or fifteen.”

- CDPO ICDS, Reamal Block, Deogarh District
- Block Livelihoods Coordinator, Reamal Block, Deogarh District

district said that the cases are more prevalent in Scheduled caste people as alcohol problem is more among them. The women and

“Yes, it is happening. Everywhere it is happening...some cases are experienced here. When such complaints are received then medical and legal support is extended with a tie-up with Sakhi Centres. As per the requirement of the victims, appropriate support is being extended to them.”

“Here Domestic Violence cases are more. For extra marital affairs, for dowry cases, for Alcohol and drugs. In these cases, Alcohol is the major issues in these cases also we have heard about the drugs.”

- Block project manager in OLM



children in the family usually become the victims. Further, she said adolescent girls shared these incidents in open discussion.

7.1 Reporting mechanisms and support received

Further, during the quantitative survey all the adolescent girls were asked about reporting the domestic violence incidents to someone or whether they ever tried seeking help from someone. In response to this majority of them (96.1%) said 'no'.

The five girls who confirmed seeking help shared that they had taken help from either their own family or in-laws' family. (Table 7.1)

“Particularly SC people and wine drinker are unable to educate their children as they waste their money to drink wine. Their children and wife suffer more and create domestic violence and job holders also are taking wine and creating domestic violence. We got this information from open discussion with adolescent girls. Ladies are being harassed.”

- CDPO TIRTOL BLOCK

Table 7. 1 Reporting mechanisms and support received.

		Frequency	%
Whether taken help			
	Yes	5	1.8
	No	270	96.1
	No response	6	2.1
	Total	281	100
Help taken from			
	Own family	4	80
	In-Law's family	1	20
	Total	5	100

The results of the quantitative study with adolescent girls show that the prevalence of Gender-based violence (GBV) or harassment is almost negligible. However, in contradiction to the findings of the quantitative survey on prevalence of gender-based violence, the qualitative interviews conducted with different stakeholders pointed out that domestic violence was prevalent in the study area primarily due to alcoholism and drug abuse among the male members of the family and community. This indicates that probably, there was some mis underreporting and under reporting of GBV among the adolescent girls contacted for the study. The underreporting of gender-based violence (GBV) by adolescent girls in India is a complex and concerning issue that is influenced by a combination of social, cultural, economic, and systemic factors³⁷. Addressing the underreporting of GBV among adolescent girls requires a collaborative effort involving government agencies, civil society organizations, educational institutions, and international bodies. The goal is to create an environment where girls feel safe, supported, and empowered to report violence and seek justice³⁸.

³⁷ [\(PDF\) Underreporting of Gender-Based Violence in Kerala, India An Application of the List Randomization Method Underreporting of Gender-Based Violence in Kerala, India: An Application of the List Randomization Method \(researchgate.net\)](#)

³⁸ [COVID-19-GBV-risks-to-adolescent-girls-and-interventions-to-protect-them-2020.pdf \(unicef.org\)](#)

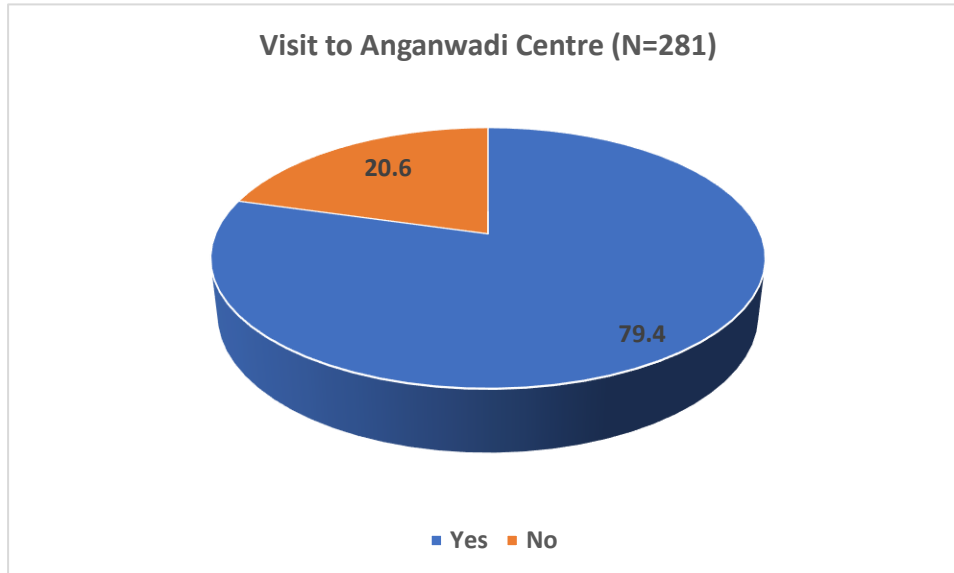
Chapter 8: Government Schemes and Services Available for Adolescents

In India, there are several government services and programs available for the welfare and empowerment of adolescent girls. The government has implemented various initiatives to promote education, health, skill development, and overall well-being among adolescent girls. Availing government services for adolescent girls can greatly contribute to their well-being, education, and empowerment. The present chapter gives details of the government schemes and services available for the adolescent girls in Orissa.

8.1 Access and Utilisation of Government Services Offered for adolescents

Anganwadi Centres in India play a crucial role in providing integrated early childhood care and development services. While their primary focus is on young children and mothers, all the Anganwadi centres also offer specific services for adolescent girls to address their health, nutrition, education, and skill development needs. The majority of the respondents (79.4%) reported visiting Anganwadi centre. (Figure 8.1)

Figure 8. 1 Visit to Anganwadi Centre (%)



As presented in Table 8.1, the three major services for which the adolescent girls reportedly visited Anganwadi centre were receiving Iron and Folic Acid (IFA) tablets from AWC (58.3%), health check-up at AWC (43.5%), and collecting dry ration/supplementary nutrition (Chatua) from AWC (31.8%).

Table 8. 1 Services for which Adolescent Visit to Anganwadi Centre (%)

Services	Name of the District		
	Deogarh	Jagatsingpur	Combined
To receive dry ration/supplementary nutrition (Chatua) from AWC	49.1	13.8	31.8
To receive Iron and Folic Acid (IFA) tablets from AWC	51.8	65.1	58.3
To receive a tablet for de-worming (in the last six months/one year)	7.9	4.6	6.3
To attend VHND Meeting	0	0.9	0.4
To attend the ADVIKA program	0	0.9	0.4
Health check-up at AWC	47.4	39.4	43.5
For covid vaccination	1.8	10.1	5.8
Others	48.2	4.6	26.9
Total (N)	114	109	223

1.1 Awareness among adolescent girls on Government Supported Programs and Initiatives

All the respondents were asked whether they have heard of or participated in any schemes or programmes on Adolescent Girls. The majority of the respondents (98.6%) said that they have not heard of or attended ADVIKA session followed by 96% of girls who stated that they have not attended any Like Skill Education (10 core LSE) programme. Moreover, the adolescent girls (91.8%) were also mostly unaware about the RKSK programme. (Table 8.2)

However, the stakeholders during the qualitative interviews mentioned that the ADVIKA meetings were being held weekly at the Anganwadi centre. Apart from the distribution of iron folic tablets, the meetings were focussed on the issues like health, the ideal age for marriage, the ideal age for pregnancy, and how to report sexual harassment.

Table 8. 2 : Knowledge and Participation in Schemes/Programmes on Adolescent Girls (%)

Schemes/Programmes		Name of the District		
		Deogarh	Jagatsingpur	Combined
Attended Kishore Divas				
	Yes	41.3	55.1	48
	No	58.7	44.9	52
Rastriya Kishore Swasthya Karyakram (RKSK)				
	Yes	1.4	15.2	8.2
	No	98.6	84.8	91.8
ADVIKA Session				
	Yes	0	2.9	1.4
	No	100	97.1	98.6
Attended Life Skill Education (10 core LSE) programme				
	Yes	0.7	8	4.3
	No	99.3	92	95.7
Others				
	No	100	100	100
Total (N)		143	138	281

The "Skill India Mission" is a flagship initiative of the Government of India launched in 2015. Its primary objective is to empower the country's youth by providing them with skill development opportunities that enhance their employability and create a skilled workforce to meet the demands of various industries. The mission aims to bridge the gap between the skills possessed by individuals and the skills required by industries and employers. This, in turn, contributes to economic growth and reduces unemployment³⁹. The result of the present study suggests that the majority of the respondents (94.3%) were unaware of the Skill India Mission and skill development program for wage employment. Out of 16 respondents who said that they had ever heard about the program only two confirmed attending the skill development program at any point of time. (Table 8.3)

Table 8. 3 Heard about or attending the Skill India Mission and skill development program for wage employment (%)

Particulars	Name of the District		
	Deogarh	Jagatsingpur	Combined
Heard			
Yes	2.1	9.4	5.7
No	97.9	90.6	94.3
Total (N)	143	138	281
Attended			
Yes	0	15.4	12.5
No	100	84.6	87.5
Total (N)	3	13	16

Odisha Biju Yuva Sashaktikaran Yojana aims to include the free laptop scheme in the educational curriculum of the Odisha state to help all the students to overcome their technological difficulties. The Government of Orissa is providing free laptops to students who are in their 11th and 12th standards under the scheme⁴⁰. However, it is not quite encouraging to note that only 36 out of the 281 respondents covered in the study were found aware of the Odisha Biju Yuva Shaktikaran Yojana. Majority said that they came to know about the scheme through TV/Radio/Newspapers. (Table 8.4)

Table 8. 4 Knowledge and source of knowledge about Biju Yuva Shashaktikaran Yojana (BYSY) (%)

Particulars	Name of the District		
	Deogarh	Jagatsingpur	Combined
Yes	3.5	22.5	12.8
No	96.5	77.5	87.2
Total (N)	143	138	281
Gram Panchayat	0	12.9	11.1
Health worker (ANM/ASHA)	20	12.9	13.9
School Teacher	0	16.1	13.9
TV/Radio/News paper	80	25.8	33.3
Friends / Relatives	0	22.6	19.4
Others	0	9.7	8.3
Total (N)	5	31	36

³⁹ [About MSDE | Ministry of Skill Development and Entrepreneurship | Government Of India](#)

⁴⁰ [Biju Yuva Sashaktikaran Yojana 2023: Laptop Distribution Merit List Odisha \(pmmodyojana.in\)](#)

While the respondents were asked as to whether they had ever received any vocational training, only one respondent from Jagatsingpur district reported receiving vocational training for tailoring. However, that respondent was unaware of the Office from which she was selected and enrolled for vocational training. (Table 8.5)

Table 8. 5 Details of any Vocational Trainings Received

Particulars	Name of the District		
	Deogarh	Jagatsingpur	Combined
Received any Vocational Training (%)			
Yes	0	1	1
No	143	137	280
Total (N)	143	138	281
Trade in which respondent received vocational training (%)			
Tailoring	0	1	1
Total (N)	0	1	1
Office from which Adolescent selected and enrolled in vocational training (%)			
Do not know	0	1	1
Total (N)	0	1	1

“We don’t do anything directly for adolescent girls because we only take girls who are above 18 years age. There was one institution but now it was closed.”

-PM ORLM, Tirtol Block, Jagatsingpur District

The qualitative discussions with the stakeholders reflect that there was no vocational training available for adolescent girls in both the study districts. Further, they said for any of the vocational training programs they were targeting adolescent girls above 18 years of age and the eligibility criteria for enrolling in most of such courses were + 3 years of education.

On questions related to Self Help Groups (SHG) majority of the adolescent girls (91.8%) confirmed knowing SHG. Around 90% reported that their mothers were SHG members. (Table 8.6)

Table 8. 6 Knowledge about SHG and family members membership with SHG (%)

	Name of the District		
	Deogarh	Jagatsingpur	Combined
Knowledge about SHG			
Yes	92.3	91.3	91.8
No	7.7	8.7	8.2
Total (N)	143	138	281
Family members membership with SHG*			
My self	0	0.8	0.4
My mother	89.4	91.3	90.3
Other family members	0.8	6.3	3.5
No one	9.8	7.9	8.9
Total (N)	132	126	258

*Multiple Response Question

More than half the adolescent girls (55.8%) reported that SHG members from their families had taken loans from SHG for running some business ventures (Table 8.7). Three fourth of the adolescent girls said that the loan was taken for consumption purposes. The two other major reasons for taking loans were reported to be education for children (46.5%) and agriculture (43.1%).

Table 8. 7 Loan taken and purpose of the loan from SHG (%)

	Name of the District		
	Deogarh	Jagatsingpur	Combined
Loan taken from SHG			
Yes	61.4	50.0	55.8
No	38.6	50.0	44.2
Total (N)	132	126	258
Purpose of the loan from SHG*			
Consumption purpose	67.9	84.1	75.0
Health Issue	39.5	33.3	36.8
Education of children	48.1	44.4	46.5
Agriculture	49.4	34.9	43.1
Livestock rearing	9.9	3.2	6.9
Petty business	13.6	0	7.6
Small shop	6.2	3.2	4.9
Other	1.2	0	0.7
For marriage	0	1.6	0.7
Total (N)	81	63	144

*Multiple Response Question

8.2 Current schemes available for adolescent girls linking them to the sustainable livelihood opportunities.

Overview of schemes available for adolescent girls at National Level⁴¹

The focus on adolescent health and well-being came into visibility for the first time in the Ninth Five-Year Plan (1997-2002). The Ninth plan included its assurances towards the health needs of adolescents in the Reproductive and Child Health (RCH) Program. In 2010 the Scheme for Adolescent Girls (SAG) was devised as a special intervention for adolescent girls of the age group 11 – 14 years to break the intergenerational life-cycle of nutritional and gender disadvantage and offer a supportive environment for the self-development of adolescent girls in India. The first National Adolescent Health Strategy was announced in January 2014. The strategy was focused on the critical need to provide adolescents with adequate information and services related to their health, particularly sexual and reproductive health (SRH). Additionally, in 2014, a comprehensive program *Rashtriya Kishore Swasthya Karyakram* (RKSK) was developed to address all aspects of adolescent health in the country. The Government of India at the central level has also implemented many other schemes for adolescents like the Rajiv Gandhi Scheme for the Empowerment of Adolescent Girls (SABLA), the Integrated Child Protection Scheme, the *Sarva Shiksha Abhiyaan* (SSA), the National Education for Girls at Elementary Level (NPEGEL), the *Kasturba Gandhi Balika Vidyalaya* (KGBV), etc.

The current focus areas of the big initiatives and programs undertaken by public-private partnerships for adolescent girls aim to address some of the utmost pressing challenges faced by adolescent girls. The core areas include health and nutrition; education and livelihood skills, protection, encouraging positive masculinity, promoting the voice and agency of adolescent girls, and technology.

⁴¹ [Home | Ministry of Women & Child Development \(wcd.nic.in\)](http://Home | Ministry of Women & Child Development (wcd.nic.in))



Schemes available for adolescent girls in Orissa⁴²

SABLA: Rajiv Gandhi Scheme for Empowerment of Adolescent girls (RGSEAG)

Empowerment of Adolescent Girls (RGSEAG) SABLA aims at covering all out-of-school Adolescent Girls in the age group of 11 to 18 years through Anganwadi Centres (AWC). Adolescent girls at AWC receive life skills education, nutrition and health education, awareness about socio-legal issues, etc. This provides an opportunity for mixed group interaction between school-going and out-of-school girls, motivating the latter to also join school and help the school going to receive the life skills. This scheme mainly aims at reducing the dropout rate of Adolescent Girls by increasing their literacy rate and work participation. The objectives of the scheme is to:

- a. Enable the Adolescent Girls for self-development and empowerment.
- b. Improve their nutrition and health status.
- c. Promote awareness about health, hygiene, nutrition, Adolescent Reproductive and Sexual Health (ARSH) and family and child care.
- d. Upgrade their home-based skills, life skills and tie up with National Skill Development Programmes (NSDP) for vocational skills.
- e. Mainstream out of school AGs into formal/non formal education.
- f. Provide information/guidance about existing public services such as PHC, CHC, Post Office, Bank, and Police Station.

In order to give age-appropriate attention for certain components of ARSH & life skill education, the target group is divided in to two categories, viz 11-14 years & 15-18 years.

Kishori Shakti Yojana

Kishori Shakti Yojana under the domain of ICDS aims at the empowerment and holistic development of adolescent girls by improving their self-perception and creating opportunities for realizing their full potential through Balika Mandals. The scheme primarily aims at breaking the intergenerational life cycle of nutritional & gender disadvantage and providing a supportive environment for self-development. The other objectives of the scheme are as follows:

- a. To provide the required literacy and numeric skills through the non-formal stream of education.
- b. To stimulate a desire for more social exposure and knowledge and to help them improve their decision-making capabilities.
- c. To improve the nutritional, health and development status of adolescent girls, promote awareness on health, hygiene, nutrition and family care,
- d. To link them to opportunities for learning life skills, to train and equip the adolescent girls to improve/upgrade home based and vocational skills.
- e. To help them gain a better understanding of their social environment and take initiatives to become productive members of the society.

The scheme is for both schools going and out of the school adolescent girls (11-18 years).

⁴² [Home | Department of Women and Child Development \(odisha.gov.in\)](http://odisha.gov.in)



Advika - Every Girl is Unique

The Department of Women and Child Development and Mission Shakti, Government of Odisha launched “**Advika – Every girl is unique**”. The programme is an initiative of the State for the development and empowerment of adolescent girls between the ages of 10-19 years. The objective of the program “ADVIKA” is to reduce risks and vulnerability of all adolescent girls in the age group of 10-19 years and making them self-reliant, empowered and sustainable by renewing commitments towards adolescent girls. It is implemented through Anganwadi centres across 30 districts and municipal corporations of the state. ADVIKA is a comprehensive package consisting of Anganwadi Pocket Book, Kishori Kalender, Kishori Barta, Tiki mausi Multimedia Package and Frequently Asked Questions.

Biju Kanya Ratna Yojana Scheme

The scheme was launched with an intention of developing the condition of girl child in the Odisha state. All the features and rules of Beti Bachao Beti Padhao campaign are applied to this scheme as well. Issues like elementary education for girls, provision of toilets for girls in every school, self-defence training for girls, tracking dropout ratio of girls from schools, promotion of access to education, sensitizing adolescent girls on sexual and reproductive health issues, etc. are addressed and dealt with. All the benefits if the scheme is applicable for parents with single or two girl child only

The primary data obtained and the data from secondary research analysed in this chapter suggest that although there are many significant schemes available for adolescent girls in the state, the awareness level among the adolescent girls on these schemes was found to be very low. Hence the number of girls availing the benefits of many schemes like Rastriya Kishori Swasthya Karyakram (RKSK), ADVIKA, Life Skill education programme, Skill development programme under Skill India Mission, Biju Yuva Shashaktikaran Yojana etc. was nearly negligible. The analysis of qualitative discussions held with stakeholders indicates that there were no vocational training courses available for adolescent girls as the majority were focused on girls above 18 years of age. Further, the majority of the girls said that their family members have membership of SHGs but still only a little more than half of the girls confirmed taking loans from the SHGs for different purposes. This implies that the presence of SHGs in the study districts was robust but there is underutilization of SHG services by the community. (For detailed information regarding schemes/services/entitlement refer to Annexure A.4)



Chapter 9: Discussion and Recommendations

9.1 Summary of key findings

The present Baseline study has made an extensive assessment to map the livelihood skills among the adolescent girls (15-17 years) in the Deogarh and Jagatsinghpur districts of Odisha as well as the current and potential livelihood options available for them in these two districts. The following are the key findings that has emerged from the present study:

Respondent and Household Profile

- The adolescent girls aged 15 years constituted the more than two-fifths (45%), followed by those belonging to the age of 16 (31%) and 17 (25%) years although there were notable variations in these percentages across the two districts. (Jagatsinghpur: 15 years -55.2%,16 years-44.8%), 17 years-43.5%, Deogarh: 15 years -44.8%,16 years-55.2%, 17 years-56.5%)
- All the girls interviewed in the survey were unmarried.
- Around three-fifths of the adolescent girls (60.1%) surveyed were from other backward class (OBC) category followed by Scheduled Caste (SC) category (17.8%), General (12.5%) and Scheduled Tribe (9.6%). The percentage of adolescent girls belonging to Scheduled Caste (SC) and Scheduled Tribe (ST) category was relatively higher in Deogarh (15.4%) in comparison to Jagatsinghpur district (3.6%).
- The mean household size of the sampled households was around 5 and this is in line with the findings of the other surveys like NFHS 5 in the state of Odisha.
- Over half of the households (55%) have reported staying in Pucca houses.
- Majority of the household (92.5%) still use wood as fuel for cooking, which generates lots of smoke and creates health problems for the family members.
- For over half (54.1%) of adolescent girls covered in the survey, the annual income of their household was below Rupees one lakh which included around 23% of the households that had annual income of only Rupees 50,000 or even lower.
- About 71 % sampled households possessed agricultural land and nearly 42% of the households were reportedly having cows as livestock at their household which is followed by sheep/goats (20%).
- About 32% adolescent girls reported facing agriculture loss while merely 3% reported livestock loss due to any type of hazards.
- Mere 26 adolescent girls out of 281 reported migrating with their family for earning. Out of which 13 adolescent girls responded that their family migrated for work in service industry like working as a household help, driver, guard, cook etc.
- More than one-third (37%) of the adolescent girls confirmed having a personal smart phone. More than half of the adolescent girls (52.3%) reported that their family was having a smart phone.
- Most of the adolescent girls (95.7%) shared that they have an active personal bank/post office savings account. Around 90% confirmed visiting the bank/post office where they have an account.



Education Status of Adolescent Girls

- The majority of the adolescent girls (89.3%) were reported to be currently studying. Only 30 adolescent girls (22 adolescent girls from Deogarh and 8 adolescent girls from Jagatsingpur) were reported to be out of school.
- Approximately 34% indicated completion up to the 9th standard. Subsequently, a quarter of the adolescent girls affirmed having finished the 10th grade. A district-specific examination of the data reveals that the prevalent standard of education attained by a major portion of girls (42.1%) in Deogarh district was the 9th standard, while in Jagatsinghpur, about 35% of the girls reported completing the 10th grade.
- Among the school going adolescent girls, more than three-fifths (63%) cited the poor economic condition of their family as the reason for dropping out from the studies.
- About four fifths (80%) of the out of school adolescent girls who are dropped out replied that they would like to rejoin their studies.
- Slightly less than half (46%) of the adolescent girls denied facing any challenges in going to school. While similar proportion of the girls reported that their school was too far.
- Around 50% of them reported who wanted to complete graduation followed by 37% who wanted to study up to the highest level.
- The two major constraints in completing higher education by adolescent girls were perceived to be the possibility of their marriage (45.2%) and their parents might take them out of school (34.2%).
- Getting a secure job was the main reason cited by most adolescent girls (88.4%) for attaining higher education.

Livelihood Skill Assessment

- Adolescent girls usually spend most of their time in Physical exercise/health/personal care, take rest/sleep/leisure, and reading / doing homework.
- Only ten adolescent girls confirmed their engagement in any economic activity. Mostly the working girls were engaged as wage labourers, and few were self-employed. The top two additional skills required by the working adolescent girls included their desire to learn computer technician work and operation of heavy machineries.
- The two top desired career options reported by all the adolescent girls were Nurse and Teacher/lecturer.
- The top two additional skills adolescent girls wanted to learn were tailoring and apparel manufacture and skill for computer technician.
- The qualitative data reveals that there are no skill development courses available for adolescent girls (15-17 years) and the minimum age for enrolling in different skill development courses is 18 years.
- The courses available for girls above 18 years of age are tailoring, computer (ITI), and ANM/GNM courses.



Gender Perception and Empowerment

- The two top places apart from their school or place of work the adolescent girls could visit alone were temple/church/mosque and village shop.
- Majority of adolescent girls perceived tasks within the household, such as washing dishes (58.4%), cooking food (54.4%), and cleaning the floor (54.8%), predominantly as tasks designated for girls. According to their perspective, activities like cleaning (56.2%), washing clothes (64.8%), caring for elders (63.3%), tending to siblings (59.4%), looking after poultry and livestock (74.4%), fetching drinking water (52.7%), contributing financially to the family (77.2%), and taking the sick to the doctor (66.7%) were regarded as tasks suitable for both girls and boys. However, tasks requiring outdoor engagement, such as field work (51.6%), were primarily perceived by them as tasks designated for boys.
- A major percentage of the adolescent girls (97.5%) expressed that they don't feel disadvantageous for being a girl in the family or school.
- In almost all the situations at their home or school, the adolescent girls said either girls were treated in the same way or in few situations even better than boys.
- Almost half of the adolescent girls shared that a girl child is expected to be deprived of schooling in their community.
- In general, the adolescent girls also mentioned that they don't experience any gender-based discrimination at home or school.
- Contradicting the quantitative findings the qualitative results reveal that gender-based discrimination was present in the society among the majority of the families.

Knowledge Attitude and Practice of Adolescent Girls

- The legal age for female to work reported by adolescent girls is 20 years (32.3%) followed by 18 years (21.9%).
- The average legal age for getting married for boys and girls was reported to be as 23 years and 20 years respectively in both the districts.
- Majority of them stated that it is not necessary for girls (73%) and boys (65.8%) to get married after attaining the legal age at marriage.
- On an average, adolescent girls expressed agreement regarding children's right to attend school, the potential dangers of children working full-time and missing school, and the notion that parents should feel a sense of shame if their school-age children are employed instead of receiving an education. Almost all adolescent girls (97.2%) identified right to study followed by equal opportunities in all aspects (41.6%) as the rights they are entitled to.
- Majority of the adolescent girls were found unaware of the child help line number (87.9%) and child protection Committee (97.5%).
- The level of problem-solving/self-efficacy, communication, resilience, and positive self-esteem statements was high as on average the respondents were 'Agreed' to all the statements.
- The adolescent girls were not found to be self-confident in the statements related to their negotiation skills.
- The critical thinking skills of the adolescent girls were found to be high as a majority of them were able to identify practical solutions to the hypothetical situations portrayed to them during the course of the interview.



Violence/ Harassment Encountered by Adolescent Girls

- As per the findings of the quantitative study show a negligible prevalence of Gender-based violence (GBV) or harassment among the adolescent girls.
- In contradiction to the findings of the quantitative survey, the qualitative findings indicate the occurrence of domestic violence in both the study districts due to alcoholism and drug abuse by male members in the family and community.

Government Schemes and services Available for Adolescents

- The majority of the respondents (79.4%) reported visiting Anganwadi centre.
- Most of the girls (90%) reported that their mothers are a member of the SHG in their village. More than half of the adolescent girls (55.8%) reported that the SHG members from their family had taken loan from SHG for running some commercial business and another nearly three fourth said that the loan was taken for consumption purposes. The two other major reasons for taking loan reported were education for children (46.5%) and agriculture (43.1%).
- The number of girls availing the benefits from different schemes like Rastriya Kishore Swasthya Karyakram (RKSK), ADVIKA, Life Skill education programme, Skill development programme under Skill India Mission, Biju Yuva Shashaktikaran Yojana etc. was almost negligible.

9.2 Recommendations for Intervention and Support

Addressing livelihood skill issues empowers adolescent girls to overcome economic barriers, contribute to their communities, and shape their own destinies. By investing in their skills and potential, we pave the way for a brighter and more inclusive future, where girls are active agents of change and prosperity. Following are some of the recommendations based on study findings for improving the livelihood prospects for the adolescent girls in the state.

- **Examining the expenses associated with education:** The findings of the study suggests that around 40% adolescent girls confirmed that their parents decided to discontinue schooling. Although education is accessible to all without charge, it's important to examine how the expenses associated with schooling are affecting the education of girls. It's possible that families facing financial constraints might compel their daughters to participate in income-generating tasks or household responsibilities while parents are working.
- **Prioritizing Health:** The quantitative study findings of research reveals that primary reason for being absent from school was being sick in last one year. This highlights the necessity of prioritizing health in future interventions.
- **Broadening the Horizon on Career Options:** During the study the adolescent girls showed limited awareness on the career options available. Their aspirations were restricted to choices like nurse, and teacher. The career ambitions of girls often draw from the examples set by role models adolescent girls had observed. To broaden their perspectives, counselling, exposure, and interactions with accomplished women in various fields (e.g., female doctors, police officers) are



necessary. This could be done by taking them exploratory visit to a nearby district where the girls are engaged in other activities.

- **Developing Comprehension on 'good job':** Girls display aspirations for securing stable and rewarding employment; however, a clear understanding of what constitutes a "good job" is lacking, indicating the need for career counselling and mentorship.
- **Platform for adolescent girls (Balika Manch):** The primary goal of Balika Manch will be to empower and uplift adolescent girls by providing them with opportunities to express themselves, learn, and engage with their peers and mentors. This platform will be for adolescent girls within the community irrespective of the fact whether they are going to school/drop-out/never attended school. The key features and objectives of Balika Manch would be to create a safe and non-judgmental space where girls can freely share their thoughts, experiences, and concerns. It can be a platform for sharing information on health, hygiene, education, life skills, legal rights, and various other topics relevant to their age group. This platform can play a crucial role in empowering adolescent girls, promoting their rights, and enabling them to make informed decisions about their lives. The exact structure and activities of Balika Manch can vary based on the organization and the local context. Also, every session/meeting of Balika manch needs to be facilitated by counsellor/mentor whom we are proposing as Prerak/Salahkarsakhi/Skill Sakhi.
- **Engagement with parents of adolescent girls:** There is need of focused interventions aimed at parents of adolescent girls for creating a supportive and nurturing environment that promotes the well-being, education, and empowerment of girls during this critical phase of their development. There can be interventions like parenting workshops to provide parents with information on effective parenting strategies, communication techniques, and understanding the developmental needs of adolescent girls, offer sessions that help parents understand the physical, emotional, and psychological changes that adolescent girls go through, conduct workshops to challenge gender stereotypes and promote gender equality. This helps parents create a more equitable environment for their daughters. It is also important to provide parents with tools/resource material to enhance their communication with their daughters and build healthy parent-child relationship. It is observed that adolescent girls mostly confide with their mothers as most of them are SHG members, OLM should take special initiative provide their members with information and resources to guide and mentor their daughters.
- **Career Counselling at School Level:** Within schools, a study can be undertaken to explore the feasibility of introducing a career counsellor at the school level. This pilot initiative should aim to enhance career guidance services for girls within educational institutions.
- **Developing and imparting of Bridge Courses:** The program should take into account out of school adolescent girl's aspirations to resume education. This could involve exploring options such as bridge courses to facilitate their reintegration into academic pursuits.
- The potential of the Aanganwadi platform should be maximized for adolescent education and awareness initiatives relating to overall wellbeing of the adolescent girls.
- **Strengthening Child Protection Platforms:** The findings reveal that opportunities exist to raise awareness about child protection platforms. Additionally, it's important to investigate the availability of these platforms and ensure the presence and functionality of child protection platforms. Subsequently, interventions should be undertaken to raise awareness among adolescent girls about these platforms.



- **Livelihood planning for parents of adolescent girls:** Livelihood planning often involves overcoming challenges and setbacks. It contributes to building long-term financial security for the family. This stability creates a conducive environment for adolescent girls to explore higher education, vocational training, and career options. With financial stability, parents can invest in extracurricular activities, skill-building programs, and enrichment opportunities for their daughters, enhancing their overall development. Overall, when parents engage in livelihood planning, it has a ripple effect on the well-being and opportunities available to their adolescent daughters. Henceforth, it is quite crucial to engage with parents of adolescent girls in livelihood planning and create milestones to increase their income and connect them with market players for the same.
- **Enhancing Financial Literacy:** While a major percentage of adolescent girls possess bank accounts, the level of financial literacy among adolescent girls remains unclear. Limited understanding of financial matters could be enhanced using digital platforms.
- **Creating of digital platform/app/chatbox:** Digital platforms can be a powerful tool for skill building and empowerment of adolescent girls, providing them with access to education, training, and resources that can enhance their abilities and prospects. Though it requires a thoughtful and context-specific approach due to potential challenges related to connectivity, access to technology, and digital literacy. This platform can be used to deliver information on various aspects like education. Health, career, life skills etc. Since most of the girls have access to smart phone, it is an added advantage to use these digital platforms for skill building and empowerment of rural adolescent girls. Following points need to be kept into consideration while designing this content:
 1. **Mobile-Friendly Content:** Develop content that is accessible on mobile devices, as smartphones are often more prevalent in rural areas than computers. This could include mobile apps, websites optimized for mobile, and content that can be easily shared through messaging apps.
 2. **Offline Access:** Provide downloadable resources, videos, and content that can be accessed offline, catering to areas with limited or intermittent internet connectivity.
 3. **Local Language Content:** Ensure that the content is available in local languages to bridge the language barrier and make the material more relatable and understandable.
 4. **Skill-Building Webinars:** Conduct webinars using platforms that allow participation through basic internet connections, providing skill-building sessions on topics like literacy, numeracy, life skills, and vocational training.
 5. **Video-Based Learning:** Develop and share videos through any app or YouTube or WhatsApp, demonstrating various skills, crafts, and educational content.
 6. **WhatsApp Groups:** Set up Whatsapp group to share resources, updates, and facilitate discussions among rural girls, making it easy for them to interact and learn.
 7. **Online Marketing:** Teach girls how to use digital platforms to sell local products or handicrafts, enabling them to explore entrepreneurship opportunities.
 8. **Empowerment Through social media:** Also using this platform for sharing success stories, ideas, and initiatives, creating a sense of pride and motivation among rural girls.
 9. **Digital Literacy Training:** Offer digital literacy training to help girls become more comfortable with using technology, accessing online resources, and navigating digital platforms.



- **Counsellor/Mentor (Salahakar/Prerak/Skill Sakhi):** Counsellors and mentors play a crucial role in the personal, academic, and emotional development of adolescent girls. They provide guidance, support, and a safe space for girls to navigate challenges, set goals, and build essential life skills. It is crucial stage where girls require a listening ear but from someone who does not judge them and with whom they can confide their problems/challenges. They can introduce girls to valuable networks, connections, and opportunities that can aid their personal and professional growth. They can contribute to building self-esteem, resilience, and a positive outlook on life, ultimately empowering girls to become confident and capable individuals. The role of this counsellor/mentor will be to attend every Balika manch meeting and create a healthy relationship of trust and companionship through different activities and sessions.

Adolescence is a period of significant physical, emotional, and psychological development, and it can be a time of both opportunities and challenges. Here's why mental health is particularly important for adolescent girls. It's important to recognize that adolescent girls may face unique challenges related to gender stereotypes, body image, and societal expectations. These factors can influence their mental health, making it even more critical to create a supportive and understanding environment.

In context of Orissa, there is already an existing gender cadre of community resource person who need to be more trained and equipped to address issues of violence, abuse or any mental health issues. There needs to be tie up with agencies/organizations who are working on mental health issues and who can build capacity of this cadre on the same.

- **Creation of Secondary Income:** It may be noted that around one-fifth of the households reportedly had no secondary source of income. Exploring avenues for creating secondary sources of income through livelihood planning based on their existing resources and skill would be quite beneficial for most of the households. Introducing new skills to adolescent girls could also enhance their prospects.

9.3 Areas for further research

Research on livelihood skill mapping of adolescent girls is a dynamic field with ongoing potential for exploration. The present study adopted a comprehensive approach to attain its objective but owing to the wide spectrum of issues faced by adolescent girls here are some areas for further research in this domain:

- A. Impact of Skill Training Programs:** Longitudinal studies can be conducted to assess the long-term impact of different skill training programs on the economic outcomes, empowerment levels, and overall well-being of adolescent girls.
- B. Identifying Contextual Factors:** Studies exploring how cultural, geographical, and socio-economic contexts influence the acquisition and application of livelihood skills among adolescent girls may be undertaken to identify appropriate strategies for promoting livelihood opportunities among the adolescent girls as well as plan and implement suitable interventions for them.



- C. Exploring Intersectionality:** Attempts should be made to examine how factors like ethnicity, religion, disability, and socio-economic status intersect with gender in influencing skill development opportunities and outcomes for adolescent girls.
- D. Piloting Mentorship and Role Models:** Research on the impact of mentorship programs and the presence of positive role models on the skill development trajectories of adolescent girls should be taken up, and how these factors contribute to their confidence and aspirations need to be explored.
- E. Barriers and Enablers:** There is also a need to identify specific barriers and enablers that affect the access and effectiveness of livelihood skill training programs for adolescent girls, including issues related to stigma, bias, and family dynamics.
- F. Examining Impact on Family Dynamics:** Further, it will be quite crucial to investigate how the acquisition of livelihood skills by adolescent girls influences family dynamics, including decision-making processes, gender roles, and intergenerational relationships.
- G. Peer Learning and Collaboration:** The role of peer learning and collaboration in skill acquisition, and how group dynamics can enhance learning outcomes and build supportive networks also needs to be studied further.
- H. Global Comparisons:** It is also suggested to compare and contrast livelihood skill mapping practices and outcomes across different regions and cultures to identify best practices and variations in strategies.

Further research in these areas can contribute to a deeper understanding of how livelihood skill mapping empowers adolescent girls, informs the design of effective interventions, and promotes their economic, social, and personal development.

Annexure

A 1. The sample covered under the key informant interviews is as follows.

Date of Interview	District	Name	Designation
20/07/2023	Jagatsinghpur	Ms. Krishna Raut	IC/ CDPO, Tirtol Block
		Ms. Lipika Sarangi	Programme Manager, Odisha Livelihoods Mission, Tirtol Block
07-08-2023	Deogarh	Shri Umakant Behera	IC/Block Education Officer, Reamal Block
		Ms. Jyotikumari Khujur	Programme Manager, Odisha Livelihoods Mission, Tirtol Block
		Ms. Diptimayee Mishra	IC CDPO Reamal Block

A 2. Training of Field Investigators and Supervisors, Venue: CYSD Training Hall

Time	Session's name	Methodology	Facilitators
10.00-10.30	Welcome, Self-Introduction of Participants & Introduction about Changescape and PCI work in Odisha Introduction to Baseline Mapping Study Field Protocols and interviewing techniques	Activities Presentation	Yudhisthira / Pramod Padhy
10.30-11.00	About the programme	Presentation/discussion	PCI team
11.00-11.30	Introduction to Child Safeguarding	Presentation/discussion	Yudhisthira
11.30 – 11.45	Tea Break		
11.45-12.45	Ethical Protocols and Research Ethics	Presentation	Online session by Alpa Puri
	Introducing Consent Form	Discussion	Yudhisthira
12.45-13.15	Guidelines for using the CAPI devices	Discussion	Pawan Gulia
13.15-14.00	Lunch		
14.00 -17.00	Discussion on the questionnaire in the CAPI tool	Discussion	Yudhisthira / Pramod Padhy
	END		
19/02/2023	Day Two		
10.00-10.30	Recap of day one		Team
11.00- 13.00	Field practice in Sikhar Chandi Basti & Back to the venue		Yudhisthira / Pawan
13.00- 14.00	LUNCH		
14.00- 15.00	De-Briefing of field practice		Yudhisthira / Pawan
15.00-16.00	Action plan for the field Survey visits/logistics		Yudhisthira

A 3. Details of Data Collection.

Date	Training / Quantitative survey/ KII	Location	Responsible person
18-19 July 2023	Training	CYSD Training Hall, Bhubaneswar	Yudhisthira Panigrahi
20-24 July	Quantitative survey in Jagatsinghpur	20 th : Bodhei GP (Bikipur, Dianapur & Govind Mohanty) 21: Garam (Barahmpur, Airi, Allana) 22: Sailo (Nischintakoili , Bahrda , Raigan) 23: Talpadar (Kuntala, Siundi , Jailo)	Ashish Chinmay Nayk – Supervisor
20 th July	KII Jagatsinghpur district	1. CDPO & BDO Tirtol Block	Yudhisthira Panigrahi
25- 28 July	Quantitative survey in Deogarh district	25 th : Dhanara GP (Chakadihi, Ludaposi, Balita) 26 th : Balanda GP (indranijharan, Barkote , Gopapur) 27: Kundeigola GP (Arkhapal, Koradaposi, Kamarpal) 28 : Chadeimara GP (Nuapatana, Singhposi, Jharbareni)	Ashish Chinmay Nayk – Supervisor
31 July	KII In Deogarh District	1. OLM officer 2. OROMAS/DSWO / BEO	Yudhisthira Panigrahi 9078000503

A 4. Schemes /Services/Entitlements For 10-19 Age Group Adolescents.

Sl. No	Name of the Scheme	Ministry/ Department	Benefits	Links
CENTRAL				
1.	Scheme for Adolescent Girls (SAG)	Ministry of Women and Child Development	<ul style="list-style-type: none"> • Nutrition Provision: It provides supplementary nutrition to adolescent girls, addressing potential deficiencies and promoting overall health. • Iron and Folic Acid (IFA) Supplementation: The SAG offers IFA supplementation to ensure that adolescent girls receive the necessary nutrients to support their growth and well-being. • Health Check-up and Referral Services: Regular health check-ups are an integral part of the program. • Nutrition & Health Education (NHE): The SAG conducts nutrition and health education sessions to 	https://wcd.nic.in/bbbp-schemes

Sl. No	Name of the Scheme	Ministry/ Department	Benefits	Links
			<p>empower girls with information about maintaining a healthy lifestyle and making healthy dietary choices.</p> <ul style="list-style-type: none"> • Counselling/Guidance: Adolescent girls often face a range of challenges related to family welfare, adolescent reproductive and sexual health (ARSH), childcare practices, and home management. The SAG offers counselling and guidance services to address these issues, helping girls make informed decisions. • Life Skill Education: The SAG provides life skill education to equip girls with the skills they need to navigate various life situations, build self-confidence, and make responsible choices. • Accessing Public Services: Ensuring that adolescent girls have access to public services is a key aspect of the program. • Vocational Training: For girls aged 16 and above, the SAG collaborates with the National Skill Development Program (NSDP) to offer vocational training. empowerment. 	
2.	Beti Bachao Beti Padhao	Ministry of Women & Child Development, Ministry of Health & Family Welfare and Department of School Education & Literacy, Ministry of Education (Joint Collaboration)	<ul style="list-style-type: none"> • Financial Support for Higher Education and Marriage: Parents are encouraged to save funds for their daughter's higher education and marriage expenses through this scheme. • Tax Benefits: Parents who participate in the BBBP scheme can avail themselves of tax benefits. The funds saved are eligible for tax deductions under specific sections of the Income Tax Act. • High-Interest Rate Savings Account: The scheme offers a high-interest rate on the savings account. • Ease of Access and Withdrawal: A girl child can easily access or 	https://wcd.nic.in/bbbp-schemes

Sl. No	Name of the Scheme	Ministry/ Department	Benefits	Links
			<p>withdraw the amount from the account, ensuring that the funds are readily available when needed.</p> <ul style="list-style-type: none"> • Maximum Deposit Limit: Individuals can deposit a maximum of ₹1.5 lakh per annum in this account, providing flexibility for parents to save according to their financial capacity. • Government Contributions: The government plays an active role in supporting the initiative by depositing funds into the beneficiary's account. • Minimum Deposit Requirement: To participate in the scheme, individuals are required to deposit a minimum of ₹1,000 in their daughter's account. This can be done at a post office or a national bank. Parents can continue to make these deposits for the next 14 years, ensuring steady savings growth. • Withdrawal Process: One of the notable features of the scheme is that parents can withdraw 50% of the accumulated amount when their daughter reaches 18 years old. The remaining 50% of the amount can be withdrawn when the daughter turns 21 years old. 	
3.	Balika Samridhi Yogana	Department of women and child development	<ul style="list-style-type: none"> • Post-Birth Grant: Under the BSY, a post-birth grant of Rs. 500 is provided. • Annual Scholarships: When a girl child born on or after 15th August 1997 is covered under BSY and starts attending school, she becomes entitled to annual scholarships based on her progress in education. The annual scholarship amounts vary according to the class she is in. 	https://megsocialwelfare.gov.in/icds_balika.html

Sl. No	Name of the Scheme	Ministry/ Department	Benefits	Links
			<ol style="list-style-type: none"> Classes I-III: For each successfully completed year of schooling in these classes, the girl receives Rs. 300 per annum for each class. Class IV: In the fourth class, the annual scholarship amount increases to Rs. 500 per annum. Class V: Girls in the fifth class receive an annual scholarship of Rs. 600. Classes VI-VII: For each of these classes, the annual scholarship is Rs. 700 per annum. Class VIII: In the eighth class, the annual scholarship is Rs. 800 per annum. Classes IX-X: In the ninth and tenth classes, the annual scholarship is the highest, amounting to Rs. 1,000 per annum for each class 	
4.	CBSE Udaan scheme	Ministry of Human Resource Development	<ul style="list-style-type: none"> Free Course Material and Online Resources: The CBSE Udaan Scheme offers an array of free course materials and online resources to girl students in the 11th and 12th standards. These resources include video study material, class materials, and other educational content. Virtual Contact Classes: The scheme goes beyond just providing materials; it also facilitates virtual contact classes. These classes are conducted at the end of each week, allowing girl students to engage with subject matter experts and educators. Peer Learning and Mentoring: Recognizing the importance of peer learning and mentorship, the CBSE Udaan Scheme includes facilities for meritorious girl students to engage in peer interactions. Constant Monitoring and Tracking: The scheme places a strong emphasis on monitoring 	https://transformingindia.mygov.in/scheme/udaan-cbse-scholarship-program/

Sl. No	Name of the Scheme	Ministry/ Department	Benefits	Links
			and tracking students' progress and success.	
5.	Poshan Abhiyan	Ministry of Women and Child Development	<ul style="list-style-type: none"> The Poshan Abhiyan encompasses a wide range of activities and initiatives aimed at tackling malnutrition and improving the nutritional status of women and children in India. These activities include health camps, nutritional supplements (IFA Distribution), awareness programs, traditional practices, and community engagement, all working together to promote better nutrition and overall well-being (Ayush for Anaemia, webinars, quiz, and recipe competition etc.) 	https://wcdhry.gov.in/schemes-for-children/poshan-abhiyan/#:~:text=Prevent%20and%20reduce%20Stunting%20in,group%20of%2015%2D49%20years
6.	Kishor Shakti Yojana	Ministry of Women and Child Development	<ul style="list-style-type: none"> Formal Education and Literacy Facilities: One of the primary objectives of the Kishor Shakti Yojana is to promote formal education among adolescent girls. Medical Treatment for Minor Diseases: The scheme recognizes the importance of physical health in adolescent development. It offers medical treatment and healthcare services to address minor illnesses and health concerns among girls. Health Check-up Every 6 Months: Health check-ups at every six months interval are a crucial aspect of the program. Immunization: The Kishor Shakti Yojana includes provisions for immunization, ensuring that girls are up to date with their vaccinations and shielded from vaccine-preventable illnesses. Prevention Strategies for Nutritional Deficiencies: To combat conditions like anaemia, goitre, and vitamin deficits, the scheme implements prevention strategies. 	https://wcd-nic.in.translate.google/kishori-shakti-yojana?x_tr_sl=en&x_tr_tl=hi&x_tr_hl=hi&x_tr_pto=tc



Sl. No	Name of the Scheme	Ministry/ Department	Benefits	Links
			<ul style="list-style-type: none">Merging with Reproductive and Child Health Programs: The Kishor Shakti Yojana recognizes the intersection between adolescent health and reproductive health. Hence, it merges with reproductive and child health programs.	
7.	Sukanya Samriddhi Yojana	Ministry of Women and Child Development	<ul style="list-style-type: none">Flexible Deposit Options: The SSY offers flexibility in terms of the initial deposit amount. Parents or guardians can open an account with an initial deposit as low as Rs. 250, making it accessible to a wide range of income groups. The maximum annual deposit allowed is Rs. 1.5 lakh, allowing for substantial savings over time.High Fixed Rate of Return: The scheme provides a high fixed rate of return on investments. As of Q2 (July-September) FY 2023-24, the interest rate is 8%.Tax Deduction Benefit: Contributions made towards the Sukanya Samriddhi Yojana are eligible for tax deductions under Section 80C of the Income Tax Act, 1961.Tax-Exempt Investments: One of the most significant advantages of the SSY is that it offers completely tax-exempt investments.Partial Withdrawal Option: The scheme recognizes the importance of education. Parents or guardians can make partial withdrawals from the SSY account for the higher education of the girl child.Availability Across India: The Sukanya Samriddhi Yojana can be availed at various financial institutions across India, including Public Sector Undertaking (PSU) banks, India Post Offices, and select private sector banks.Long-Term Investment: The SSY encourages long-term investment for the future of the girl child. The	https://transformingindia.mygov.in/scheme/sukanya-samriddhi-yojana/#intro

Sl. No	Name of the Scheme	Ministry/ Department	Benefits	Links
			<p>account matures after 21 years from the date of opening or when the girl gets married after reaching the legal age, whichever is earlier.</p> <ul style="list-style-type: none"> Account Maintenance and Updates: The scheme also emphasizes regular updates and account maintenance. Parents or guardians are required to make yearly contributions to keep the account active. Empowering Girl Children: Beyond financial benefits, the Sukanya Samridhi Yojana is a symbol of empowerment for girl children. 	
8.	Menstrual Hygiene Scheme	Health and Family Welfare Department,	<ul style="list-style-type: none"> Education and Awareness: The scheme focuses on providing adequate knowledge and information about menstrual hygiene. This includes educating girls and women about the importance of maintaining proper menstrual hygiene practices, the use of sanitary napkins, and the overall well-being during menstruation. Access to High-Quality Products: Under the Menstrual Hygiene Scheme, efforts are made to ensure that high-quality and safe menstrual hygiene products are readily available to girls and women. This includes the distribution of sanitary napkins that meet hygiene and safety standards. 	https://nhm.gov.in/index1.php?lang=1&level=3&sublinkid=1021&lid=391
	STATE LEVEL			
9.	Advika - Every Girl is Unique	Department of Women and Child Development	<ul style="list-style-type: none"> The program aims to develop skills and capacities that foster resilience and support communities to transform at the same time. The program involves imparting life skill education to deal with their day-to-day challenges and issues. 	https://prachicp.com/antaran/assets/advika-brochure_odisha.pdf

Sl. No	Name of the Scheme	Ministry/ Department	Benefits	Links
10.	Biju Shishu Surakshya Yojana	Department of Women and Child Development	<ul style="list-style-type: none"> The program provides support for Technical Education towards admission, study material and other related expenses wherever not covered under the "Green Passage" Scheme of the Higher Education Department. Scholarship for meritorious students as recognition and encouragement are also given under the program. Financial Support for girl child (Sukanya Samridhi Account) is also provided under the program. 	https://wcd.odisha.gov.in/child-welfare/Biju-Shishu-Surakshya-Yojana
11.	Biju Kanya Ratna (Ama Kanya Ama Ratna)	Department of Women and Child Development	<ul style="list-style-type: none"> Provide girl's toilet in every school in districts. Track dropout girls from school and ensure enrolment in high schools Provide self-defence training for girls in schools. Sensitize the adolescent girls on sexual and reproductive health issues. Train, build capacity and sensitize Youths & adolescents (girls and boys) The scheme guarantees the enrolment of all girls in Anganwadi Centres. It also strives to enrol girls in primary education. It mandates the installation of dedicated girls' toilets in every school within the districts. The program monitors and addresses the issue of girls dropping out of school, ensuring their enrolment in secondary education. It includes the provision of self-defence training for female students in schools. The scheme conducts awareness programs to educate adolescent girls about sexual and reproductive health matters. It focuses on training, capacity-building, and sensitization of both 	https://wcd.odisha.gov.in/women-development/biju-kanya-ratna-ama-kanya-ama-ratna

Sl. No	Name of the Scheme	Ministry/ Department	Benefits	Links
			youths and adolescents, including girls and boys.	
12.	Adolescent Anaemia Control	Department of Women and Child Development	<ul style="list-style-type: none"> • Participatory Nutrition Education: The program involves participatory nutrition education sessions aimed at educating adolescent girls about anemia. These sessions cover topics such as the causes, consequences, and control of anemia. • Delaying Age of Marriage: The program emphasizes the importance of delaying the age of marriage for adolescent girls. • Improving Dietary Behavior: Education and awareness efforts include guidance on improving dietary behaviors. • Weekly IFA Supplementation: The program underscores the importance of weekly Iron and Folic Acid (IFA) supplementation. Adolescent girls are given weekly IFA supplements to address iron deficiency and prevent anemia. • Importance of Deworming: Deworming is a key strategy to combat anemia, and the program educates girls on its importance. • Supervised IFA Supplement Delivery: The program ensures the supervised delivery of weekly IFA supplements. • Formation/Activation of Adolescent Groups (Balika Mandals)/ Identifying Peer Educators: Adolescent girls are organized into Balika Mandals or adolescent groups. These groups serve as platforms for peer interaction, support, and education. They also play a role in disseminating knowledge about anemia control. • Weekly Meetings of Balika Mandals: Balika Mandals hold regular weekly 	https://wcd.odisha.gov.in/ICDS/adolescent-anaemia-control

Sl. No	Name of the Scheme	Ministry/ Department	Benefits	Links
			<p>meetings where adolescent girls come together to discuss health-related topics.</p> <ul style="list-style-type: none"> Quarterly Kishori Swasth Melas: The program organizes quarterly Kishori Swasth Melas or health fairs specifically tailored for adolescent girls. Deworming Twice a Year: The program conducts deworming campaigns twice a year to ensure that girls remain free from parasitic infections. 	
13.	Ashirbad Yojana	Department of Women and Child Development	<ul style="list-style-type: none"> Financial Support: Under the Ashirbad Yojana, orphaned and vulnerable children receive financial support of Rs. 2,500 per month. This financial assistance covers their maintenance, health, and education expenses. State Health Insurance Scheme: Beneficiaries of the Ashirbad Yojana are also covered under the State Health Insurance Scheme, which is a part of the Biju Swasthya Kalyan Yojana. Food Security: Children enrolled in the Ashirbad Yojana may also be beneficiaries under the National Food Security Act or the State Food Security Scheme. Free Education: The Ashirbad Yojana includes provisions for free education, ensuring that children have access to quality educational opportunities. Higher Education Under Green Passage Scheme: For those children who aspire to pursue higher education, the Green Passage Scheme facilitates their transition into higher educational institutions. Housing Benefits: Beneficiaries of the Ashirbad Yojana may also avail themselves of benefits from housing schemes such as the 	https://ashirbad.odisha.gov.in/website/home/content/about-us

Sl. No	Name of the Scheme	Ministry/ Department	Benefits	Links
			<p>Pradhan Mantri Awas Yojana or the Biju Pakka Ghara Yojana.</p> <ul style="list-style-type: none"> • Child Protection: The Ashirbad Yojana is complemented by other child welfare schemes, such as the Biju Shishu Surakshya Yojana and the Juvenile Justice Fund. • Monitoring and Support: The implementation of the Ashirbad Yojana involves monitoring and support from various government agencies, including the Child Welfare Committee (CWC), District Child Protection Unit (DCPU), Tahasildar, and the Police. 	
14.	Sudakshya For Girls Child Scholarship	Skill Development & Technical Education Department	<ul style="list-style-type: none"> • Reimbursement of Admission and Hostel Fee: The scholarship program provides reimbursement for both admission fees and hostel fees for girl students. • Maintenance Allowances: Under the scholarship, students receive a maintenance allowance to cover their living expenses. Hostellers receive a monthly allowance of Rs. 1500, while day scholars receive a monthly allowance of Rs. 500. This financial support ensures that students have the means to meet their daily needs. • Reimbursable Cost of Uniform: The scholarship program also covers the cost of uniforms, providing students with the necessary clothing for their educational journey. • Direct Bank Transfers: To ensure transparency and efficiency, the benefits of the scholarship are directly transferred to the bank accounts of the eligible students. 	https://dtetodisha.gov.in/en/sudakshya-scheme/