

APPENDIX – I

HUMAN ETHICAL CLEARANCE CERTIFICATE

INSTITUTIONAL HUMAN ETHICS COMMITTEE



*Avinashilingam*

Institute for Home Science and Higher Education for Women

*University*

(Estd. u/s 3 of UGC Act 1956)

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Principal, PSG Institute  
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Department of Food Service  
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Mrs. S. Radha Devi  
Dr.G.Victoria Naomi  
Dr. Judith Justin  
Dr.Anitha Subash

19<sup>th</sup> March 2018

To  
Ms. S. Jahnvi Devi  
Department of Human Development  
Avinashilingam Institute for Home Science and  
Higher Education for Women  
Coimbatore – 641 043

Dear Jahnvi Devi,

Ref: Your proposal No. IHEC/17-18/HD/32 entitled “Status of Health and Education of Adolescents in Arunthathiyar Population – A factor Analytic Study” submitted for approval of the IHEC on 14<sup>th</sup> December.

The Institutional Human Ethics Committee of our University hereby grants approval to your research proposal No. IHEC/17-18/HD/32 entitled “Status of Health and Education of Adolescents in Arunthathiyar Population – A factor Analytic Study” submitted by you. The Approval number for the same is AUW/ IHEC/ HD -17-18/XP/32.

We wish you all the best in your research endeavours.

Regards.

*S. Uma Mageshwari*  
Dr.S.Uma Mageshwari  
Member Secretary



**APPENDIX – II**  
**INTERVIEW SCHEDULE FOR BASELINE SURVEY**

Name of the Village:

Date of interview

**A). Personal Details**

1). Name of the Respondent:

2). Gender:        Male         Female

3). Age of the respondent:

S.No	Age in Years	Tick the appropriate	S.No	Age	Tick the appropriate
1	11		3	14- 15	
2	12- 13		4	16 -18+	

4). Education:

S.No	Education	Tick the appropriate	S.No	Education	Tick the appropriate
1	Middle		5	Diploma	
2	High School		6	Degree (BA, BSc, BE)	
3	Certificate course (ITI)		7	Any Other (specify)	
4	Higher Secondary				

5). Name of the school / College and type:

Government         Private         Any other

6).Medium of instruction        Tamil         English

7). Are you regular to school /college

Yes         No

8). What are the problems that you face related to education

S.No	Details	Tick the appropriate	S.No	Details	Tick the appropriate
1	Do not complete home work / assignments in time		8	No body to teach at home	
2	Scared of punishments				
3	Not good in studies		9	Peer pressure	
4	Score poor marks		10	Economic constraints to buy materials	
5	Difficulty in understanding		11	Breakfast not	





**14). Sources of loan taken**

S.No	Sources	Tick the appropriate
1	SHG ( micro finance- weekly repayment)	
2	SHG ( Bank loans )	
3	Direct bank loans	
4	Local money lenders	
5	Finance company	
6	Land lords	
7	PF loans	

**15). Give details of your \*monthly savings (\*divide the amount saved equally into monthly savings)**

S.No	Mode of savings	Amount– INR					
		<100	101 - 300	301 - 500	501 – 700	701- 1000	1000>
1	SHG (savings if any )						
2	RD in Bank / Post office						
3	LIC						
4	Purchase of jewellery						
5	Fixed Deposit in bank						
6	Chit fund						
7	Piggy bank						
8	Savings for children’s education						

**C). Socio economic Back ground**

**16) Housing**

Own  Rented  Lease

**17). If own house, type of housing**

S.no	Type	Tick the appropriate	S.no	Type	Tick the appropriate
1	Thatched		4	Government row houses	
2	Asbestos sheet		5	Tiled	
3	Concrete building		6	Any other ( Specify)	

18) Details of livestock: Yes  No

19).If yes, kind of live stock owned

S.no	Details	1-2	3-5	5-7	8-10	10>	S.no	Details	1-2	3-5	5-7	8-10	10>
1	Cows						5	Pigs					
2	Buffalos						6	Rabbits					
3	Sheep						7	Horses					
4	Goats							Any other (Specify)					

20).Vehicles owned Yes  No

21). If yes, type

S.No	Type	Tick the appropriate	S.No	Type	Tick the appropriate
1	Bicycles		4	Four wheelers	
2	Two wheelers		F	Any other ( Specify)	
3	Three wheelers				

22).Land owned Yes  No

23).If yes, details

S.No	Details	< 3 cents	5 -10 cents	11 – 30 cents	31 – 50cents	51 – 100cents	1 acre <
1	Wet land						
2	Dry land						
3	House site						
4	Land on lease						

## D). Cultural Back ground

### 24). Festivals celebrated

S.No	Festivals	Tick the appropriate	S.No	Festivals	Tick the appropriate
1	Mathammas		4	Worship of Pattathiarasiamman	
2	Annammar'sNombi (Pig eating festival)		5	All Hindu festivals	
3	Worship of Madurai Veeran			Any Other (specify)	

### 25). Marriages

S.No	Details of marriages	Tick the appropriate	S.No	Details	Tick the appropriate
1	Marriage within the community		5	Dowry from bride's side	
2	Inter caste marriages permitted		6	Dowry from bride groom's side	
3	Love marriages are common			Any other ( Specify)	
4	Marriages within relatives				

### 26). Child birth, pubertal, pregnancy ceremonies

S.No	Details	Tick the appropriate	S.No	Details	Tick the appropriate
1	Bangle ceremony		5	Celebration of first birth day	
2	Naming ceremony		6	Attainment of puberty	
3	Ear piercing			Any other ( Specify)	
4	Hair removing				

APPENDIX - III

QUESTIONNAIRE TO ELICIT GENERAL PROFILE AMONG THE SELECTED ADOLESCENTS

Name of the Village:

Date of data collection

A) Personal Details

1) Name of the Respondent:

2) Gender: Male  Female

3) Age of the respondent:

S.No	Age in Years	Tick the appropriate	S.No	Age	Tick the appropriate
1	11		3	14- 15	
2	12- 13		4	16 -18+	

4) Education:

S. No	Education	Tick the appropriate	S.No	Education	Tick the appropriate
1	Middle		5	Diploma	
2	High School		6	Degree (BA, BSc, BE)	
3	Certificate course (ITI)		7	Any Other (specify)	
4	Higher Secondary				

5) Name of the school / College and type:

Government  Private  Any other

6) Medium of instruction Tamil  English

B). Familial Back ground

09). Family type:

Nuclear  Joint  Extended

10). Language spoken (Mother Tongue)

S.No	Mother tongue	Tick the appropriate	S.No	Mother tongue	Tick the appropriate
1	Telugu		4	Tamil	
2	Kannada		5	Any other (specify)	
3	Telugu but speak Tamil				

**11. Details of the family composition:**

S.No	Name	Relationship with the respondent	Age	Education	Occupation	Subsidiary occupation	Total monthly Income
1							
2							
3							
4							
5							
6							
7							

**12) Housing**

Own  Rented  Lease

**13) If own house, type of housing**

S.No	Type	Tick the appropriate	S.No	Type	Tick the appropriate
1	Thatched		4	Government row houses	
2	Asbestos sheet		5	Tiled	
3	Concrete building		6	Any other(Specify)	

**C. Family environment**

**14) Details of family environment**

S.No	Opinion	Tick the appropriate
1	Insufficient income and day to day sustenance is a challenge	
2	Parents care and fulfils all our needs	
3	Alcoholic parents / members and fights at home	
4	The problem of money lenders	
5	Parents are very encouraging and have aspirations for their children	
6	Parents are pious, very organized and we are guided well	
7	Father gets drunk and abuses the family members	
8	Parents go early to work and children are badly neglected	
9	Congested living space,	
10	Any other (Specify)	

## D. Neighbourhood / Locale

### 15) Details of neighbourhood

S.No	Opinion	Tick the appropriate
1	Neighbours are too interfering and demanding	
2	Lot of fights in the community / neighbourhood due to alcohol consumption	
3	Very supportive and encouraging community	
4	Too many celebrations and noisy most of the time	
5	Peer pressure and loss of direction	
6	Congested and unhygienic neighbourhood	
7	Some of the community members are troublesome and involved in mockery of school going children	
	Any other (specify)	

### 16) School / college facilities

S.No	Details	Tick the appropriate	S.No	Details	Tick the appropriate
1	The building is good		11	The school /college has a good play ground	
2	The building is dilapidated		12	No play / sports material	
3	The class rooms leak during rainy season		13	We are allowed to work in the computer labs	
4	We have no furniture and sit on the floor		14	Allowed to borrow books from library	
5	There are enough good furniture for the students		15	Have trees, garden in the school / college premises enjoy tending to it	
6	The black board is clear and writing is legible		16	We enjoy the time in school in all aspects	
7	The black board is worn out		17	There are no fans, in summer we have problem	
8	There are no toilets		18	Noise and disturbance in the surroundings	
9	Drinking water facility is poor		19	We have a garden and we enjoy maintain it	
10	The class rooms are not cleaned			Any other (Specify)	

### 17) School / college environment

S.No	Details	Tick the appropriate
1	Teachers are our role models	
2	Teachers treat all the students equally	
3	We participate in all competitions and win prizes	
4	Some teachers discriminate and we feel hurt	
5	The head master / headmistress is also very supportive	
6	The class mates are very friendly and do not discriminate	
7	Some students are still averse to caste and are not friendly	
8	The plates in the school is kept separate	
9	Some friends from upper caste come to us for clearing doubts and we feel happy	
10	School time is most enjoyable time we have fun and also taught well	
	Any other (Specify)	

### E. Nutritional status

18). Height in cms       Weight in Kg

19).BMI

**APPENDIX - IV**

**FIVE POINT SCALE TO ASSESS ADOLESCENTS PERCEPTION ON SOCIO - ECONOMIC STATUS**

**Name of the respondent / code**

**SA- Strongly Agree**

**A - Agree**

**U – Uncertain**

**SD – Strongly Disagree**

**D - Disagree**

<b>S.No</b>	<b>Perceptions of adolescents on social status</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1.	India is rich in culture, a fast developing country, yet , the discrimination of Dalits, particularly Arunthathiyars still exists which is very sad					
2.	We have no status, we have no identity we are exploited by the whole society					
3.	Most of the youth now prefer white color jobs to get a better status in the society					
4.	Most members in the community have been doing either sanitary or coolie work for years, this further lowers our status.					
5.	We will not allow the society to exploit us any more, we will strive for our identity					
6.	The elders are still afraid of the masters and landlords, that really hurts us					
7.	Most parents value education and give equal education for both boys and girls					
8.	Most of our parents / grandparents are serving the society with most menial jobs and they are not valued for their hard work.					
9.	The towns and cities would become polluted, if not for our community's toil the public must realize this. Most workers die of asphyxiation while cleaning the drains.					
10.	We have to live in separate colonies, a strategy of the society to keep us always at the lower rung					
11.	Only hard work can make us reach to a higher level through well paid jobs					
12.	Our weakness is lack of confidence and feeling of inferiority complex					

13.	We are in no way inferior, we are intelligent, talented and we will prove to the world					
14.	Sometimes people call us by caste names and that really hurts us					
15.	Too much money is spent on celebrations and feel it is unnecessary					
16.	Arunthathiyars do not own any property and this leads to dependency on land lords / money lenders					
17	Parents work hard to get children educated and climb up the ladder					
18	The government also sidelines the community by assigning the tag - "scheduled caste"					
19	Some of the youth are not guided properly, which is not good for the community's growth					
20	Some children are really serious in studies while some are not and drop out from the school					

**APPENDIX – V**

**LIKERTS SCALE FOR MEASURING ACADEMIC ACHIEVEMENT**

<b>S.No</b>	<b>Scores</b>	<b>Grades</b>
1.	< 40	Below average
2.	41 - 59	Average
3.	60 - 79	Good
4	>80	Excellent

**APPENDIX – VI**  
**(DASS) DEPRESSION ANXIETY STRESS SCALES**

Please read each statement and circle a number 0, 1, 2 or 3 which indicates how much the *statement applied to you over the past week. There are no right or wrong answers. Do not spend too much time on any statement.*

The rating scale is as follows:

- 0 Did not apply to me at all
- 1 Applied to me to some degree or some of the time
- 2 Applied to me to a considerable degree, or a good part of the time
- 3 Applied to me very much, or most of the time

S.No	Details	Rating			
		0	1	2	3
1.	I found myself getting upset by quite trivial things	0	1	2	3
2.	I was aware of dryness of my mouth	0	1	2	3
3.	I couldn't seem to experience any positive feeling at all	0	1	2	3
4.	I experienced breathing difficulty ( e.g., excessively rapid breathing, breathlessness in the absence of physical exertion)	0	1	2	3
5.	I just couldn't seem to get going	0	1	2	3
6.	I tended to over react to situations	0	1	2	3
7.	I had a feeling of shakiness ( e.g., legs going to give way)	0	1	2	3
8.	I found it difficult to relax	0	1	2	3
9.	I found myself in situations that made me so anxious I was most relieved when they ended	0	1	2	3
10.	I felt that I had nothing to look forward to	0	1	2	3
11.	I found myself getting upset rather easily	0	1	2	3
12.	I felt that I was using a lot of nervous energy	0	1	2	3
13.	I felt sad and depressed	0	1	2	3
14.	I found myself getting impatient when I was delayed in any way (e.g., lifts, traffic lights, being kept waiting)	0	1	2	3
15.	I had a feeling of faintness	0	1	2	3
16.	I felt that I had lost interest in just about everything	0	1	2	3
17.	I felt I wasn't worth much as a person				
18.	I felt that I was rather touchy	0	1	2	3
19.	I perspired noticeably( e.g., hands sweaty) in the absence of high temperatures or physical exertion	0	1	2	3
20.	I felt scared without any good reason	0	1	2	3
21.	I felt that life wasn't worthwhile	0	1	2	3
22.	I found it hard to wind down	0	1	2	3
23.	I had difficulty in swallowing	0	1	2	3

24.	I couldn't seem to get any enjoyment out of the things I did	0	1	2	3
25.	I was aware of the action of my heart in the absence of physical exertion (e.g., sense of heart rate increase, heart missing a beat)	0	1	2	3
26.	I felt down- hearted and blue	0	1	2	3
27.	I found that I was very irritable	0	1	2	3
28.	I felt that I was close to panic	0	1	2	3
29.	I felt it hard to calm down after something upset me	0	1	2	3
30.	I feared that I would be "thrown" by some trivial but unfamiliar task	0	1	2	3
31.	I was unable to become enthusiastic about anything	0	1	2	3
32.	I found it difficult to tolerate interruptions to what I was doing	0	1	2	3
33.	I was in a state of nervous tension	0	1	2	3
34.	I felt I was pretty worthless	0	1	2	3
35.	I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
36.	I felt terrified	0	1	2	3
37.	I could see nothing in future to be hopeful about	0	1	2	3
38.	I felt that life was meaningless	0	1	2	3
39.	I found myself getting agitated	0	1	2	3
40.	I was worried about situations in which I might panic and make a fool of myself	0	1	2	3
41.	I experienced trembling ( e.g., in the hand)	0	1	2	3
42.	I found it difficult to work up the initiative to do things	0	1	2	3

**APPENDIX – VII**

**QUESTIONNAIRE TO STUDY THE EFFICACY OF SPSS PROGRAMME**

**PRE / POST TEST QUESTIONNAIRE**

**A. Personal Details**

**1) Name of the Respondent:**

**2) Gender:**      Male     Female

**3) Age of the respondent:**

**4. Education**

S.No	Education	Tick the appropriate	S.No	Education	Tick the appropriate
1	Middle		5	Diploma	
2	High School		6	Degree (BA, BSc, BE)	
3	Certificate course (ITI)		7	Any Other (specify)	
4	Higher Secondary				

**5. Type of school / college**

**Government**     **Private**

**6. Medium of instruction**    Tamil     English

**7. Your strengths in education**

S.No	Strengths	Never	Rarely	Sometimes	Frequently	Always
1	Aim to do higher studies					
2	Regular to school / college					
3	Punctual to school					
4	Do assignments / home work in time					
5	Willing to learn from others					
6	Willing to teach or share knowledge with siblings / friends					
7	Update with lessons completed					
8	Confident to score good marks					
9	Can full fill teachers expected standard					
10	Have a clear cut goal					

**\*Never -1, Rarely -2, Sometimes- 3, Frequently – 4, Always - 5**

## 8. Your strengths in personal life

S.No	Strengths	Never	Rarely	Sometimes	Frequently	Always
1	Like to be well dressed and groomed					
2	Help parents in their chores					
3	Cook good dishes for the family					
4	Keep the house and surroundings clean					
5	Happy with the clothes I have					
6	Manage with the money available					
7	Discuss future plans with the family members					
8	Develop hobbies - reading , painting, singing etc					
9	Enjoy the company of friends					
10	Like to watch television					

## B. Food and Nutrition

S.No	Details	SA	A	U	DA	SD
1.	Health is absence of illness					
2.	Balanced diet is not important to health					
3.	Health is physical, emotional and social well being					
4.	Good diet is most important in adolescent age					
5.	Some foods can also be eaten raw					
6.	Methods of cooking not important					
7.	Pulses, legumes, eggs, milk, meat are protein rich foods					
8.	Fruits, vegetables, green leafy vegetables are rich in vitamins					
9.	Rice, roots and tubers, fats ragi, wheat etc are energy giving foods					
10.	Food grown with chemical fertilizers is good					
11.	We can make a kitchen garden					
12.	Cooking food is a burden					
13.	Unpolished grains are good for health					
14.	Washing vegetables after cutting is good					
15.	Ready to eat foods are good for health					

**SA - Strongly Agree, A-Agree , U – Uncertain, DA – Disagree, SD – Strongly Disagree**

**APPENDIX –VIII**

**DETAILS OF SPSS INTERVENTION PROGRAMME**

<b>Day</b>	<b>Date</b>	<b>Topics covered</b>	<b>Outcome</b>
Day -1	21/1/2017	Introduction Communication	Build interpersonal relationship and communication Trust and support, Getting to know each other better Listening skills, observe and learn that verbal an non-verbal communication conveys messages of importance
		Identify ones strengths	Self-awareness, get feedback from the friends in the group of the positive qualities, feel happy and proud of strengths.
		Discuss about ups and downs in their life – My river of life	Self-awareness, reflection on the important / special events, importance of planning for the future - setting short term and long term goals
		Problem based learning – Group work on identifying critical problems related to education and personal life	List out the problems, Identify the core problem, understand the importance of analysing internal and external factors and seek appropriate solutions.
Day - 2	22/1/2017	Spending silent moments Relaxation	Importance of shedding out unwanted thoughts and gaining freshness of mind, relaxation of muscles
		Time and money management	Understand the importance of time, prioritise activities for the day. Homework and assignments to be completed. Availability of money, prioritising the needs and quality of things to be bought. Importance of timely decision making
		Building relationships	Understand the importance of relationships in the family and community. Coping with demands of parents, elders, siblings and friends
		The available resources	SarvasikshaAbhiyan – residential facilities to children to continue education free of cost. Arrange necessary entitlements such as caste certificate, income certificate to

			<p>apply for scholarships within the stipulated time /date..</p> <p>Prepare for NMMS (National Merit cum Means) talent exam, on getting through the test a monthly scholarship of Rs. 600/- per month is provided to the students.</p>
Day - 3	26/1/2017	<p>Concept and importance of health and nutrition.</p> <p>Locally available foods, low cost and high nutrient value foods. Planning the menu.</p> <p>Importance of washing vegetables before cutting</p> <p>Methods of cooking</p> <p>Demonstration of foods, protein and energy rich foods</p> <p>Serving the food prepared</p>	<p>Understand health is not just absence of illness, food as medicine to keep active and free from illness</p> <p>Arrange for food and plan the day's menu accordingly, select low cost foods that are rich in nutrients.</p> <p>Understand the importance of methods of preparation of easy to cook foods, consumption of raw food as salads, saving time</p> <p>and nutrients, participation in cooking aids in practice, to gain skills, interest and experience happiness</p> <p>Joy of sharing, understand the importance of variety in food preparation within the available resources.</p>

## Appendix IX

### Details of Experts

S. No	Area of Support	Details
1.	Review of interview schedule for base line survey	Dr. Venmathi Professor, Department of Resource Management Avinashilingam University , Coimbatore
2.	Inputs on nutritional component and working out BMI	Dr. Amirthaveni Professor and HOD Department of Food Science and Nutrition Avinashilingam University Coimbatore
3.	Review of Interview schedule for base line survey	Dr. Kasthuri Professor and HOD, Department of Home Science Extension and Communication, Avinashilingam University Coimbatore.
4.	Suggestion on level of perceptions and its corresponding range of scores	Dr. S. Gayatridevi Asst. Professor Department of Psychology Avinashilingam University Coimbatore.
5.	Review of Interview schedule with inputs to include financial component	Dr. Annapoorni Professor, Department of Economics Avinashilingam Univeristy Coimbatore
6.	Review of questionnaire	Dr. Komala Gangadhar Asst. Professor of Human development University of Mysore Manasagangotri , Mysore
7.	Overall support referral to experts at IIM	Dr. R. Srinivasan Professor. Centre for Finance and Accounting Indian Institute of Management (IIM) Bangalore.
8.	Review of Five point scale to assess adolescents perception on socio economic status	Dr. Mukta Kulkarni Associate Professor Centre for Organizational Behaviour and Human Resource Management Indian Institute of Management (IIM). Bangalore.

9.	Advice on population and sampling	Dr. Rajalaxmi Kamath Associate Professor Centre for Public Policy Indian Institute of Management (IIM). Bangalore.
10.	Translation of Depression, Anxiety Stress Scale (DASS)	Dr. Ku. Sudarkodi Asst. Medical Officer Govt. Primary Health Centre Muthoor, Erode District, Tamil Nadu
11.	Translation of questionnaire, Five point scale to assess perceptions of adolescents on their socio-economic status.	i. Dr. Sai Vijay Priya Lecturer, Government Ayurveda College Nagercoil, Tamil Nadu  ii. Sathya Priya – Student Government Ayurveda College Nagercoil.
12.	Expert and instantaneous advice and support in statistical analysis	Dr. Vidya Raju Associate professor and HOD Department of Statistics Yuvaraja's College, Mysore
13.	Provided rare population details of Arunthathiyars in five taluks and organized adolescents for the SPSS programme	Mr. Thangavel, Director, Vizhuthugal (NGO) Avinashi, Tiruppur District Tamil Nadu.