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An Action Project on Creating Awareness on Reproductive Health amongst Adolescent Girls and Women of Narshihpura Village of Vadodara District, Gujarat

The meaning of health is to be free from physical pain and disease, though health can have a wide range of meanings. Remember, mental health is important, as well as physical health. There are many organizations working for improving health status of women in India but there is still underutilization of health services by women. For many women and girls in developing countries, reproductive health outcomes are dismal. Hundreds of thousands of women die each year from pregnancy related causes and nearly all of those deaths occur in the developing world.

MS. DHARA PATEL* & MS. ROSHNI SHAH**

Introuction :

What is health? It is just the absence of illness or disease? No, because what is considered as a serious ailment by one person might be a minor problem for the other person. The concept of illness is not being well differs according to age, sex, social status, class, occupation. Therefore, the concept of being well differs from person to person. Thus, health is not just the absence of illness or ailments.

A World Bank report on women's health in India released in 1996 has grimly catalogued the variety of ways in which women are discriminated against as girls, they get less vaccination, less education and less nutrition than their brothers when they grow up, they are less healthy than their male counterparts and succumb more easily to sickness or disease.

Even today, women are careless about their health, no matter whether they are literate or illiterate. Hence, it is quite well known that reproductive health dominates women's health problem. The WHO estimate that 50,000 women die every year from causes related to pregnancy and during abortion and child health.

Reproductive health is a state of complete physical, mental and social well being and not merely the absence of reproductive disease. Reproductive health status of Indian women is quite tragic, its maternal mortality ratio is the highest in the South Asia, with one woman dying every 5 minutes, around 1,36,000 Indian women die owing to pregnancy

setbacks. Women in India face many serious challenges to their health, it is imperative health, violence against women, nutritional status, unequal treatment of girls and boys and HIV/AIDS.

Reproductive health is a crucial part of general health and a central feature of human development. It is a reflection of health during childhood and crucial during adolescence and adulthood, sets the stage for health beyond the reproductive years for both women and men, and affects the health of the next generation. Reproductive health is a universal concern, but is of special importance for women particularly during the reproductive years.

Since the early 1990s, the international community has recognized that sound population and policies depend on improving the status of women and protecting their rights. As a result, there is broad international consensus around goals to provide universal education, particularly for girls and women: ensure women's and men's access to reproductive health care; and empower women through equitable social and economic development. Women and men should be able to freely decide the number and spacing of their children. They also should have access to reproductive health information, option and services that allow them to attain good health.

There is no such project conducted to educate women of Narshihpura village, city of Vadodara about reproductive health. There is a trend of early marriages and adolescent

**Teaching Assistant, Department of Extension and Communication, Faculty of Family and Community Sciences, The M.S. University of Baroda, Vadodara (Gujarat) **Research Scholar, Department of Extension and Communication, Faculty of Family and Community Sciences, The M.S. University of Baroda, Vadodara (Gujarat)*

girls do not have knowledge regarding Reproductive Health. Therefore this project was undertaken in this village.

Objectives :

Broad Objective :

To create awareness amongst the selected Adolescent girls and women regarding reproductive health.

Specific Objective :

To create awareness amongst the selected Adolescent Girls and Women from Narshihpura village District of vadodara with following aspect of Reproductive Health :

- (i) HIV/AIDS
- (ii) Menstruation
- (iii) Pregnancy and lactation
- (iv) Uterine cancer
- (v) Cervical cancer
- (vi) Menopause

Methodology :

To make any programme effective and successful, the very first step is the drawing up of a plan of action. Without a plan one can not conduct any programme.

(1) Planning for starting the project :

- (i) Identifying the community
- (ii) Deciding the venue, Time for the project
- (iii) Contacting the Adolescent Girls and Women of

Narishpura village

(2) Selection of the Contact :

- (i) Cervical Cancer
- (ii) Uterine Cancer
- (iii) Pregnancy and Lactation
- (iv) Menstruation
- (v) HIV/AIDS
- (vi) Menopause

(3) Preparing Teaching Aids :

- (i) Chart
- (ii) Poster
- (iii) Flash Cards
- (iv) Flip book
- (v) Flex

(4) Schedule of Activities and used Methods :

- (i) Demonstration
- (ii) Body mapping
- (iii) Expert talk

Findings :

(i) Majority of the participants liked the language used for the communication

(ii) Majority of the participants would prefer that this programme should prolong for more days.

(iii) 73 per cent Adolescent girls and women would like to take part in the awareness programme in future.

(iv) All the participants were understood the concept of the programme.

(v) All the participants were agreed to follow instruction related their health given by project worker and experts.

Conclusion :

The objective of this project was to sensitize

Adolescent Girls and Women about the reproductive health related problem so that they get aware about importance of reproductive health as well as about need of spreading this message to others in their families and help in building a healthy community and society. We strongly believe that future of any nation depends on healthy Adolescent Girls and Women. Their Reproductive Health is very important issue to be take care. Such an effort which are dynamic, contextually relevant and need based activity help in shaping human development.





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Student-Teacher's Attitudes Toward Science

All people have preconceived notions shaped by their own prior experience and learning. Some of these notions are congruent with generally accepted knowledge and some are not. Some are positive and some are negative. Studies (woolnough 1994) have incorporated a range of components in their measures of attitudes to science including the perception of the science teacher, Anxiety toward science, the value of science etc. The researcher had developed a rating scale for measuring attitudes about science. The data was processed by statistical analysis (X^2) and interpretations are derived. The science method students of M.B. Patel College of Education, Vallabh Vidyanagar made the population for the study. 40 students were given a rating scale. This was a sample for the study which was random representative sample. The student teacher's responses for the attributes of rating scale has generated specific opinions. Their level of understanding about attitudes toward science from statistical interpretation of X^2 is showing general choice about attributes.

SWETA SHARADKUMAR CHAUHAN

Introduction :

All people have preconceived notions shaped by their own prior experience and learning. Some of these notions are congruent with generally accepted knowledge and some are not. Some are positive and some are negative.

Herbert spencer was one of the earliest psychologists to employ this term. Derived from the latin word 'Aptus' it has on one had the significance of fitness or connotes a subjective or mental state of preparation for action. On other hand, an attitude is an effective by product of an individuals experience and has its base in inner urges, acquired habits and environmental influences by which an individual is surrounded. In other words, the attitude is a result of personal desires and group stimulation. B.F. Skinner, a great psychologist, defined science as "first of all science is a set of attitudes. It is a disposition to deal with facts rather than with what some one has said about them."

Attitudes toward science :

Klopfers (1971), who categorized a set of affective behaviors in science education as

- (1) The manifestation of favorable attitudes towards science and scientists.
- (2) The acceptance of specific enquiry as a way of thought.
- (3) The adoption of scientific attitudes.
- (4) The enjoyment of science learning experiences.
- (5) The development of interests in science and science related activities.
- (6) The development of an interest in pursuing a career

in science or science related work.

Studies (woolnough 1994) have incorporated a range of components in their measures of attitudes to science including :

- (1) The perception of the science teacher.
- (2) Anxiety toward science.
- (3) The value of science
- (4) Self-esteem at science
- (5) Motivation towards science
- (6) Enjoyment of science
- (7) Attitudes of peer and friends towards science
- (8) Attitudes of parents towards science
- (9) Achievement in science
- (10) Fear of failure on course.

The second stumbling block towards assessing the significant and importance of attitudes in that they are essentially a measure of the subject's expressed preference and feeling towards an object.

Many factors influence student's attitudes toward science such as gender, teachers, curricula, cultural and other variables. This research paper is a outcome for student-teachers' attitudes about science when they entered at B.Ed. course.

Research Questions :

- (1) How are student-teachers' attitudes toward science?
- (2) How could the analysis of attitudes toward science be useful for student-teacher?

Objective of the Study :

- (1) To study the student-teacher's attitudes toward science.
- (2) To construct rating scale for measuring attitudes toward science.
- (3) To receive data on student teacher's attitude toward science.
- (4) To derive education implications.

Research Methodology :

The researcher had developed a rating scale for

Assistant Professor, Bavisgam B.Ed. College, Sardar Patel University, Vallabh Vidyanagar (Gujarat)

measuring attitudes about science. The data was processed by statistical analysis (X^2) and interpretations are derived.

Population and Sample :

The science method students of M.B. Patel College of Education, Vallabh Vidyanagar made the population for the study. 40 students were given a rating scale. This was a sample for the study which was random representative sample. They were having all representative characteristics of the population.

Construction of a Tool :

The researcher had constructed a rating scale comprised of Attributes. Fifteen Attributes were included in this rating scale.

Statistical Data Analysis :

For data analysis X^2 was found out and interpretation is derived from the result.

Student-teacher's understanding about attitudes toward science

No.	Attributes	A	B	C	D	E	X^2 value	Sign.
1.	Good	28	10	02	00	00	74	**
2.	Meaningful	28	10	02	00	00	74	**
3.	Positive	24	11	04	01	00	49.24	**
4.	Beneficial	21	10	09	00	00	37.74	**
5.	Interesting	23	15	02	00	00	54.74	**
6.	Objective	03	20	11	05	01	29.48	**
7.	Useful	33	05	02	00	00	91.74	**
8.	Orderly	08	20	09	01	02	28.74	**
9.	Comfortable	13	16	10	01	00	25.74	**
10.	Valuable	35	05	00	00	00	116.24	**
11.	Stimulating	08	17	15	00	00	32.24	**
12.	Productive	23	12	05	00	00	39.24	**
13.	Uncluttered	03	10	23	04	00	41.74	**
14.	Important	34	06	00	00	00	109	**
15.	Effortless	02	17	15	02	04	27.24	**

* indicates significance at 0.05 level
 ** does not indicate significance at 0.05 level
 df=4, at 0.05 level sign. value is 9.488
 Such attributes indicates
 A= Strongly Agree B= Agree
 C= Uncertain D= Disagree
 E= Strongly Disagree

For the attributes 1 to 15 the value of X^2 at df=4 and at 0.05 level the calculated X^2 value > table value. Hence it can be said that difference is significant. The null hypothesis is rejected. So the data is distributed.

From above analysis it could be interpreted that the student-teachers had not given their choice at randomly, hence specific opinions on positive attitudes toward science are generated from their chosen frequencies as generalised interpretation.

From the data it can be observed that for all attitudes students have mostly strongly agreed. For science is simple, easy, effortless, comforting, stimulating they were observed as agreed or uncertain.

Findings of the Study :

(1) The student teacher's responses for the attributes of rating scale has generated specific opinions. Their level of understanding about attitudes toward science from statistical interpretation of X^2 is showing general choice about attributes.

(2) Student-teachers have shown positive tendency about attitudes toward science.

Conclusion :

From this data and its interpretations it could be concluded that for the student-teacher's of science method it is necessary to know about their beliefs towards science when they are entering in teaching profession. The teachers having positive attitude towards science may enter the field with a positive attitude and are truly open minded and have more understanding about science and teaching of science. The teacher having positive attitude towards science could be succeed as a professional.

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To Assess The Health and Nutritional Status of 3 to 6 Years Anganwadi Children

To assess the health and nutritional status of 3 to 6 years anganwadi children in Jamnagar revealed that the greater proportion of families head had primary education involved in occupation such as rickshaw, driving, worker, labourer, etc. and earned annual income group. In anganwadi, girls were enrolled more compared to boys. During monsoon water logging and mosquito breeding near anganwadi area was note. Dietary intake of family and anganwadi children revealed that consumption of Cereals, Roots and tuber particularly potato was more compared to consumption of pulses, green leafy vegetables and milk and milk products. Children showed likings of fried food. Mostly the diet pattern was monotonous and had three meal a day. Use of sprouts, incorporation of leafy vegetables etc. was not known to the mothers of anganwadi children. Though protein requirement was good but had poor protein quality food.

KAMALAMANI R. RAO

Introuction :

Health is related to the food consumed. To maintain good health, ingesting a diet containing the nutrients in correct amount is essential. Human beings need food for sustenance. Food helps to maintain growth, repair and to give energy thereby enabling human beings to work, remain healthy and to live long. Foods, nutrition and health are strongly related.

Incidence of malnutrition is high when rate of growth increases. Infections and infestations responsible for underfeeding and malnutrition, especially in children. Nutrition affects development as much as development affects nutrition.

Objectives :

UGC minor research project was conducted on a sample of 204 anganwadi children of 3 to 6 years age group in Jamnagar, Saurashtra (Gujarat). The objective is "To assess the health and nutritional status of 3 to 6 years anganwadi children" which are given below :

- (1) To find reasons of growth failure.
- (2) To find out the extent of benefits provided to anganwadi children.
- (3) To find good habits related to diet and health status.

Methodology :

(A) The study is carried out by questionnaire method, containing questions regarding family background of anganwadi children, monthly dietary intake of family and

daily dietary intake of anganwadi children, sample size being 204 anganwadi children of 3 to 6 years.

(B) Family profile, Environmental sanitation and basic amenities available to the families shows a greater proportion of families head (father) has primary education and were involved in occupation such as rickshaw, driving, worker and labourer. Their annual income ranged between Rs. 20,000/- to 25,000/-. Most mothers were illiterate and had lack of knowledge about correct feeding practices. This may be one of the reason for failure in proper growth and development of these anganwadi children. Majority of the families resided in Pucca houses and surroundings were clean. Only during monsoon water logging and mosquito breeding near anganwadi area was noted.

(C) **Food consumption pattern of the family :** The diets were simple and monotonous consisting cereals (wheat, rice, bajra) in the form of roti, puri and in the diet included dal as well as seasonal vegetables. To these vegetables substantial amount of potatoes were added to improve flavor as well as the most liked vegetable. A three meal pattern was observed in the families as well as in anganwadi children.

Table : Comparison of Mean Nutrient Intake with RDA / day

Nutrient	RDA / Day	Mean Intake / day
Calorie (kcal)	1220 – 1720	1289.67
Protein (gm)	22.0 – 29.4	33.04

Cereals on an average, contributed 130 gm to 185 gm/

Associate Professor (Department of Home Science), Shri A.K.Doshi Mahila College, Jamnagar (Gujarat)

day and supplied 448.5 kcal to 632.7 kcal/day. Intake of pulses on an average contributed 30 to 35 gm/day less than RDA and supplied 7.2 to 8.4 gm/day protein. The consumption of Greenleafy vegetables was found to be negligible i.e. 20 gm/day less than RDA which provides 1120 mg/day Vitamin A. In contrast, the other vegetable were consumed at a level 100 to 150 gm/day much more than RDA which supplied calories 12.6 kcal/day and 105.0 kcal/day. Milk and Milk products was consumed about 175 ml/day which supplied 6.3 gm/day protein. On an average consumption of Sugar and Jaggery and Fats and Oil was almost 35 gm/day and 20 gm/day respectively. To conclude the intake of cereals pulses was adequate but quality of pulses was not good and intake of leafy vegetables and milk was less. There is need to emphasize the consumption of leafy vegetable and milk for improvement in the quality of the diet. The mean calorie and protein intake per day of 3 to 6 years anganwadi children is nearly equal to RDA as shown in Table 4, but the quality of protein consumed in the diet is not good.

Conclusion :

The study “To assess the health and nutritional status of 3 to 6 years anganwadi children” in Jamnagar revealed that the greater proportion of families head and primary education, involved in occupation such as rickshaw, driving, worker, labourer etc. and earned annual income group. In anganwadi, girls were enrolled more compared to boys. During monsoon water logging and mosquito breeding near anganwadi area was noted.

Dietary intake of family and anganwadi children revealed that consumption of cereals, roots and tuber particularly potato was more compared to consumption of pulses, green leafy vegetables and milk and milk product. Children showed liking for fried foods. Mostly the diet pattern was monotonous and had three meals a day. Use of sprouts, incorporation of leafy vegetables etc. was not known to the mothers of anganwadi children. Though protein requirement was good but had poor protein quality food.

Recommendation :

The society and the community needs proper guidance and suggestions for better living, to improve nutritional status by proper dietary intake. During the minor research carried out in anganwadi particularly mothers of 3 to 6 years children were given nutrition education by showing posters, pictures related to food, diet, deficiency disease growth chart. Correct methods of cooking to prevent loss of nutrients low cost recipe preparations from locally available food stuff was shown to the mothers. Children were encouraged to eat green leafy vegetables by incorporating in other food stuffs like (wheat flour + methi bhaji) Thepla, muthias, children were given sprouted grams.

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The Study of immigrants in jumpa Lahiri's 'The Namesake' and Monica Ali's 'Bricklane' : A Diasporic Study

MS. RUPA B. DANGAR

Jumpa Lahiri was born to Bengali parents in July, 1961 in London. She later began her life in the US. She grew up in the background of traditional Bengali culture. Her debut work "Interpreter maladies", Published in 1999. Her second work, "The Namesake" was published in 2003, and later on filmed. Her latest work "The unaccustomed Eapta" was published in 2008. At present She lives in Brooklyn with her husband and Children where she works as a vice President of the PEN American centre.

The Namesake presents the tension of the contemporary generation and the cultural gap between the parents and the children in the Indian - American "Community. Ashima comes to as After her marriage with Ashoke, a student in the us. After his studies Ashoke begins to work as a professor in an American university. They name their first child as Gogol in remembrance of the Russian writer, Nikolai Gogol. The name becomes a problem for Gogol because he feels uncomfortable with the Russian name. When he grows up he changes his name to Nikhil and feels comfortable to mingle with others and slowly he gains confidence with some girl friends. But this too leads to a sense of loss of identity and later when his father dies, his attachment with his home wanes. The novel concludes on the day of a send off party to Ashima, Where Gogol finds the book which his father presented to him during one of his birthdays and looks at the name Gogol. The novel focuses on the problems between first and second generation of the diasporic community, cultural clash and mainly on the identity problem faced by the diasporic community.

Ashoke in the Namesake comes to the us for his higher education. After his education he gets a job and settles there. Meanwhile, he marries Ashima and brings her to us. In the case of Ashoke, it is voluntary displacement and in Ashima's case it is non voluntary displacement.

Monica Ali is a Bangladeshi Diasporic writer settled in England. She was born to English Bangladeshi parents on 1967 in Dhaka. At the Age of three she came to England with her parents. Her debut novel Bricklane, named after a street at the heart of London's Bangladeshi community, published in 2003. It is about experiences of the Bangladeshi family living in u.k.

The Book Bricklane caused several controversies within the Bangladeshi Community They felt that Monica Ali presented Bangladeshi Community as uneducated and unsophisticated and yet Ali was voted as the Best of young British novelists in 2004. Her latest book Alentoso Blue was published in 2006.

The Book Bricklane narrates the story of Nazneen who settles in London. Through her story, the novel also depicts the life of the Bangladeshi community in London. Nazneen the protagonist of the novel, is a village girl from Bangladesh, Marries Chanu, who is living in London. After her marriage with Chanu, Nazneen lives in an unknown land with her newly wedded husband. Due to the lack of her English knowledge, she is unable to communicate with others but only with her own community people. Her life slowly changes when her daughter begins to teach her English language, life and culture. Later on when she begins to earn independently by working. Karim enters into her life and She finds that her life takes a twist. Due to her friendship with Razia, She is able to reject Karim's proposal of marriage and Chanu's wish to return to Bangladesh. Chanu leaves for Bangladesh by leaving his family back in London.

In Brick Lane Nazneen the Eighteen years old girl marries Chanu, who is twice her age. When her husband goes for a job, she feels lonely and except words like, 'sorry' and, 'Thank you', she does not know anything else to speak in English. This problem of communication leads her into forced imprisonment.

Same as Ashima, Nazneen too feels utterly lonely during her initial stages of settlement and she comes out of it due to her intimacy with her own community people. In her case, Mingling and interacting, with whites is difficult due to her poor English knowledge.

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Research Scholar, (Department of English Literature), Sunrise University, Alwar (Rajasthan) R/o Gujarat