

**ASSESSING THE EFFECTIVENESS OF  
SELECTED SHORT FILMS AS A MEDIUM FOR  
GAIN IN KNOWLEDGE AND CHANGE IN  
PRACTICES REGARDING MENSTRUAL  
HEALTH AND HYGIENE AMONGST THE  
ADOLESCENT GIRLS STUDYING IN  
GOVERNMENT SCHOOLS OF VADODARA  
CITY.**

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CHANGE IN PRACTICES REGARDING MENSTRUAL  
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GIRLS STUDYING IN GOVERNMENT SCHOOLS OF  
VADODARA CITY.**

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*Submitted in partial fulfillment of the Requirement*

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*The Maharaja Sayajirao University of Baroda, Vadodara*

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## **CERTIFICATE**

This is to certify that Dissertation entitled "ASSESSING THE EFFECTIVENESS OF SELECTED SHORT FILMS AS A MEDIUM FOR GAIN IN KNOWLEDGE AND CHANGE IN PRACTICES REGARDING MENSTRUAL HEALTH AND HYGIENE AMONGST THE ADOLESCENT GIRLS STUDYING IN GOVERNMENT SCHOOLS OF VADODARA CITY," has been carried out by the investigator Ms. Chaitalee Chauhan under my supervision and guidance for the partial fulfillment of Degree of Masters of Science. The matter presented in this dissertation has not been submitted for the award of any other degree or diploma.

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(Investigator)

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- *Chaitalee Chauhan*

## **ABSTRACT**

The digital revolution has had a profound impact on the way people consume and interact with media. Short films have emerged as an incredibly powerful medium for conveying complex messages. In light of this, a study was conducted to assess the effectiveness of selected short films as a medium for educating the adolescent girls regarding menstrual health and hygiene.

The present experimental study aimed to determine whether the selected short films were effective as medium in increasing knowledge and promoting positive practices related to menstrual health and hygiene amongst adolescent girls. The population of the study comprised the adolescent girls studying in government schools of Vadodara city, in the academic year 2022-2023. The sample included 110 adolescent girls, aged 10 to 15 years, who had experienced menarche, and were studying in 7th and 8th grades of selected government schools of Vadodara city. Purposive sampling method was used to select the sample. The data collection was done through a questionnaire including open-ended, close-ended, multiple choice questions and 3-point rating scale. The pre-post experiment method was used for data collection. Various statistical measures were used for data analysis, such as frequency and percentage distribution; intensity indices, correlation test, and Mann Whitney 'U' test.

The study found that 50% of the adolescent girls fall in the age group of 12 to 13 years, 64.5 percent of them were studying in the 8<sup>th</sup> grade and 57.3 percent of them were living in the extended family setting. Further finding reveals that high majority of the adolescent girls had studied through mobile phone being at their home. Nearly half of the adolescent girls were exposed to short films, while very high majority (76.8%) of them had watched 1 to 3 short films being in school. They were watching these short films to seek information and to learn something new. Almost half (48.2%) of the adolescent girls had information related to menstruation before getting into periods and among them 92.4 percent of them were informed by their mother. High majority (68.2%) of them had their experienced menarche at the age of 12 to 13 years, out of them, 75.5 percent used pad during menarche.

The major finding also reveals that in comparison of 42.7% percent, 50.9 percent of them had gain more knowledge after watching short films. It revealed that majority of

them had gain high knowledge. It was also surprising that the adolescent girls had gain less knowledge regarding pre-menstrual syndrome, uses of soap or sanitizer to clean hands and about the changes occurred during adolescence. Further it was revealed that in comparison to 40.9 percent, 47.3 percent of the adolescent girls were willing to follow good practices after watching short films. It was seen that 44.5 percent of them were willing to do exercise for pain relieve, similarly they were willing to consult Anganwadi worker and to use hot water bag for lower abdominal pain, to bury cloth or pad after using it.

The study found a high significant difference in their gain in knowledge and desire to change practices regarding menstrual health and hygiene. The finding also revealed that there was significant difference in gain knowledge and desire to change practices in relation to their exposure to audio-visual medium, while there was no significant difference in their gain in knowledge and desire to change practices in relation to their exposure to short films. It is notable that the all three short films were liked by the selected adolescent girls. According to majority of them the short films were entertaining and enlightening, the conversation between the characters was clear and easy to understand while selected short films were able to create awareness regarding menstrual health and hygiene.

The study concludes that the selected short films was effective as a medium in imparting knowledge and motivating the adolescent girls to follow good practices. The short film was found effective in term of storyline, characters, dialogue delivery, language etc.

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# **CHAPTER 1**

## **INTRODUCTION**

# CHAPTER 1

## INTRODUCTION

The digital revolution has brought about a significant transformation in the way people consume and interact with media. Short films have emerged as an incredibly powerful medium for conveying complex messages, ideas, and emotions. In many ways, short films are like short stories in literature, capturing the essence of an idea in a concise and impactful manner.

[https://link.springer.com/chapter/10.1007/978-3-030-48442-2\\_5](https://link.springer.com/chapter/10.1007/978-3-030-48442-2_5)

With the proliferation of online platforms such as YouTube, Vimeo, Shorts TV, Disney Hotstar, and Humara Movie Platforms, short films have become increasingly popular among a broad range of audiences. Short films provide filmmakers and artists with an excellent opportunity to communicate with their audience, expressing their philosophy, ideals, vision, design style, and many others. <https://filmindustry.network/short-films-become-most-important-communication-tool/14005> With the rapid advancement of internet technology, a new platform for media communication has emerged, leading to the emergence of a new film style - the online short film. As the name suggests, a short film is a complete movie, but shorter in duration compared to feature films. <https://www.arcstudiopro.com/blog/the-three-types-of-short-films> The exact length of a short film is not clearly defined, though the Academy of Motion Picture Arts and Sciences considers any original film with a runtime of less than 40 minutes, including credits, to be a short film.

Short films are an incredibly versatile medium for storytelling, as they provide endless opportunities to convey a message in a visually stunning way. Short films can communicate a wide range of messages in various styles, from music videos to political commentary, and can be used to connect with an audience, engage them, and provoke a response. What sets short films apart from other forms of media is their ability to deliver a message in a concise and compelling manner through the use of cinematography, sound, music, and other elements of film. The combination of these elements can create a powerful and emotional impact on the audience that is difficult to replicate through other forms of media. <https://www.edgepicture.com/forms-of-storytelling/>

In comparison to text and sound, short films have the potential to bring more audio-visual impact to the audience and convey a greater amount of information. Short films can express content through several media and use different expression techniques, such as sound, image, and text, to present the film's message. The use of innovative film techniques and creative imagination in the production of short films results in a visually stunning final product that is both entertaining and informative.  
<https://www.atlantis-press.com/article/55908413.pdf>

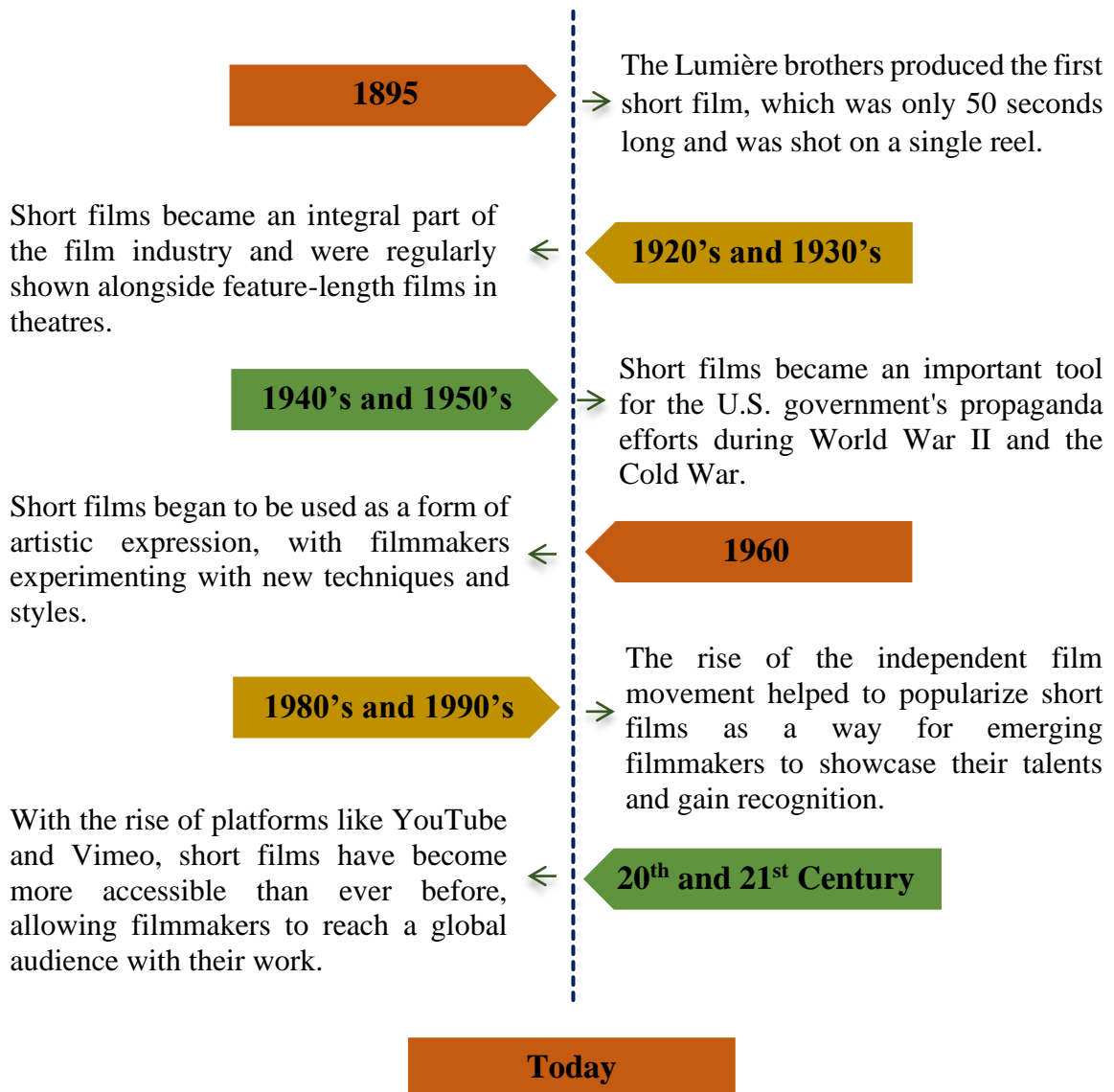
The short film medium requires filmmakers to be innovative and think outside the box in terms of shooting techniques, which can lead to new and exciting ideas. Additionally, as the digital space continues to expand, platforms such as YouTube, Vimeo, Shorts TV, Disney Hotstar, and Humara Movie platforms have become the destination for good content, making it easier for filmmakers to disseminate their short films to a wider audience. The adaptability of short films to market changes and user requirements is another significant advantage of this medium. As the preferences of audiences evolve, short films can be created to meet their specific needs and interests. As a result, short films can be a highly effective means of communicating messages, telling stories, and engaging audiences. (Tang, 2018)

These films are often showcased at various film festivals, both locally and internationally, and are made by independent filmmakers on a non-profit basis with limited resources. The filmmakers often rely on funding from film grants, non-profit organizations, sponsors, or personal foundations to finance their work. Short films provide filmmakers with an opportunity to gain experience and display their skills, with the aim of attracting private investors, entertainment companies, or film studios to fund future film projects. In conclusion, short films are a powerful medium that is becoming increasingly popular in the digital age. They offer filmmakers and artists a unique opportunity to communicate with their audience, express their vision, and connect with people on a deep level. Whether you are a filmmaker, artist, or simply an enthusiast of the medium, short films are a captivating and engaging way to experience the world around us.

[https://en.wikipedia.org/wiki/Short\\_film](https://en.wikipedia.org/wiki/Short_film)

## 1.1. Evolution of Short Films

Short Films have come a long way since their inception in the late 19<sup>th</sup> century. After a position of dominance in the earliest years of the developing studio system, the short was displaced by the feature and has remained a marginal player ever since.



Short films are continuing to serve a variety of purposes, from artistic expression to commercial advertising. They are used by filmmakers to experiment with new techniques and styles, as well as to explore important social and political issues. With the continued evolution of technology and the rise of new distribution platforms, it is likely that the short film medium will continue to evolve and transform in new and exciting ways.

[https://link.springer.com/chapter/10.1057/9781137484369\\_2](https://link.springer.com/chapter/10.1057/9781137484369_2)

## **1.2. Types of Short Films**

Short films offer an audio-visual impact that goes beyond traditional text and sound, enabling filmmakers to convey a vast amount of information through a variety of media and expression techniques such as sound, image, and text. This unique medium requires a combination of creativity and imagination, as well as innovative film techniques that can help to foster new ideas and promote innovation. Short films offer an effective way to disseminate information and keep up with market changes while meeting the needs of users. Short films come in a variety of styles, genres, and lengths, with as much potential for style and genre fluidity as larger media. They can be divided into three main categories: Narrative, documentary, and animation.

<https://www.arcstudiopro.com/blog/the-three-types-of-short-films>

### **1.2.1. Narrative Short Films**

A narrative is the telling of a string of events occurring in space and time. Narratives do not simply unfold from random information; they are presented through an audience as an ordered series of events that are connected by the logic of cause and effect. This logic of cause and effect ties together character traits, goals, obstacles and actions.

[https://ijcihe.journals.ekb.eg/article\\_182840\\_18186c41724fd76bd0f079536d92c0a4.pdf](https://ijcihe.journals.ekb.eg/article_182840_18186c41724fd76bd0f079536d92c0a4.pdf)

### **1.2.2. Documentary Short Films**

Documentary films are a form of non-fiction film that are intended to document reality and provide informative content. They are typically created with the purpose of teaching, training, or preserving historical records. As such, they can be highly educational and are often used in schools to teach various principles and concepts. (Oxford English Dictionary, 2018)

### **1.2.3. Animated Short Films**

Animated films are a unique form of cinema in which individual drawings, paintings, or illustrations are photographed frame by frame-using stop-frame cinematography. This process involves capturing each frame of the animation separately, with each frame differing slightly from the one preceding it. When the frames are projected in rapid succession at a rate of 24 frames per second, they create the illusion of movement.

<https://www.studymode.com/essays/Filmsite-39004339.html>

### 1.3. Platforms for Distribution of Short Films

The rise of digital platforms and online streaming services has made it easier for filmmakers to distribute their short films to a wider audience. Some of the popular Indian platforms are:

1. **Pocket Films:** It is a digital platform for short films, documentaries, and independent cinema. It has a wide range of categories and a large audience base.
2. **Humara Movie:** It is an online movie platform that showcases short films, documentaries, and web series. It allows filmmakers to monetize their content through its revenue sharing model.
3. **Shorts TV:** It is a TV channel dedicated to short films and has a presence in India. It showcases award-winning short films from around the world.
4. **Disney Hotstar:** It is a popular OTT platform in India that features short films and documentaries along with movies, TV shows, and live sports.
5. **Terribly Tiny Talkies:** It is a YouTube channel that features short films with a focus on storytelling. It has a large following and features works of emerging filmmakers.
6. **YouTube:** It is the largest video sharing platform in the world and is a popular platform for short films. Filmmakers can upload their short films and monetize them through ads or sponsorships.
7. **Vimeo:** It is another video sharing platform that allows filmmakers to showcase their work and connect with a global audience. It has a range of plans for filmmakers, from free to premium.

**There are various International platforms where Short Films can be distributed:**

1. **Short of the Week:** Short of the Week is an online film festival that showcases the best short films from around the world. It accepts submissions from filmmakers and also offers distribution opportunities for selected films.
2. **Film Freeway:** Film Freeway is a submission platform that allows filmmakers to submit their short films to hundreds of film festivals around the world. It also offers distribution opportunities for selected films.

3. **Amazon Prime Video Direct:** Amazon Prime Video Direct is a self-publishing platform that allows filmmakers to distribute their short films directly to Amazon Prime subscribers. It offers a revenue-sharing model for filmmakers.
4. **Short Film Depot:** Short Film Depot is a distribution platform that connects filmmakers with film festivals and other distribution channels. It offers a submission service that allows filmmakers to submit their short films to multiple festivals at once.
5. **Festival Scope:** Festival Scope is a distribution platform that specializes in film festival distribution. It offers distribution opportunities for selected short films and other independent films. <https://www.indianfilminstitute.org/post/platforms-to-distribute-short-films>

#### 1.4. Short Films Growing Stature in India

Short films and documentaries are gaining popularity worldwide due to the accessibility and affordability of new media. Filmmakers are using these mediums to tell impactful stories and raise important questions about social issues. The internet has provided a platform for filmmakers to challenge traditional blockbuster movies and reach a global audience with ease. This has led to a dynamic shift in the film industry, with short films becoming a powerful tool for creative expression and experimentation. Film festivals and new media outlets are further promoting and pushing the boundaries of short films, making them a significant and influential part of the film industry. <http://thesoftcopy.in/2022/03/17/indian-short-films-gain-market/>

Although short films have traditionally struggled to find a wider audience outside of film festivals, the advent of the internet has changed this trend. Platforms like YouTube, Vimeo, Shorts TV, Disney Hotstar, and Humara Movie Platforms have provided a way for short films to reach a broader audience. In fact, if a short film goes viral and garners significant views, it can even generate a substantial return on investment. Short film festivals around the world also recognize the potential of these films and are increasing in number. As a result, these festivals are giving renewed focus and commitment to showcasing short films and documentaries. (Kapoor, 2017)

Short films are gaining recognition and popularity through film festivals such as the International Festival of Short Films on Culture and Tourism (IFFC), Pune International



Film Festival (PIFF), and Goa Short Film Festival (GSFF), among others. These festivals attract film professionals and audiences from around the world, promoting discussion and showcasing films on a global stage. Short films, previously overlooked due to the popularity of feature films, are now being recognized as a unique and impactful way to inform, spread messages, and entertain audiences. Many Bollywood directors are also embracing short films, with famous names like Sujoy Ghosh, Anurag Kashyap, and Farhan Akhtar choosing to tell their stories through this medium. With the rise of social media and digital platforms, short films have become easier to distribute and reach a wider audience, particularly among younger generations who are more likely to consume media online. <http://thesoftcopy.in/2022/03/17/indian-short-films-gain-market/>

### **1.5. Short Films and Youth**

Short films have been gaining popularity among the youth in recent years due to their accessibility and affordability, as well as their ability to convey messages in a concise and impactful manner. One reason for the appeal of short films among youth is their ability to address issues that are relevant to them in a relatable and engaging way. Short films are often used as a tool to raise awareness about social issues such as gender inequality, mental health, and environmental concerns. For example, the short film "Period. End of Sentence." directed by Ray ka Zehtabchi won the Academy Award for Best Documentary Short Subject in 2019 and brought attention to the taboo surrounding menstruation in India. <https://timesofindia.indiatimes.com/life-style/spotlight/short-films-inspire-youngsters/articleshow/1503391.cms>

Another reason for the popularity of short films among youth is their ability to showcase diverse perspectives and narratives. As opposed to mainstream cinema, short films are often made with smaller budgets and less commercial pressure, allowing filmmakers to explore a wider range of themes and styles. This has given rise to a wave of independent filmmakers who are using short films as a means to express their creativity and explore uncharted territories. Moreover, short films have provided a platform for underrepresented voices to tell their stories and challenge dominant cultural narratives.

In addition to the creative potential of short films, their accessibility and affordability have made them a popular medium for aspiring filmmakers and film enthusiasts. With

the rise of smartphone technology and free editing software, anyone with a camera and an internet connection can make a short film and share it with the world. This has led to a democratization of the filmmaking process, where anyone can tell their story and make their mark on the industry. With their accessibility and affordability, short films have the potential to engage and inspire a new generation of filmmakers and audiences. Strictly Edutainment? Decoding Short Films on Menstruation on YouTube (beyondblood.org)

### **1.6. Short Films and Menstrual Health and Hygiene**

Menstruation is a topic that is often considered taboo in society and is restricted to discussions within the confines of the home, often limited to female family members. This lack of conversation and knowledge around menstruation leads to confusion and anxiety among young girls who experience menarche. The negative connotations associated with menstruation and the emphasis on concealing it from the rest of the world further perpetuates the devaluation of menstruation and female biological characteristics (Coutts and Berg, 1993). Mothers, who are often the primary source of information about menstruation, are often unwilling to discuss it openly, leading to ignorance, unsafe menstrual hygiene practices, and the internalization of myths and taboos around menstruation. A more open and initial conversation about menstruation and menarche is crucial in alleviating negative feelings and anxiety associated with it, rather than treating it as a transitional phase.

In our society, menstruation is often considered a taboo topic and is confined to the private sphere of a household. This lack of discussion, knowledge, and information about menstruation can lead to confusion, humiliation, and anxiety, especially for young girls experiencing menarche (Raina and Balodi, 2012). The family and school play a critical role in providing accurate and comprehensive information and emotional support to those experiencing menarche. However, often, both these points of contact either do not discuss menstruation or add to the myths and taboos around it. Instead of teaching girls how to hide the fact that they are menstruating, it is essential to educate them about the reasons behind menstruation, its significance, and proper hygiene practices. This is even more crucial in India, where period poverty is prevalent, and access to menstrual hygiene products is limited. Short films can be an effective medium to raise awareness and educate people about menstrual health and hygiene, including

the lack of access to sanitary protection that affects millions of women worldwide (Marguerite Ward, 2019).

Menstruation is a natural biological process experienced by half of the world's population, yet it remains a taboo topic in many cultures. The stigma surrounding menstruation and lack of access to menstrual hygiene products can have serious health consequences for women and girls. Globally, 2.3 billion people lack basic sanitation services and in least developed countries, only 27 percent of the population has a hand-washing facility with water and soap at home (United Nations International Children's Emergency Fund, 2018). Managing periods at home is major challenge for women and adolescent girls who lack these facilities at home. Additionally, poor menstrual hygiene management can lead to reproductive tract infections, cervical cancer, and other health issues.

One of the most effective ways to combat the stigma surrounding menstruation and promote menstrual health and hygiene is through education and awareness campaigns. Short films can play a vital role in this regard. They have the potential to reach a wide audience and can be used to educate people about menstrual health and hygiene in an engaging and non-threatening manner. Short films can be used to tell stories about menstruation and address the various social, cultural, and religious taboos surrounding it. By doing so, they can help break down barriers and dispel myths and misconceptions surrounding menstruation. They can also provide practical information on menstrual hygiene management, such as how to use menstrual products correctly and safely dispose of them. <https://www.today.com/health/netflix-documentary-period-end-of-the-sentence-appears-kikupadja-masin-t19216>

Furthermore, short films can be used to advocate for increased access to menstrual hygiene products and services. They can highlight the importance of providing girls and women with access to affordable and safe menstrual products, such as sanitary pads, tampons, and menstrual cups. Short films can also be used to promote the use of eco-friendly menstrual products, which are both sustainable and cost-effective. Short films can be a powerful tool in promoting menstrual health and hygiene message among youth. Young people often face barriers in accessing information about menstruation due to cultural and societal taboos. Short films can be used to provide age-appropriate information about menstruation and menstrual hygiene management in a way that is

accessible, engaging, and non-judgmental. They can help young people understand the changes their bodies are going through and provide them with the information they need to manage their menstrual cycles safely and hygienically.

In conclusion, short films can be an effective way to raise awareness about menstrual health and hygiene. They have the potential to reach a wide audience and can be used to address the social, cultural, and religious taboos surrounding menstruation. By educating people about menstrual health and hygiene, short films can help break down barriers and dispel myths and misconceptions, promote increased access to menstrual hygiene products and services, and improve the overall health and well-being of women and girls. Hence it was decided to conduct a study that aims to evaluate the effectiveness of specific short films as a means to increase knowledge and promote positive changes in menstrual health and hygiene practices among adolescent girls in government schools located in Vadodara City. <https://www.today.com/health/netflix-documentary-period-end-sentence-reveals-impact-pad-machine-t149216>

### **1.7. Research Questions**

1. How much knowledge do adolescent girls have regarding menstrual health and hygiene?
2. What are the practices followed by adolescent girls during menstruation?
3. What are the myths and taboos followed by adolescent girls regarding menstrual health and hygiene?
4. What are the problems faced by adolescent girls during menstruation?
5. Which is the medium used by the adolescent girls to gain information regarding menstruation?
6. What is the source of information for the adolescent girls to acquire information regarding menstruation and its related facts and queries?
7. Can short films impart information regarding Menstrual Health and Hygiene?

### **1.8. Statement of the Problem**

“Assessing the Effectiveness of selected Short Films as a Medium for Gain in Knowledge and Change in Practices Regarding Menstrual Health and Hygiene Amongst the Adolescent Girls Studying in the Government Schools of Vadodara City.”

## **1.9. Justification of the Study**

Menstruation is a topic that is surrounded by secrecy and shame in many cultures, and as a result, conversations about it are limited, isolating, and confusing for many girls and women. Even in popular media, such as Bollywood movies and Indian television, menstruation is often ignored or avoided as a topic, further perpetuating the silence around it. This lack of representation is fuelled by the fact that families and friends also tend to avoid discussing menstruation. However, with the rise of short films, which are typically around 10-20 minutes long and focus on one or two themes, there is an opportunity for more open and honest conversations about menstruation to be portrayed and shared on various online platforms, such as YouTube, Disney TV Hotstar, Vimeo etc. (Singh, 2021)

Menstruation is a natural process that affects millions of women worldwide. However, it is often accompanied by challenges related to the management of menstrual hygiene, which can have significant implications for women's health and well-being. Reproductive tract infections and their complications are a common issue among women, and often the infection is transmitted to their offspring. Therefore, it is essential to educate women about menstruation and its physiological implications before bringing any change in menstrual practices. (Dasgupta and Sarkar, 2008)

Unfortunately, there is a lack of knowledge and understanding about menstruation, particularly among adolescent girls. UNESCO (United Nations Educational, Scientific and Cultural Organization) reported that during menstruation, adolescent girls face challenges related to the management of menstrual hygiene in public places. In many African countries, 1 in 10 school-age girls do not attend school during menstruation, according to UNICEF (United Nations Children's Emergency Fund) estimates. Additionally, students have difficulty attending class attentively due to menstrual-related problems such as pain and fear of sudden menstrual blood leakage. (Rop and Tinsley et al, 2016)

Poor menstrual hygiene can also negatively affect academic performance or rank. Female students may have discomfort and shame sitting beside male students in the class, further complicating the situation. Research has shown that nearly 70 percent of women do not have adequate knowledge about menstruation and menstrual hygiene.

There are substantial gaps in their knowledge and perception of menstrual health, and their health-seeking behaviour is poor. (R. Vijayakeerthi et al, 2016)

Given these challenges, it is crucial to provide comprehensive health education to all women to gain adequate knowledge about menstruation and its management. Additionally, all women should be encouraged to use sanitary pads, which should be affordable to every woman in society. Improving menstrual hygiene management and promoting menstrual health education can help to reduce the social stigma associated with menstruation and promote women's health and well-being.

Uzma Eram's (2017) work highlights the significance of maintaining proper hygiene practices during menstruation, especially for young girls who lack experience with menstruation. Several studies have demonstrated that poor menstrual hygiene practices during adolescence can lead to the risk of developing toxic shock syndrome, urinary tract infections, and pelvic inflammatory disease. Poor practices can also increase vulnerability to reproductive tract infections. However, in many rural areas, parents' attitudes towards discussing menstrual issues are a significant obstacle to providing the right information. Poor personal hygiene and unsafe sanitary conditions can result in gynaecological problems. Infections due to lack of hygiene during menstruation are also frequently reported.

A menstrual taboo refers to any social taboo surrounding menstruation, where it is often seen as unclean or embarrassing. This perception is widespread, extending from public spaces like the media and advertising to private spheres such as households and conversations with men. Certain traditional religions also consider menstruation as ritually unclean. Unfortunately, most girls tend to receive information about menstruation from their mothers, religious books, older sisters, or peers, and often only after they have experienced menarche. Therefore, it is necessary to provide healthy family life education to women, particularly adolescent girls (Mahajan, 2017). In India, menstruation is a part of the curriculum for 8th and 10th grades but is either completely skipped or not discussed in sufficient detail. (Sivakami et al., 2019) Teachers also tend to provide very little information on menstruation to adolescent girls, who experience menarche or witness their friends experiencing it (Raina and Balodi, 2014). There is a need for more open and informed discussions about menstruation to reduce menstrual

taboos and empower women to better manage their menstrual hygiene.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6286883/>

One topic that has been tackled by many short films is menstruation, particularly the experience of menarche. By using this medium, filmmakers can raise awareness and increase understanding about menstruation and the challenges that menstruating individuals face. Furthermore, short films can serve as a form of documentary, bringing attention to important issues and encouraging social change. By making the public aware of these issues, it can increase the potential for change, both in terms of personal behaviour and through policy and legislation.

[https://s3.amazonaws.com/assets.hotdocs.ca/doc/HD14\\_Documentary\\_Impact\\_Report\\_.PDF](https://s3.amazonaws.com/assets.hotdocs.ca/doc/HD14_Documentary_Impact_Report_.PDF)

This research study aims to evaluate how short films can be effective tools in educating and promoting knowledge and practices related to menstrual health and hygiene among adolescent girls attending government schools in Vadodara City. As short films have gained popularity in recent years, they have become an important medium for independent and low-budget creators to address underrepresented and taboo topics. By focusing on menstrual health and hygiene, this study seeks to fill the gaps in existing educational curricula, which often lack in-depth and accurate information on the topic. By examining the effectiveness of short films as a tool for promoting menstrual health and hygiene, this study will contribute to the on-going discussion about the importance of education and awareness on the topic, and how best to address it in the context of government schools in Vadodara City.

### **1.10. Justification of the Sample**

In India, menstruation is still considered a taboo topic, with many people feeling uncomfortable discussing it openly. This societal attitude towards menstruation can have negative impacts, particularly on adolescent girls and women who may not have the necessary support and facilities to manage their menstrual cycles effectively. In order to address this issue, it is essential for society, communities, and families to challenge the status quo and break the silence around menstruation. Those with influence, including government officials and teachers, must take the responsibility of finding appropriate ways to talk about the issue and take necessary action. This can

involve educating people about menstruation and its importance, promoting menstrual hygiene practices, and ensuring that necessary facilities and resources are available for women and girls to manage their menstrual cycles with ease and dignity. By breaking the silence around menstruation and working towards creating a more accepting and supportive society, we can empower women and girls and promote gender equality in India. Adolescent girls represent a unique demographic that requires special attention, particularly because it is a period marked by the onset of menarche. Good menstrual hygiene practices are crucial for maintaining a healthy life during this time. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6293884/>

However, in low and middle-income countries (LMICs), managing menstrual hygiene poses a challenge, especially for girls attending school. This is because of poor water, sanitation and hygiene (WASH) facilities in schools, insufficient education about puberty, and a lack of access to hygienic menstrual hygiene management (MHM) items such as absorbents. As a result, girls often view menstruation as an embarrassing and uncomfortable experience, which can cause them to miss school. Qualitative studies have reported that girls fear and feel humiliated by the prospect of leaking blood and body odour during menstruation, which exacerbates their reluctance to attend school. Moreover, cultural taboos further compound these issues, making it difficult for girls to seek help and imposing restrictions on their diet and activities during menstruation. In India, numerous studies have been conducted to examine the prevalence of social, educational, and health problems faced by girls with poor MHM. <https://bmjopen.bmj.com/content/6/3/e010290>

There are various restrictions placed on menstruating girls and women in their daily lives. For instance, menstruating women are not allowed to enter the "puja" room, and in rural areas, they are not permitted to enter the kitchen during menstruation. In addition, menstruating girls and women are restricted from offering prayers and touching holy books. The underlying basis for these restrictions is cultural beliefs associated with impurity linked to menstruation. It is further believed that menstruating women are unhygienic and unclean, and thus the food they prepare or handle can be contaminated. Some women also report that during menstruation, their bodies emit a specific smell or ray that turns preserved food bad, and thus, they are not allowed to touch sour foods like pickles. (Garg and Anand, 2015)



However, there is no scientific evidence that supports the idea that menstruation is the reason for spoilage of any food. As long as proper hygiene measures are taken, there should be no concern regarding contamination of food. Therefore, it is crucial to educate girls and women about the facts of menstruation and to provide them with adequate knowledge about menstrual hygiene. This education will help to dispel myths and reduce the stigma surrounding menstruation, enabling women to manage their menstrual cycles safely and with confidence. (Garg and Anand, 2015) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4408698/>

### **1.11. Justification of the Study in the Context of Department of Extension and Communication**

The Department of Extension and Communication comprises four pillars, which are development and mass communication, extension management, non-formal and adult education, and development and entrepreneurship management. The department's primary objective is to bring about social change through various programs and studies. To achieve this goal, the department collaborates with government agendas and the country's developmental goals and programs, contributing to research and projects related to technology, communication, social change, social development, women, and various innovations.

The department's curriculum is designed to prioritize social change and development in the community, offering a range of subjects at both the bachelor's and master's levels. These subjects are intended to be used to bring about positive change and development in the community, as well as to better understand the needs and desires of the community through the implementation of various projects. For instance, subjects such as "Media Production" and "Media Management" are included in the department's curriculum to educate students on how to use various forms of media for community development and how to produce and manage them. The department emphasizes that media can be an effective tool to influence community members and spread any message. This way, students learn how to use media to address social issues, spread awareness, and bring about positive change in the community.

The Department of Extension and Communication is dedicated to contributing to developmental issues and bringing about social change through various programs,

studies, and collaborations with government agendas and the country's developmental goals and programs. Its curriculum is designed to equip students with the necessary knowledge and skills to address social issues, understand the needs of the community, and bring about positive change through the implementation of various projects.

The current study focuses on raising awareness about menstrual health and hygiene among adolescent girls in government schools in Vadodara City. This is an important area of research because recent data shows that spreading awareness about menstrual health and hygiene is particularly crucial among girls aged 11 to 15 years old. To address this issue, the study aims to examine the effectiveness and impact of short films as a mass media tool to educate adolescent girls about menstrual health and hygiene. The Department of Extension and Communication is conducting this research, as it is dedicated to bringing about social change through various programs and studies. Raising awareness about menstrual health and hygiene among adolescent girls is a crucial step towards promoting gender equality and improving public health. Additionally, the research will aid in the development of new programs and plans to support menstrual health and hygiene, especially for adolescent girls in government schools.

The study will be carried out in the government schools of Vadodara, Gujarat, where the sample population will be drawn from. These schools were selected for convenience and to enable easy data collection. The research scholar will be able to act as a change agent for the community by dispelling myths and taboos surrounding menstruation and promoting health and hygiene awareness among adolescent girls. Through this research, the Department of Extension and Communication aims to contribute to the improvement of public health and promote gender equality. By examining the impact of short films as a mass media tool, the research will provide valuable insights into effective ways of educating adolescent girls about menstrual health and hygiene. These insights will be useful in developing new programs and plans to support menstrual health and hygiene, not only for adolescent girls but for the community as a whole.

## **1.12. Justification of the Variables**

The purpose of the present study is to evaluate the effectiveness of short films as a medium for improving knowledge and promoting changes in practices related to menstrual health and hygiene among adolescent girls in government schools in Vadodara city. The study focuses on several selected variables, including:

### **1.12.1. Exposure to Short Films**

Adolescent girls who have been exposed to various types of short films have a greater understanding of the format, including its duration and how to interpret the information conveyed in the film. This familiarity with short films may make them more receptive to information presented through this medium, particularly regarding social issues. Conversely, those who have little or no exposure to short films may struggle to understand the message being conveyed and may feel confused while watching them. This lack of understanding could significantly impact their ability to receive knowledge through short films.

### **1.12.2. Exposure to Audio-Visual Medium for the Purpose of Study**

Using audio-visual mediums in the classroom can assist teachers in presenting information in a clear and engaging manner, and help students develop a better understanding of the concepts being taught. Through audio-visual aids, students can see and hear information presented in a more accurate and complete way, which can aid in their conceptual thinking and generate interest in the subject matter. Additionally, direct experiences gained through the use of audio-visual aids can assist students in applying the knowledge gained in a practical manner. The adolescent girls in the study who were exposed to audio-visual aids may have found it easier to relate the information presented in the audio-visual format to their own learning context.

<https://files.eric.ed.gov/fulltext/EJ1079541.pdf>

### 1.13. Objectives of the Study

1. To study the **Profile** of the adolescent girls studying in Government schools of Vadodara City.
2. To assess the **pre-knowledge level and practices** regarding Menstrual Health and Hygiene amongst adolescent girls studying in Government schools of Vadodara city.
3. To assess the **post-knowledge level and practices** regarding Menstrual Health and Hygiene amongst adolescent girls studying in Government schools of Vadodara city.
4. To study the **overall effectiveness** of selected short films regarding Menstrual Health and Hygiene amongst adolescent girls studying in Government schools of Vadodara city in terms:
  - Gain in Knowledge
  - Desire to Change Practices
5. To study the **differences in the effectiveness of selected short films** as a medium for **gain in knowledge** regarding Menstrual Health and Hygiene amongst adolescent girls studying in Government schools of Vadodara City in relation to the following variables:
  - Exposure to Short Films
  - Exposure to Audio-Visual Medium for the Purpose of Study
6. To study the **differences in the effectiveness of selected short films** as a medium for **desire to change** practices regarding Menstrual Health and Hygiene amongst adolescent girls studying in Government schools of Vadodara City in relation to the following variables:
  - Exposure to Short Films
  - Exposure to Audio-Visual Medium for the Purpose of Study

7. To study the **effectiveness of short films as a Medium for imparting messages** related to Menstrual Health and Hygiene amongst adolescent girls studying in the Government schools of Vadodara city in terms of:

- Story Line
- Dialogue Delivery
- Speed of Narration
- Language
- Characters
- Time

#### **1.14. Null-Hypotheses of the Study**

1. There will be **no significant differences in the effectiveness of selected Short Films** as medium for **gain in knowledge** regarding Menstrual Health and Hygiene among adolescent girls studying in Government schools of Vadodara City in relation to the following variables:
  - Exposure to Short Films
  - Exposure to Audio-Visual Medium for the Purpose of Study
2. There will be **no significant differences in the effectiveness of selected Short Films** as medium for **desire to change practices** regarding Menstrual Health and Hygiene amongst adolescent girls studying in Government schools of Vadodara City in relation to the following variables:
  - Exposure to Short Films
  - Exposure to Audio-Visual Medium for the Purpose of Study

#### **1.15. Assumptions of the Study**

1. Adolescent girls need knowledge about Menstrual Health and Hygiene.
2. There is a need to know about menarche amongst adolescent girls.
3. They are not aware about the right practices to be followed during menstruation.
4. Short Films are an effective medium of communication.

### **1.16. Delimitations of the Study**

1. The study is delimited to adolescent girls between the age group of 10 to 15 years of age.
2. The study is delimited to adolescent girls studying in the grade 6th to 8th only.
3. Data collection is limited to the adolescent girls studying in Government Schools of Vadodara City.
4. The study is delimited to the selected short films as a medium.
5. The study is delimited to the selected Short Films on Menstrual Health and Hygiene.

### **1.17. Operational Definition**

In this study, short films will be considered as a medium to spread awareness about menstrual health and hygiene, and their effectiveness is tested amongst adolescent girls from selected government schools of Vadodara City.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

## CHAPTER 2

### REVIEW OF LITERATURE

Review literature is defined as an extensive, exhaustive and systematic examination of publication to the research project. Poor knowledge and practices are caused by a lack of access of information, less acceptance of discussion on such topics and myths & taboos, which leads adolescent girls towards misconception. The review aims to identify studies that examined the existing knowledge and practices followed by urban adolescent girls and intervention strategies used to create awareness related to adequate knowledge and right practices. The studies related to use of short films as intervention strategy are also reviewed.

#### Criteria for Selection of Studies

- i) **Inclusion Criteria** of the literature review includes those studies in which school going adolescent girls were selected as sample, adolescent girls of urban government schools, target group were between 10-19 years of age, studies on use of short films as intervention, studies on use of various intervention to bring change in knowledge and practices related to menstrual health and hygiene.
- ii) **Exclusive Criteria** of the literature review includes those studies in which women were selected as sample, adolescent girls of rural government schools, target group were above 19 years of age, studies on use of various interventions to bring change in knowledge related to reproductive health, studies with incomplete information.

#### Keywords used for Literacy Search:

- Menarche and Adolescent Girls
- Myths and Taboos Followed
- Menstrual Health and Hygiene
- Practices followed during Menstruation
- Short Films

#### Literature Search

The empirical reviews were collected from various databases viz.

RESEARCH GATE, RESEARCH SCHOLAR, PUBMED.NCBI.NLM.NIH.GOV, ATLANTICPRESS.COM.



**This chapter has been divided into the following sections:**

<b>2.1.</b>	<b>Empirical Reviews</b>
2.1.1.	Short Films used as Intervention Strategy
2.1.2.	Intervention Strategy used to bring Change in Knowledge and Practices related to Menstrual Health and Hygiene
2.1.3.	Extent of Knowledge and Practices related to Menstrual Health and Hygiene

## **2.1. Empirical Reviews**

### **2.1.1. Studies on Short Films as an Intervention Strategy**

**Manuhutu et al. (2019)** conducted a study on “The Effectiveness of Short Film in Teaching a Cause - Effect Paragraph for English Literature Department Students of Musamus University”. This research aimed at finding out whether or not short film can be used effectively to produce a better writing ability for the second year students of English Literature Department, Indonesia. Pre-experimental method was used in the study. The accessible population of this study consisted of 20 students who were admitted to the experimental group in the second semester. The data collection methods were writing test and questionnaire. The acquired data were analysed through descriptive and inferential statistics.

In pre-test the majority of students were graded below “Average”. A large proportion (70%) students believed that the use of short film was very effective in improving their ability to write cause-effect paragraph. The remaining 30 percent were classified as normal. The result of this research also seemed to support the study in which students mostly agreed that using short film offer student’s better understanding of the meaning of words and how to compose sentence using the vocabulary.

The study concluded that the use of short film improves a cause-effect paragraph writing ability of the students. In addition, short film is also proven to be an effective teaching media in teaching of a cause-effect paragraph. The students’ responses in the questionnaires show that most of the students believe that short film is effective to be implemented in teaching writing in improving their ability in writing a cause-effect paragraph. <https://www.atlantis-press.com/proceedings/icss-19/125927131>

**Madiyohet. al. (2016)** conducted a study on, “The Use of Authentic Short Movies in Enhancing Students’ Motivation in Learning Speaking”. This was aimed to examine the effectiveness of audio-visual media in enhancing students speaking development and learning motivation. It was a quasi-experimental study with pre-test and post-test group design. The population of this study was 203 senior high school students in the second semester of academic year 2017/2018. The samples of the study in experimental class were 33 students and in control class 29 students. The random sampling was used in the study. The data collection tool was questionnaire and data analysis technique was Multivariate Analysis of Variance.

The results of the study revealed that there was a significant difference between the use of authentic short movies and the traditional method on enhancing motivation in learning speaking. The students’ motivation in speaking shows that the mean of pre-test and post-test of experimental group increases. The mean increases from 41.75 to 64.48 or increases 22.73 point. The mean of learning motivation scores of the students of experiment group improves from the poor motivation category to good motivation category.

The conclusion of this study revealed that the use of authentic short movies materials to enhance students’ motivation in learning speaking seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-test score. Analysis of the students’ responses from the questionnaire indicated that they were more motivated in learning speaking if the teacher used English short movies as teaching materials. Overall, the students agreed that authentic short movies were beneficial for motivation in learning English speaking.

<https://www.ijsr.net/archive/v7i5/ART20182410.pdf>

**Kabadayi (2012)** conducted a study on “The Role of Short Film in Education”. This study examined the relationship between education and short films as well as the function of short films in education. Sample group of the study comprised of 100 students chosen at random from one regular high school and one private high school in Izmir/Turkey and Ege University Communication Faculty Department of Radio, Television and Cinema. The questions prepared for the purpose of the study were gathered under two main titles, “Personal Information” and “The questions regarding

watching short films within the scope of literature and using short film production within scope of lecture as supportive material in education”.

The majority of the high school students (56%) marked “strongly agree” to the statement “short film watched related to the lecture will help the students to understand the subject”, 35 % marked "partially agree", 2 percent marked "indecisive", 5 percent marked "partially disagree" and 2 percent marked "strongly disagree". Little less than fifty percent of the high school students (42%) marked “strongly agree” to the statement “short film watched will clarify abstract subject in mind”, 36 percent marked "partially agree", 18 percent marked "partially disagree", 3 percent marked "strongly disagree", and 1 percent marked "indecisive".

The study concluded that, the general high school and university students had suitable and positive opinions for majority of approaches anticipated using short films in education. Within this scope, most of the high school students indicated that they wish to see short films and/or make short films in relation to the subject studied within the scope of the lecture. High school students, who have the opinion that watching short films during the lecture period is not a waste of time but helps to earn time to comprehend with the subject of the tutorial, believe that in general short films can be used in education positively. In addition, the request of the university students for using short films related to the subjects being taught in education is significant when compared with their opinion that short films enhance the subject comprehension. [The Role of Short Film in Education \(sciencedirectassets.com\)](https://www.sciencedirect.com/science/article/pii/S0959652620300000)

### **2.1.2. Studies on Intervention Strategy to Bring Change in Knowledge and Practices related to Menstrual Health and Hygiene**

**Alam et. al. (2022)** conducted a study on, “Evaluation of a Menstrual Hygiene Intervention in Urban and Rural Schools in Bangladesh: A Pilot Study”. The study was aimed to assess the acceptability and feasibility of a multi-component intervention intended to support menstruating girls; improve menstrual care knowledge, practices, and comfort; and increase school attendance. \ The sample of the study comprised 527 school girls for a baseline survey and 528 girls at endline. The intervention included: 1) Menstrual Hygiene Management (MHM) packs, 2) education curriculum- pictorial flip-charts, puberty related-booklets, 3) maintenance- improvements to school sanitation, provision of disposable pads in the school, provision of disposal systems for

disposable pads, and gender committees to promote a gender-friendly school environment and maintenance of intervention facilities.

The major findings of the study revealed disposable pads were the most used menstrual materials, reusable cloth pads were taken up by 34% of the girls by endline compared with 0% at baseline. At endline, the most reported reasons for using the reusable cloth pads were because they were “easy to use” (41%) and “washable” (32%). School girls’ capacity to manage menstruation improved after the intervention, which was evident as an increase in reported drying reusable menstrual materials in the sunlight. In addition, school girls were more likely to store their reusable menstrual cloth with other clothes for next use. This study showed that a carefully developed intervention engaging various stakeholders and including essential equipment, supplies and educational materials can be implemented in Bangladesh.

<https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-022-13478-1>

**Dahal and Acharya (2019)** conducted a study on, “Effectiveness of Information Education and Communication on Menstrual Hygiene amongst Adolescent School Girls of Jumla District”. The objective of the study was to find out the effectiveness of information, education and communication (IEC) on menstrual hygiene amongst adolescents of Jumla district. Quasi-experimental research design was used for the study. The samples were taken from government school, Shree Janta Secondary Technical school of Chandannath municipality of Jumla District. The structured teaching program was used as intervention which included pictures, videos, demonstration related to menstruation, menstrual cycle, menstrual hygiene and practices and sanitation. A total of 112 adolescents girls studying in class 9 and class 10 were selected by using non probability total enumerative sampling technique. Data was collected by using self-administered questionnaire. Data analysis was done by descriptive and inferential statistics.

The findings of the study revealed that, with respect to the knowledge about menstruation before menarche, 52.7 percent respondents knew about menstruation before menarche, while 54.2 percent respondents had the information regarding menstruation through their mother. Regarding the absorbent used during menstruation, at pre-test 15.2 percent of participants mentioned that they used sanitary pads during

menstruation, increasing to over 19.6 percent after the education programme. With regards to restrictions and behaviours during menstruation, 89.3 percent of respondents attended school during menstruation which was significantly increased during post-test to 96.4 percent. With regards to restrictions 75 percent of respondents had restriction on household work. The findings of the study concluded that there was deficit in knowledge and practice regarding menstruation in adolescence girl before the implementation of health education programme. However the knowledge and practices significantly improved in post-test after the intervention. Thus, health education regarding menstruation and menstrual hygiene should be included in the curriculum of each school so that they can manage their menstruation hygienically.

[https://www.researchgate.net/publication/341289004\\_Effectiveness\\_of\\_Information\\_Education\\_and\\_Communication\\_on\\_Menstrual\\_Hygiene\\_amongst\\_Adolescent\\_School\\_Girls\\_of\\_Jumla\\_District](https://www.researchgate.net/publication/341289004_Effectiveness_of_Information_Education_and_Communication_on_Menstrual_Hygiene_amongst_Adolescent_School_Girls_of_Jumla_District)

**Hurakadliet. al. (2019)** conducted a study on. “Knowledge, Practice and Attitude of Menstrual Hygiene Amongst School Going Adolescent Girls: An Interventional Study in an Urban School of Bagalkot City”. The population of the study includes all the schools of Bagalkot city, India and the adolescent girls belong to 13 to 19 years of age. The sample of the study comprised 200 menarche attained adolescent girls regarding menstrual hygiene. The random sampling technique was used. The pre-designed structured questionnaire was used as data collection during pre-test.

The findings of the study showed that high majority 71 percent of the adolescent girls had just heard of menstruation, their knowledge regarding menstruation was poor. Most of girls think that it is a curse of god or sin or a disease. This is due to lack in knowledge and gap in further scope for improvement in the adolescent reproductive health coverage. Only 37 percent girls knew that menstruation is due to cyclical uterine bleeding. More than majority 62 percent of the adolescent girls cleans their private parts. It was also revealed that high majority 79 percent of the adolescent girls were used sanitary pads. The use of sanitary pad was higher which was probably due to the fact that the availability was high and also due to influence of television which has increased their awareness regarding the availability and use of sanitary pads. More than 94.5 percent were restricted from taking part in religious activities and visiting holy places.

The study concluded that there was a significant positive change in attitude, knowledge and beliefs in menstrual hygiene practices and restriction on menstruating adolescent girls. Intense and longer interventions are needed to improve the menstrual hygiene practices. Well informed continuous school education program should be delivered to students. There should be better communications between students and their teachers and between daughters and mother.

<https://medicainnovatica.org/medicajuly2019/9.%20Article%204.pdf>

**K. Logeswari (2018)** conducted a study on, “The Effect of School Based Health Education regarding Menstrual Hygiene - An Intervention Study amongst Adolescent Girls of Perambalur District”. The study was aimed to assess the effects of health education on knowledge, attitudes and practices regarding menstrual hygiene amongst study population and to compare the relative effects of Peer led intervention and direct intervention amongst the study population. A sample size of 486 adolescent girls was selected by cluster random sampling. The intervention strategies were IEC materials like flipbook, pamphlets power-point presentation, ANM training manual, ASHA book for adolescent health, WASH manual, UNICEF training manual. A Pre-tested, Semi structured Questionnaire was used for pre and post-test.

The major findings of the study revealed that majority i.e., 73 percent of participants were in the age group of 14 years. About 30 percent of the girls answered that their source of information was sister. In the pre-test about 53.1 percent of participants were able to answer that menstruation was a physiological process and 40.9 percent of girls were aware that it is caused by hormones. Amongst the study participants, 23.1 percent answered that menstrual blood flows from uterus. More than half (54.8%) of girls said that food doesn't affect menstruation. Almost 60.1 percent girls said that they have heard about menstrual hygiene and little less than majority 48.7 percent were aware that poor menstrual hygiene can lead to infection and reproductive tract diseases. About 32.5 percent 14.9 percent and 30.8 percent of girls had correct knowledge regarding normal duration of menstrual cycle, normal interval between cycles and age at menopause respectively. Almost 49.7 percent girls were aware that menstruation indicates fertility. On taking average for three groups, 76.7 percent of girls are facing different kinds of restriction during menstruation. The findings led to the conclusion

that the students have deficient knowledge, various misconceptions and inadequate practices regarding menstruation and its management at baseline assessment.

<http://repository-tnmgrmu.ac.in/8952/1/201545518logeswari.pdf>

**P. Sandhya (2017)** conducted a study on, "Effectiveness of Video Assisted Teaching Program on Knowledge and Practice regarding Menstrual Health Amongst Adolescent Girls in selected Schools of Madurai". The study was undertaken to assess the effectiveness of the video assisted teaching program on knowledge and practice related to menstrual health amongst adolescent girls in selected schools at Madurai, India. Population of the study were adolescent girls (12-15 years.), studying in selected schools. The videos were selected on topics like menstrual cycle, phase of menstrual cycle, menstrual health and hygiene etc. The sample of the study was 60 adolescent girls using simple random sampling technique. Structured questionnaire was used for data collection tool.

The major findings of the study revealed in the pre-test that, in experimental group, only 20 percent of the girls had moderately adequate knowledge and high level 80% of girls had inadequate knowledge, whereas, less number 26.6 percent of girls had moderate practice and 66.6 percent of girls had poor practices. In the control group, only 26.7 percent of girls had moderately adequate knowledge, 73.3 percent of girls had inadequate knowledge, only 26.6 percent of girls had moderate practices and more than half 73.3 percent of girls had poor practices. In the post-test, in experimental group, only 30 percent of girls had adequate knowledge, more than half 56.7% of girls had moderate knowledge and less number 13.3 percent of girls had inadequate knowledge. And nearly half 26.7 percent had moderately adequate knowledge and majority 73.3 percent inadequate knowledge of the control group. The post-test level of practices in experimental group was 33.3 percent adolescent girls had a good practices, half of them 50 percent had a moderate practice, whereas, in the control group nearly half 63.3 percent of the adolescent girls had an inadequate practice. The study concluded that the video-assisted teaching program had an effect in improving the knowledge and practice of adolescent girls on menstrual hygiene. It also revealed that there was a positive relationship between knowledge and practice. <http://repository-tnmgrmu.ac.in/5931/>

### **2.1.3. Studies on Extent of Knowledge and Practices related to Menstrual Health and Hygiene**

**Patel et al. (2022)** conducted, “A Community-based Cross-sectional Study on Knowledge and Belief of Menstruation and Practices of Menstrual Hygiene amongst Adolescence Girls of Vadodara, Gujarat, India”. The aim of the study was to assess the knowledge, beliefs and sources of information adolescents have about menstruation, along with their management of menstrual hygiene. The inclusion criteria consists all school going menstruating girls between 14- 17 years of age. Sample size of the study was 240 adolescent girls with the multistage sampling method. Questionnaire was prepared for data collection. Amongst the 240 girls, 121 lived in rural areas and 119 lived in urban areas.

The major findings revealed that, the majority 59.2 percent of the girls did not have any knowledge of menstruation before menarche. The girls from the urban area had higher accurate knowledge compared to girls from a rural area. High majority 82.35 percent of urban girls were aware of the correct reason for menstruation. High majority of 93.28 percent girls from urban area were restricted to participate in religious activity and among them 5.88 percent girls were restricted to eat certain food. In an urban area, more than majority (69.75%) of girls were using sanitary napkin and 30.25 percent of girls were using both sanitary napkin and cloth. Most common method of disposal of sanitary pad was disposal in dustbin followed by disposal by burning. High majority (91.6%) of girls from urban area were disposing absorbents in a dustbin. High majority of (90.32%) of girls from urban area used soap to clean used cloths before reutilizing it. A total of 70.97 percent of girls from urban area used to dry the absorbent cloth in sunlight. This study revealed that majority of girls was not aware of menstruation and hygienic menstrual practices. Hence, it is very essential to educate girls and their parents about the physiological facts of menstruation, wipe of misbelieve and malpractices and lead them to proper hygienic practices to prevent reproductive tract infections.

[https://jcdhr.net/articles/PDF/15952/53426\\_CE\(Ra1\)\\_F\(SS\)\\_PF1\(AG\\_SS\)\\_PFA\(AG\\_KM\)\\_PN\(KM\).pdf](https://jcdhr.net/articles/PDF/15952/53426_CE(Ra1)_F(SS)_PF1(AG_SS)_PFA(AG_KM)_PN(KM).pdf)

**Deshpande et al. (2018)** conducted a study on, “Menstrual Hygiene Amongst Adolescent girls – A study from Urban Slum Area”. A cross-sectional study was carried



out in urban slum area. The main objective of the study was to assess knowledge, beliefs, and source of information regarding menstruation, and also to assess hygiene amongst adolescent girls. The population of the study was adolescent girls between 10 and 19 years of age in the field area of Aagashivnagar. The sample of the study comprised of 100 adolescent girls from urban slum area of Karad, Maharashtra, India. Data were collected by house-to-house survey in the community, and girls were asked questions using a pre-designed, pre-tested questionnaire specially designed for this purpose.

The findings of the study revealed that the majority of the girls 76% had no knowledge of menstruation before menarche. Only 16 percent of the girls knew that bleeding occurs from the uterus. The more than majority of the girls (60%) used sanitary pads, while about 19 percent used old household cotton, 16 percent purchased new cloth from the market, and only 5 percent used both pad and cloth. Majority (51.67%) of the girls disposed of sanitary pads wrapped in paper. About 30 percent of the girls used these methods, while 18.4 percent disposed of their pads in the open. They washed with soap and water in the majority (78%), but a few (22%) only used water. Only a few (20%) of the girls did not adhere to any restrictions, despite the fact that the majority of them did. Few (27%) believed that the restrictions imposed on them were mandated by God. Almost a maximum (80%) of girls did not visit temple during menses, separation from the family members and not entering the kitchen was found in 27 percent girls, whereas some (21%) girls said that they were not allowed to touch anyone and had to stay out of the house during menses.

The study revealed that, adolescent females' menstrual hygiene was inadequate. This was brought upon by a lack of understanding and incorrect presumptions about the menstrual cycle. In order to protect themselves against infections of the reproductive system, it is necessary to teach girls about the physiological facts of menstruation, remove harmful taboos, and guide them toward basic hygiene practices.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6293884/#:~:text=Menstruation%20is%20an%20important%20indicator,was%20unsatisfactory%20amongst%20adolescent%20girls>

**Gandotra et. al. (2018)** conducted a study on, “Assessment of Knowledge and Practices of Menstrual Hygiene Amongst Urban Adolescent Girls in North India”. The aim of the study is to assess the knowledge and menstrual hygiene practices amongst

urban adolescent girls. A cross sectional observational study was conducted. Total 120 adolescent girls were selected as sample in the study, which were attended in gynaecological OPD (Outpatient Department). A structured questionnaire was used for data collection. Data was collected regarding menstrual cycle, knowledge about menstruation, practices during menstruation and menstrual hygiene.

The major findings of the study revealed that most of adolescent girls had menarche between 10-16 years, amongst them 52.5 percent girls of them had during 10-13 years of age and only 27.5 percent were had during 14-16 years of age. Majority of the adolescent girls knew about the menstruation before menarche (62.5%). Amongst most of them, friends followed by mothers were the major sources of knowledge i.e. 35 percent and 27.5 percent, respectively. Majority of adolescent girls were using sanitary pads as menstrual absorbents and only 22.5 percent were cloth users and 4.2 percent of them reuse the cloths. Only 10 percent of them still disposed pads on road side.

The study concluded that all adolescent girls should be educated about the menstruation, physiological implications, its significance and proper hygienic practices during menstruation for prevention of reproductive tract infection and they may enable to live healthy reproductive life. All mothers should be encouraged to break their inhibitions about discussing with their daughters regarding menstruation and menstrual hygiene before start of menarche.

<https://www.ijrcog.org/index.php/ijrcog/article/view/4986>

**Ramachandra et al. (2016)** conducted a study on, “Knowledge and Practices regarding Menstrual Hygiene Amongst Urban Adolescent Girls”. The major objective of the study was to explore the knowledge, practices and sources of information regarding menstruation and hygiene amongst adolescent girls in Bangalore, India. An epidemiologic study was undertaken using the cross-sectional study method amongst 550 school- going adolescent girls in the age group of 13-16 years in Bangalore, Karnataka, India. A pre-designed, pre-tested semi-structured questionnaire was used for data collection to study the knowledge regarding menstruation, source of information regarding menstruation and hygiene practiced during menstruation.

The findings of that study revealed that, only 33.27 percent the urban adolescent girls had awareness about menstruation prior to menarche. Mothers followed by friends and sisters were the more common sources of information. It is observed in the present study that use of sanitary napkin is higher in the urban area 75.9 percent this could be

due to the awareness and literacy of the mothers. The important finding reported in this study is that teachers were considered neither as a good source of information nor were they preferred to provide education regarding these matters. During the informal interaction session, the participants opined that they did not feel comfortable approaching the subject of reproductive health with their teachers. And it was also observed that when the teachers were approached, they expressed being embarrassed and hesitant in discussing these issues with their students.

This study concluded that there was a need to provide education and equip them with skills regarding safe and hygienic practices and to make appropriate choices so as to enable them to lead a healthy reproductive life and prevent the risk for reproductive tract infections. There was also a need to empower mothers and teachers to function as primary sources of information on menstruation including reproductive health as they were accessible to handle adolescent issues and facilitate referrals as the need arises.

<https://www.ijpediatrics.com/index.php/ijcp/article/viewFile/350/339>

**Bachloo et al. (2016)** conducted a cross-sectional study entitled, “A study on Perception and Practice of Menstruation Amongst School going Adolescent Girls in Ambala Haryana, India” Multi-stage random sampling was used to select to sample of the study. A total 400 adolescents were taken from class 9th to 12th from four Secondary schools two from urban and two from rural school. Data were collected by interview method with the help of a pre-tested predesigned semi structures questionnaire.

The major findings of the study revealed that 27.6 percent urban girls were using old clothes. Statistically, very highly significant association was seen between educational status of mothers of adolescent girls and absorbent material used during menstruation. Higher number of sanitary pads used by class I, II and III (100 percent, 96.96 percent and 50.6 percent) and higher number of old cloth used amongst lower class III, IV, and V (43.7 percent, 64.4 percent, and 62.2 percent) respectively. Only 25.3 percent of adolescent girls were restricted from physical activities, high majority (90.3%) of girls were restricted to visit religious place, more than forty per cent (44.4%) adolescents avoid eating certain food items and 32.35 percent girls avoided doing kitchen work. During menstruation, there were 1.92 average restrictions each day. The study concluded that, significant association was seen between mother education and menstrual hygiene and socioeconomic status (SES) and material used during

menstruation. Menstrual hygiene was poor amongst rural adolescents.  
<https://doi.org/10.18203/2394-6040.ijcmph20160931>

**Nayak et. al. (2016)** conducted a study on, “Hygiene Practices regarding Menstruation Amongst School going Adolescent Girls of Urban Areas of Jabalpur District”. The study was based on a cross-sectional study design. Multistage random sampling technique was used and 200 adolescent girls aged 10–19 years were selected as sample, randomly from urban areas of Jabalpur district. A pretested, self-administered questionnaire was used for data collection.

The findings of the study revealed that amongst the 200 adolescent girls under study, 168 girls had attained menarche. In urban areas high majority of the girls 70.2 percent used sanitary pads. Majority of the girls (70.2%) wrapped the used cloth pieces or sanitary pads in a paper bag and threw it off. The other practices of disposal of used cloth pieces was by burning them 13.7 percent or washing and reusing them 16.1 percent and then throwing them after using it for a few months. In urban area 55.5 percent girls dipped the cloth in antiseptic solution before reusing it. During menstruation, 74.4 percent of the girls reported pain in abdomen, 57.7 percent reported lower back pain, and only 29 percent experienced pain in breast and tiredness. Other problems faced were irritation, heavy bleeding, swelling on face and body, constipation, and so on.

This study concluded that some adolescent girls had poor information about the menstrual hygiene practices. There is a need to impart them accurate and adequate information about menstruation and how to maintain proper hygiene during menstruation. Many social taboos and misbeliefs were prevalent in the society, which need to be corrected. Mothers, sisters, teachers, and friends could help in discussing their problems and give them proper advice regarding menstrual hygiene.  
<https://www.researchgate.net/publication/303871081> A study on practices regarding menstrual hygiene among adolescent girls of urban areas of Jabalpur District

**Prajapati and Patel (2015)** conducted a study on, “Menstrual Hygiene Amongst Adolescent girls: A Cross Sectional Study in Urban Community of Gandhinagar”. An epidemiological study was conducted by using cross sectional, descriptive, community based study, conducted in Anganawadi centers (AWCs) of Urban Health Training

Center (UHTC) of GMERS Medical College, Gandhinagar, Gujarat, India. The objectives of the study were to assess the knowledge and the practices of menstrual hygiene amongst adolescent girls and to assess the restrictions practiced by adolescent girls during menstruation. Unmarried, non-pregnant, non-lactating adolescent girls and age 10-19 years were included in inclusion criteria. Total 7 AWCs under UHC 24 in which approximately 155 girls were selected as a sample of the study. For data collection a pre-designed, pre-tested, semi-structured questionnaire was used. Data was collected regarding menstrual cycle, knowledge about menstruation, practices during menstruation and menstrual hygiene. Data obtained were entered into Microsoft Excel & analyzed.

The major finding shows that the knowledge regarding menstruation, only 39.8 percent girls knew about menstruation before menarche. Out of total majority (51.1%) girls have no knowledge regarding organ from where bleeding occurs. Only 33.1 percent girls have knowledge that menstruation is a physiological process while 59.1 percent did not know about cause of menstruation. Only 26.1 percent girls practiced sanitary pad as a type of absorbent. Out of 65 girls who were not using sanitary pad 33.8 percent were facing problem of either washing or drying 13.6 percent. Only 29.2 percent girls were not using sanitary pad because of cost, 21.5 percent due to difficult to discard. The study concluded that, educational television program, trained school nurses/health personnel, motivated school teachers, and knowledgeable parents can all play an important role in transmitting critical messages about proper menstrual hygiene practices to today's adolescent girls.

[https://www.medicinearticle.com/JMR\\_201514\\_06.pdf](https://www.medicinearticle.com/JMR_201514_06.pdf)

## **2.2. Trend Analysis**

The trend analysis of empirical reviews focuses on the use of short films as interventions to create awareness related to menstrual health and hygiene, as well as the extent of knowledge and practices related to menstrual health and hygiene. This section seeks to identify gaps in research and highlight areas where further research is needed to better understand the challenges and opportunities related to menstrual health and hygiene.

- The reviewed studies were conducted between 2015 to 2022.
- The reviewed studies with sample size from 20 to 550 were focusing on short films used as an intervention strategy, various intervention strategies to bring change in knowledge and practices regarding menstrual health and hygiene, and extent of knowledge and practice related to menstrual health and hygiene.
- The findings of these research studies suggest that short films can serve as a valuable intervention strategy for teaching English language to students. Short films provide an engaging and interactive medium for students to learn, making the learning experience more enjoyable and effective.
- The findings of studies revealed that adolescent girls have poor knowledge and follow incorrect practices related to MHM. The lack of knowledge and awareness about menstruation is attributed to the absence of education amongst themselves and their mothers. The reviewed studies' results show that there is a need to educate adolescent girls about MHM-related knowledge and practices.
- The majority of the studies used Information, Communication, and Education (IEC) as the intervention strategy. IEC strategies include the use of posters, pamphlets, brochures, videos, and other communication tools to provide information and education about menstrual health and hygiene. These strategies are widely used because they are cost-effective and easy to implement.

In conclusion, the reviewed studies demonstrate the effectiveness of various intervention strategies in improving knowledge and practices related to menstrual health and hygiene. The use of IEC strategies is a cost-effective and easy-to-implement approach that can be used to reach a large population of the adolescent girls. However, more research is needed to determine the long-term effectiveness of these interventions and to identify the most effective strategies for different population and contexts.

### **2.3. Research Gaps**

The research gaps which were identified after reviewing the literature were;

#### **Use of Short Films as a Medium to Impart Information regarding Menstrual Health and Hygiene**

India has a high prevalence of menstrual-related problems, and there is a need to create more awareness about menstrual health and hygiene in the country. Specifically in Gujarat, there is a population of over 60 million people, and it is important to understand

the knowledge and practices related to menstrual health and hygiene in this population. Therefore, there is a need for more research studies that focus on the extent of knowledge and practices related to menstrual health and hygiene in Gujarat.

Despite the growing popularity of short films in India, there is a lack of research studies where short films were used for its effectiveness in terms of gain in knowledge and change in practices regarding menstrual health and hygiene. Although there are several studies that have examined the use of various mediums such as posters, pamphlets, and social media platforms to impart information and to educate the adolescent girls about menstruation and very few studies have focused on the use of short films as a medium.

### **Researches on Short Films**

Studies highlighted that, the short films were mainly used in English teaching and learning classes and revealed that short films have the potential to convey information. Therefore, the short films can also be used to impart information related to menstrual health and hygiene in a visually appealing and engaging way. There is a need for more research studies that explore the effectiveness of short films as a medium to create awareness related to menstrual health and hygiene.

## **2.4. Conclusion**

The identified research gaps highlight the need for more research studies that focus on the use of short films as a medium to create awareness related to menstrual health and hygiene, especially in India. Additionally, more research studies are needed to understand the extent of knowledge and practices related to menstrual health and hygiene in specific populations such as Gujarat. These research studies can help to create more effective health interventions and programs to improve menstrual health and hygiene practices. Hence, it can be concluded that the short films are not researched for its effectiveness in terms of gain in knowledge and change in practices or for bringing behaviour related changes among the beneficiaries.

## **CHAPTER 3**

### **METHODOLOGY**



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The present study is an experimental study focusing on assessing the effectiveness of the selected short films as a medium, to improve the knowledge and motivate the adolescent girls studying in the government schools of Vadodara city, to change their practices regarding menstrual health and hygiene.

Same has been reported under the following sub-heads:

<b>3.1.</b>	Description of the Study
<b>3.2.</b>	Population of the Study
<b>3.3.</b>	Sample of the Study and Its Selection
<b>3.4.</b>	Selection of the Short Films
<b>3.5.</b>	Tool Used for Data Collection and Its Description
<b>3.6.</b>	Validation of the Tool
<b>3.7.</b>	Validation of the Selected Short Films
<b>3.8.</b>	Pre-Testing of the Tool and Selected Short Films
<b>3.9.</b>	Collection of the Data
<b>3.10.</b>	Scoring and Categorization of the Data
<b>3.11.</b>	Plan of Statistical Analysis
<b>3.12.</b>	Ethical Consideration

#### **3.1. Description of the Study**

This experimental study was aimed to assess the effectiveness of the selected short films as an educational tool for improving knowledge and desire to change practices related to menstrual health and hygiene. The study utilized a pre and post experiment method, where the adolescent girls' knowledge and practices were assessed before and after watching the selected short films.

#### **3.2. Population of the Study**

The population of the study consists the adolescent girls studying in selected government schools of Vadodara City.

### 3.3. Sample of the Study and Its Selection

The sample of the study comprised of 110 adolescent girls studying in the government schools of Vadodara City. The sample was selected using purposive sampling method. The government schools which had facility of projector, speakers, smart board and laptop were selected to conduct a research experiment. Also the principles of the government schools were asked about the location where large group of the adolescent girls can sit together and participate in the research study. These facilities were needed for the screening of the selected short films.

The inclusive criteria for selecting the adolescent girls for the present study were as follows:

- The adolescent girls should fall in 10 to 15 years of age.
- The adolescent girls studying in 7<sup>th</sup> and 8<sup>th</sup> grade of the selected government school of Vadodara City.
- The adolescent girls should have experienced menarche.

Prior permission to conduct the research was taken from the District Education Officer and principles of the selected government schools of Vadodara City. The list of the adolescent girls studying in 7<sup>th</sup> and 8<sup>th</sup> grade (within the 10 to 15 years of age group) was collected from the government school of Vadodara City, for selecting the adolescent girls as the sample for conducting the study.

**Table 1: Selection of the Adolescent Girls from Five Government Schools of Vadodara City:**

Name of Schools	Sample Size
Aadi Shankaracharya Primary School, Karodiya – 1	17
Maharshi Valmiki Primary School, Karodiya – 1	28
Kasturba Gandhi Balika Vidhyalaya, Sayajipura	40
Vasana Kotariya Primary School	11
Bhimpura Primary School	11

### **3.4. Selection of the Short Films**

After referring various platforms like YouTube, Pocket Films, Vimeo, IMDB (Internet Movie Database), the six short films about menstrual health and hygiene were short listed by the researcher. While short-listing short films, certain criteria were taken into consideration that is, the storyline, language clarity and its time duration was taken into consideration. The awarded short films and the viewership of the short films were taken into consideration while selecting short films. The information about the viewership of short films was collected by IMDB (Internet Movie Database). The language of the short films was foremost and important aspect in selection of short films for final experiment, so that the adolescent girls can decode the conveyed messages. Accordingly, the dialogue delivery and its duration were equally important. These criteria such as its language clarity, storyline, time duration, viewership of the short film selection were strictly followed to select most appropriate short films for the present study

At phase of finalizing the short films, three short films entitled ‘Paheli Ki Saheli’, ‘Laali: A Tail of Blood’ and ‘Every Girl Bleeds’, which were covering all the aspects as mentioned above, were finalized by the researcher. These short films were finalized on the bases of the expert’s suggestions and the reviews provided the adolescent girls during the pre-testing of short films. The selected short films were able to convey the accurate information, important messages about menstrual health & hygiene, and providing right knowledge and good practices about cultural taboos which are still prevalent in our society. These selected short films were awarded by Goa Short Film Festival (2021), OTB (Only the Best Short Film Awards (2021) and produced by Wonder Wings, UNICEF (United Nations Children’s Fund) and Stayfree, were finalized by the researcher.

### **3.5. Tool Used for Data Collection and Its Description**

In order to collect the data, a questionnaire was developed by the researcher within different segments. These segments were bifurcated as per the objectives of the study (Refer Appendix: 4 & 5). The questionnaire was organized into different sections as follows:

**Table 2: Research Tool for Data Collection**

Section	Content	Total no. of Questions	Response System
<b>Tools for Pre and Post Test</b>			
<b>1</b>	A. Background Information	6	Multiple Choice Questions, Open and Close Ended
	B. Exposure to Audio-Visual Medium for the Purpose of Study	2	Multiple Choice Questions, Open and Close Ended
	C. Exposure to Short Films	9	Multiple Choice Questions, Open and Close Ended
	D. Information related to first period of adolescent girls	11	Multiple Choice Questions, Open and Close Ended
<b>2</b>	Knowledge test on Menstrual Health and Hygiene	24	Multiple Choice Questions, Close Ended
<b>3</b>	Practices test on Menstrual Health and Hygiene	13	Multiple Choice Questions, Close Ended and 3-Point Rating Scale
<b>Reaction Scale for selected Short Films</b>		12	Multiple Choice Questions, Open Ended, Close Ended and 3-Point Rating Scale

### 3.5.1. Tools for Pre and Post-Test

#### Section: 1

##### A. Background Information

This section comprised of the questions regarding background information of the adolescent girls. It had six questions with response system of open and close ended response system. The questions included the adolescent girls' name, age, school name, grade of education, academic performance in their previous grade, and information about their family background, such as the type of family they belong to.

##### B. Exposure to Audio-Visual Medium for the Purpose of Study

This section comprised of questions regarding the adolescent girl' use of audio-visual media for the purpose of study. It had two questions with close ended response system.

The questions included the adolescent girls' use of audio-visual medium till date during COVID-19 pandemic. It was selected as an independent variable in the present study.

### **C. Exposure to Short Films**

This sections comprised of questions related to the adolescent girls' exposure to short films, which was included the questions like number short films they had watched till date, location at which they had watched short films and for which purpose they were watching short films etc.

### **D. Information regarding First Menstrual Period**

This section comprised of questions related to the adolescent girls' experience of their first menstrual period. It comprised of 11 questions with close ended response system. The questions included the adolescent girls' length of first menstrual period in days, the type of sanitary product they used during their first menstrual period, and the source of information they received about menstruation.

## **Section 2: Knowledge regarding Menstrual Health and Hygiene**

To assess the knowledge level of the adolescent girls about menstrual health and hygiene, a questionnaire with 24 close-ended questions was developed. The questions focused on various aspects such as pre-menstrual syndrome, menstrual cycle, and menstrual hygiene etc. The questions were formulated solely based on the information provided in the selected short films selected in the present study.

## **Section 3: Practices regarding Menstrual Health and Hygiene**

To determine the practices of the adolescent girls regarding menstrual health and hygiene, a questionnaire comprised of 13 close-ended questions and three-point rating scale was developed. The questions focused on the practices followed by the adolescent girls during their menstrual periods at pre-test level. In this section, the questions were developed only on the bases of information imparted through selected short films. The same tool was used at post-test level to collect the data regarding the adolescent girls desire to change practices after watching selected short films.

### **3.5.2. Reaction Scale**

The reaction scale was developed to record the reaction of the adolescent girls for the selected short films. This reaction scale comprised of 12 questions with close and open ended response system and three-point rating scale. The questions assessed the adolescent girls' reactions about various aspects of the selected short films, such as language, duration, and its subject matter etc. Additionally, an open-ended question was included to allow the selected adolescent girls to provide feedback on selected short films.

### **3.6. Validation of the Tool**

The research tool was given to the five experts from the Department of Extension and Communication and Department of Human Development and Family Studies at the Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara, for validation. The primary goal of the tool validation process was to assess the accuracy and content quality of the developed questionnaires. The validation aimed to ensure that the questions were aligned with the research objectives, the appropriateness of its response system, and the use of relevant language. The feedback and recommendations provided by the five experts were incorporated into the final experiment.

### **3.7. Validation of the Selected Short Films**

The six short listed short films underwent a validation process by five experts from the Department of Extension and Communication and Department of Human Development and Family Studies at Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara. The purpose of the short films' validation was to assess the appropriateness of its content, storyline, and language clarity. The links of these short films were shared through email to five experts, and the experts were asked to rate each short film as appropriate or not appropriate for the research experiment (Refer Appendix: 2). The highest rated short films by these experts were selected and the suggestions & comments given by them were taken into consideration for the final experiment of the research,

### **3.8. Pre-Testing of the Tool and Selected Short Films**

A pre-testing of tool and the selected short films was conducted with ten adolescent girls of Kundhela Primary School, Kundhela. The sole purpose of this pre-testing process was to identify the potential issues and problem faced by the adolescent girls while filling out the questionnaires and to decode the messages or information imparted through the selected short films. This helped the researcher to incorporate modifications that were needed to be considered while conducting final research experiment.

### **3.9. Collection of the Data**

After the validating and pre-testing the selected short films and tools, the final data collection was conducted in the month of December 2022 to January 2023. The data collection process involves four major steps, including administration of pre-test, screening of the short films, administration of reaction scale and administration of post-test amongst the adolescent girls.

#### **3.9.1. Administration of the Pre-Test**

The selected government schools allowed the researcher to conduct the experiment with the adolescent girls studying in 7th and 8th grade through pre - test questionnaire to assess their knowledge and practices related to menstrual health and hygiene. To ensure that the adolescent girls were comfortable and understood the process, a brief interaction session was conducted prior to administering the test. The pre-test sought information on the adolescent girls' menstrual history, exposure to audio-visual medium, exposure to short films, and their knowledge and practices related to menstrual health and hygiene.

#### **3.9.2. Screening of Short Films**

After the pre-test, a series of selected short films on menstrual health and hygiene were shown to the selected adolescent girls in a predetermined order. The experiment was conducted over five sessions, as listed below:

**Table 3: Sessions Conducted and its Duration (in hours/minutes) during Experiment**

<b>Number of Sessions</b>	<b>Activity</b>	<b>Time Duration (in hours/minutes)</b>
<b>1.</b>	Pre-test of the selected adolescent girls	1 hour
<b>2.</b>	Screening of ‘Paheli Ki Saheli’ Short Film with reaction scale	45 minutes
<b>3.</b>	Screening of ‘Laali: A Tail of Blood’ Short Film with reaction scale	40 minutes
<b>4.</b>	Screening of ‘Every Girl Bleeds’ Short Film with reaction scale	30 minutes
<b>5.</b>	Post-test of selected adolescent girls	40 minutes
	<b>Total Time Duration</b>	3 Hours and 35 minutes

The experiment was conducted in each school with each session lasting for 3 hours and 35 minutes with the break of 10 minutes after the screening of each short film. The schedule of research experiment was prepared by the researcher on the bases of the pre-decided schedule of the selected government schools of Vadodara City and provided to them a day before the date of experiment.

The Adolescent girls were provided with a reaction scale to record their responses and provide feedback on the selected short films. The reaction scale included a checklist, 3-point rating scale, and an open-ended question, which aided in assessing the impact of the selected short films on the adolescent girls.

### **3.9.3. Administration of the Post-Test**

After showing selected short films to the adolescent girls, a post-test was conducted to assess the extent of knowledge gained and the level of their desire to adopt new practices related to menstrual health and hygiene during menstrual periods.



### 3.10. Scoring and Categorization of the Data

The data pertaining study's scoring and categorization were classified in order to be statistically analyzed.

**Table 4: Categorization of Independent Variables of the Study**

Variables	Basis	Categories
<b>Exposure to Audio-Visual Medium for the Purpose of Study</b>	Above Mean (8 to 19)	More Exposure
	Mean and Below Mean (0 to 7)	Less Exposure
<b>Exposure to Short Films</b>	Above mean (6 to 15)	More Exposure
	Mean and Below Mean (0 to 5)	Less Exposure

**Table 5: Categorization of Dependent Variables of the Study**

Variables	Basis	Categories
<b>Knowledge</b>	Above Mean (32 to 50)	More Knowledge
	Mean and Below Mean (12 to 31)	Less Knowledge
<b>Practice</b>	Above Mean (58 to 76)	Good Practices
	Mean and Below Mean (37 to 57)	Poor Practices

**Table 6: Scoring of Data for Exposure to Audio-Visual Medium for the Purpose of Study**

Total number of items	Range	Minimum Score	Maximum Score
2	0 – 26	0	26

**Table 7: Scoring of Data for Exposure to Short Films**

Total number of items	Range	Minimum Score	Maximum Score
9	0 – 32	0	32

**Table 8: Scoring of Data for Knowledge regarding Menstrual Health and Hygiene**

Total number of items	Range	Minimum Score	Maximum Score
24	0 – 61	0	61

**Table 9: Scoring of Data for Practices regarding Menstrual Health and Hygiene**

Total number of items	Range	Minimum Score	Maximum Score
13	0 – 87	0	87

**Table 10: Scoring Patterns according to the Nature of Statements for the Practices followed Regarding Menstrual Health and Hygiene**

Nature of Statements	Great Extent	Some Extent	Less Extent
Positive	3	2	1
Negative	1	2	3

**Table 11: Categorization of Prior-Practices regarding Menstrual Health and Hygiene**

Categories	Range of Intensity Indices
Great Extent	2.37 to 2.66
Some Extent	2.07 to 2.36
Less Extent	1.77 to 2.06

**Table 12: Categorization of Post-Practices regarding Menstrual Health and Hygiene**

Categories	Range of Intensity Indices
Great Extent	2.43 to 2.70
Some Extent	2.15 to 2.42
Less Extent	1.87 to 2.14

**Table 13: Scoring Patterns according to the Nature of Statements for the Reactions related to Three Selected Short Films**

Nature of Statements	Great Extent	Some Extent	Less Extent
Positive	3	2	1
Negative	1	2	3

**Table 14: Categorization of the Reactions related to Three Selected Short Films**

Categories	Range of Intensity Indices		
	‘Paheli Ki Saheli’	‘Laali: A Tail of Blood’	‘Every Girl Bleeds’
Great Extent	2.47 to 2.89	2.43 to 2.85	2.51 to 2.94
Some Extent	2.04 to 2.46	2.00 to 2.42	2.07 to 2.50
Less Extent	1.61 to 2.03	1.57 to 1.99	1.64 to 2.06

**Table 15: Scoring Pattern for the Items Associated with Three Selected Short Films**

Statements	Response System	Score
Items Associated with Three Selected Short Films	Great Extent	3
	Some Extent	2
	Less Extent	1

**Table 16: Categorization of the Items Associated with Three Selected Short Films**

Categories	Range of Intensity Indices		
	‘Paheli Ki Saheli’	‘Laali: A Tail of Blood’	‘Every Girl Bleeds’
Great Extent	2.83 to 2.94	2.77 to 2.89	2.82 to 2.96
Some Extent	2.72 to 2.84	2.64 to 2.76	2.67 to 2.81
Less Extent	2.60 to 2.71	2.51 to 2.63	2.53 to 2.66

### 3.11. Plan of Statistical Analysis

**Table 17: Statistical Measure about Analysis of Data**

Section	Purpose	Statistical Measures
1.	Background Information Exposure to Audio-Visual Medium Exposure to Short Films Information related to First Menstrual Period	Frequency and Percentage Distribution
2.	Knowledge related to Menstrual Health and Hygiene and selected Variables	Frequency Percentage Distribution, Correlation test and Mann Whitney U-test
3.	Practices related to Menstrual Health and Hygiene and selected Variables	Frequency Percentage Distribution, Correlation Test, Intensity Indices and Mann Whitney U-test
4.	Reaction Scale	Frequency Percentage Distribution and Intensity Indices

#### Formula Used for Different Statistical Analysis

**Formula used for Correlation Test was:**

$$r_{xy} = \frac{\sum x_i y_i - n\bar{x}\bar{y}}{(n-1)s_x s_y} = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n \sum x_i^2 - (\sum x_i)^2} \sqrt{n \sum y_i^2 - (\sum y_i)^2}}$$

**Where,**

$r_{xy}$  = Pearson Correlation Coefficient

$n$  = number of observations in one data series

$\bar{x}$  = arithmetic mean of  $x_i$

$\bar{y}$  = arithmetic mean of  $y_i$

$s_x$  = standard deviation for all  $x_i$

$s_y$  = standard deviation for all  $y_i$

**Formula used for calculating Item wise Intensity Indices:**

$$\text{Item wise Intensity Indices} = \frac{\text{Total score for an item}}{\text{Total Number of the adolescent girls}}$$

**Formula used for calculation of Mann Whitney U test was:**

$$U_1 = R_1 - \frac{n_1(n_1 + 1)}{2}$$

**OR**

$$U_2 = R_2 - \frac{n_2(n_2 + 1)}{2}$$

$R$  is the sum of ranks in the sample,

$n$  is the number of items in the sample.

**3.12. Ethical Consideration**

The study was conducted in accordance with ethical standards and obtained approval from The Institutional Ethic Committee for Human Research (IECHR) at the Faculty of Family and Community Science, The Maharaja Sayajirao University of Baroda, Vadodara, with ethical approval number IECHR/FCSs/M.Sc./2022/15 (Refer Appendix: 6) The study protocol and consent form were reviewed and approved by the ethical committee. Participation of the adolescent girls was completely voluntary, anonymous, and based on their consent.

## **CHAPTER 4**

### **FINDINGS AND DISCUSSION**

## CHAPTER 4

### FINDINGS AND DISCUSSION

Menstruation is a very important and crucial part of the life of teenagers and women, where it is important to communicate information about menstrual health and hygiene amongst them to avoid misunderstandings, myths and taboos related to this topic. In the present study, the short films were used to impart knowledge and improve practices of the selected adolescent girls studying in government schools of Vadodara City regarding menstrual health and hygiene and effectiveness of the selected short films in terms of gain in knowledge and desire to change in practices.

**The findings of the study presented in this chapter are as follows:**

<b>4.1.</b>	Background Information of the Adolescent Girls
<b>4.2.</b>	Exposure to Audio-Visual Medium of the Purpose of Study of the Adolescent girls
<b>4.3.</b>	Exposure to Short Films of the Adolescent Girls
<b>4.4.</b>	Information related to First Menstrual Periods of the Adolescent Girls
<b>4.5.</b>	Knowledge regarding Menstrual Health and Hygiene amongst Adolescent Girls
<b>4.5.1.</b>	Overall Effectiveness of the Selected Short Films in terms of Gain in Knowledge amongst Adolescent Girls
<b>4.5.2.</b>	Difference in the Effectiveness of the Selected Short Films as a Medium for Gain in Knowledge amongst Adolescent Girls in relation to the selected Variables
<b>4.6.</b>	Practices regarding Menstrual Health and Hygiene amongst Adolescent Girls
<b>4.6.1.</b>	Overall Effectiveness of Selected Short Films in terms of Desire to Change Practice amongst Adolescent Girls
<b>4.6.2.</b>	Item wise Intensity Indices of the Adolescent Girls related to their Practices regarding Menstrual Health and Hygiene
<b>4.6.3.</b>	Difference in the Effectiveness of Selected Short Films as a Medium for Desire to Change Practices amongst Adolescent Girls in relation to the Selected Variables
<b>4.7.</b>	Reactions and Feedback of the Adolescent Girls related to Selected Short Films

#### 4.1. Background Information of the Adolescent Girls

This section consists the background information of the selected adolescent girls and the frequency and percentage distribution on the basis of their age (in years), grade level and type of family.

**Table 18: Frequency and Percentage Distribution of the Adolescent Girls According to their Background Information**

(n=110)

Background Information	Category	Frequency (f)	Percentage (%)
Age (in years)	10 to 11	6	5.5
	12 to 13	55	50
	14 to 15	49	44.5
Grade Level	7 <sup>th</sup>	39	35.5
	8 <sup>th</sup>	71	64.5
Type of Family	Extended	63	57.3
	Nuclear	43	39.1
	Joint	4	3.6

Table 18 reveals that half (50%) of the adolescent girls fall in the age group of 12 to 13 years, which means that this age group has the highest number of the adolescent girls. The next highest number of the adolescent girls were in the age group of 14 to 15 years, which consists of 44.5 percent of the total adolescent girls. Finally, very few of them fall in the age group of 10 to 11 years.

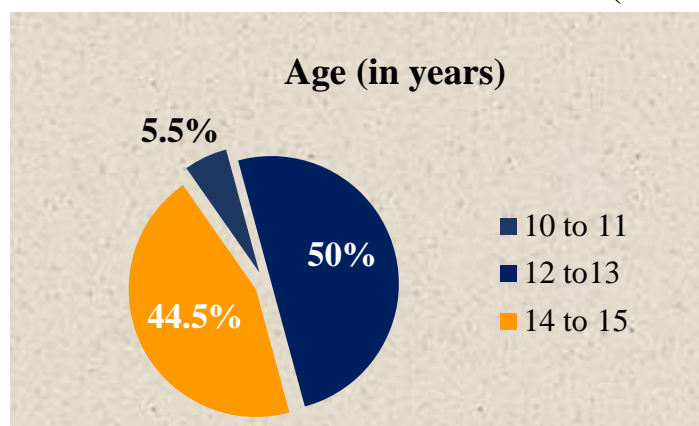
Further it shows that majority (64.5%) of the adolescent girls were studying in 8<sup>th</sup> grade, whereas nearly thirty-six per cent (35.5%) of them were studying in 7<sup>th</sup> grade of the selected government schools of Vadodara City.

Further it reveals that the nearly sixty percent (57.3%) of the adolescent girls, were living in an extended family setting. An extended family typically includes grandparents, aunts, uncles, and other family members who live together and share resources. The study also found that approximately forty percent (39.1%) of them were living in a nuclear family, which typically includes a married couple and their children.



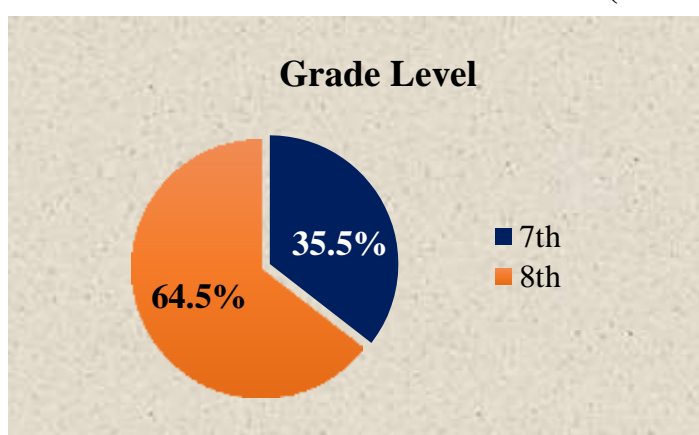
**Figure 1: Percentage Distribution of the Adolescent Girls According to their Age (in years)**

(n=110)



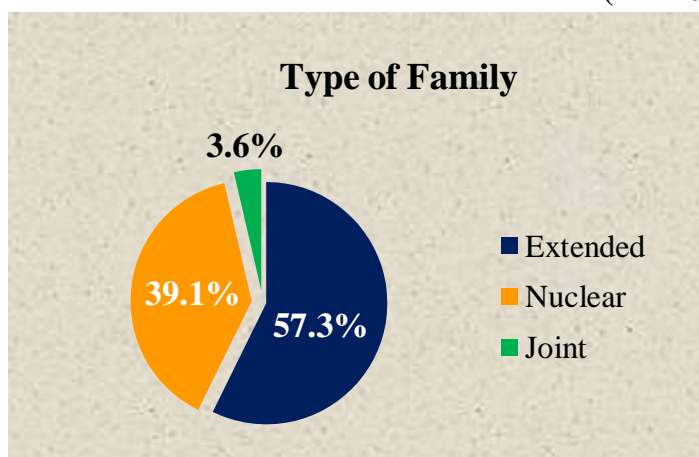
**Figure 2: Percentage Distribution of the Adolescent Girls According to their Grade Level**

(n=110)



**Figure 3: Percentage Distribution of the Adolescent Girls According to their Type of Family**

(n=110)



#### 4.2. Exposure to Audio-Visual Medium for the Purpose of the Study of the Adolescent Girls

This section comprises the findings of exposure to audio-visual medium of the selected adolescent girls for study purpose. It includes the types of audio-visual mediums through which they had studied and places where they had studied through selected audio-visual mediums.

**Table 19: Frequency and Percentage Distribution of the Adolescent Girls who had Studied through Audio-Visual Medium**

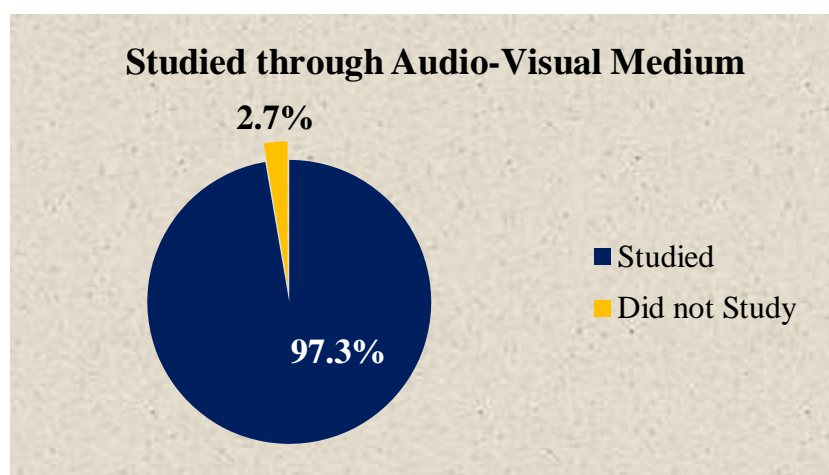
(n=110)

Studied through Audio-Visual Medium	Frequency (f)	Percentage (%)
Studied	107	97.3
Did not Study	3	2.7

Table 19 indicates that a very high majority, 97.3 percent, of the adolescent girls had studied through audio-visual medium, while only three of them had not studied through audio-visual medium. Thus it suggests that the use of audio-visual medium in education can have a positive impact on learning outcomes, as it can help students retain information better, increase motivation and engagement, and provide a more dynamic and varied learning experience.

**Figure 4: Percentage Distribution of the Adolescent Girls who had Studied through Audio-Visual Medium**

(n=110)



**Table 20: Frequency and Percentage Distribution of the Adolescent Girls According to the Type of Audio-Visual Medium through which they had Studied**

(n=107)

Type of Audio-Visual Medium	Frequency (f)	Percentage (%)
Mobile Phone	66	61.7
Projector	40	37.4
Television	20	18.7
Smart Board	13	12.1
Laptop	9	8.4
Films	4	3.7

\*Multiple choice question

Table 20 shows that the most common technology used for studying was mobile phones, with majority (61.7%) of the adolescent girls reported using them for their studies. This suggests that mobile phones were a popular and accessible tool for learning amongst adolescent girls. The second most commonly used technology for studying was a projector, with little more than thirty-five percent (37.4%) of the adolescent girls reported using them. Additionally, the table shows that few of them had studied through smart boards and laptops, suggesting that these technologies may not be as commonly available as mobile phones or projectors. Overall, the result highlights the importance of accessible and affordable technology for supporting learning amongst adolescent girls, particularly during times of crisis such as the COVID-19 pandemic.

**Table 21: Frequency and Percentage Distribution of the Adolescent Girls According to the Location where they had Studied through Audio-Visual Medium**

(n=107)

Locations	Frequency (f)	Percentage (%)
In School Programs	55	51.4
In Classroom	43	40.2
At Home	41	38.3
At Public Events	5	4.7
In Angawadi Programs	1	0.9

\*Multiple choice question

Table 21 shows that amongst the adolescent girls, half of them (51.4%) had studied through audio-visual medium in the school programs and almost forty-one percent (40.2%) of them had studied in the classroom. Further it reveals that 38.3 percent had studied at home and very few of them reported studying in a public event. Only one adolescent girl reported studying through audio-visual medium in Anganwadi programs.

**Table 22: Frequency and Percentage Distribution of the Adolescent Girls who had Studied through Audio-Visual Medium during COVID-19 Pandemic**

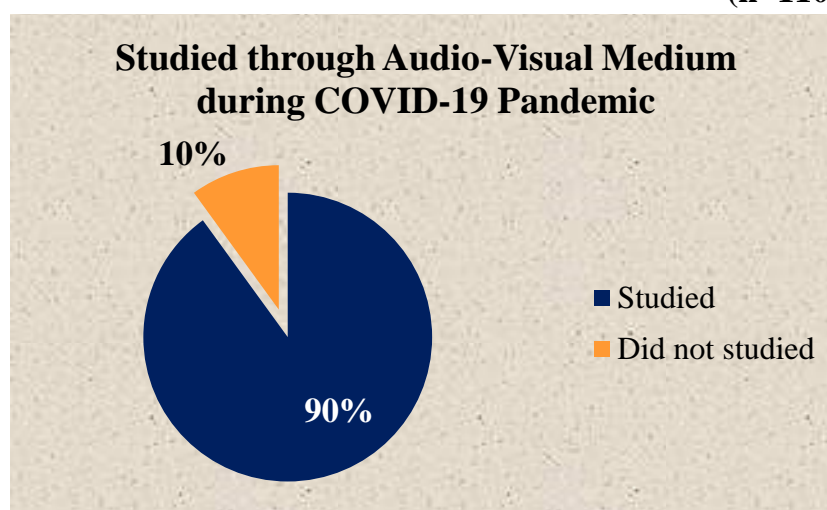
(n=110)

Studied through Audio-Visual Medium	Frequency (f)	Percentage (%)
Studied	99	90
Did not Studied	11	10

Table 22 reveals that a high majority (90%) of the adolescent girls had studied through audio-visual medium during COVID-19, while 10 percent of them had not studied through audio-visual medium. Overall, it reveals that the use of audio-visual medium for studying has become increasingly prevalent, particularly during times of crisis such as the COVID-19 pandemic. As such, it is important for educators and policymakers to continue to explore innovative ways to incorporate this technology into educational programs to support the learning needs of all students.

**Figure 5: Percentage Distribution of the Adolescent Girls who had Studied through Audio-Visual Medium during COVID-19 Pandemic**

(n=110)



**Table 23: Frequency and Percentage Distribution of the Adolescent Girls According to the Type of Audio-Visual Medium through which they had Studied during COVID-19 Pandemic**

(n=99)

Types of Audio-Visual Medium	Frequency (f)	Percentage (%)
Mobile Phone	92	92.9
Smart Board	13	13.1
Television	10	10.1
Smart TV	7	7.1
Laptop	6	6.1
Projector	3	3
Films	1	1

\*Multiple choice question

Table 23 reveals the prevalent use of technology for studying amongst adolescent girls during COVID-19 pandemic. It shows that mobile phone was the most commonly used technology, with almost ninety three percent (92.9%) of the adolescent girls reporting using them for studies. This indicates the importance of mobile phones as an educational tool, especially during pandemic when access to traditional educational resources such as school and libraries may have been limited.

**Table 24: Frequency and Percentage Distribution of the Adolescent Girls According to the Location where they had studied through Audio-Visual Medium during COVID-19 Pandemic**

(n=99)

Locations	Frequency (f)	Percentage (%)
At Home	83	83.8
In School Programs	18	18.2
In Classrooms	6	6.1
At Public Events	4	4
In Angawadi Programs	2	2

\*Multiple choice question

Table 24 reveals that high majority (83.8%) of them had studied through audio-visual medium at home during pandemic, this is understandable, as schools and other educational institutions had been closed due to the pandemic. Overall, the finding in the table reveals that home was the most common location for studying through audio-visual medium during the COVID-19 pandemic, highlighting the importance of ensuring access to digital resources at home.

### 4.3. Exposure to Short Films of the Adolescent Girls

This section comprises the findings related to exposure to short films of the selected adolescent girls. It includes findings related to number of short films they had viewed, places where they had viewed short films, purpose of viewing short films etc.

**Table 25: Frequency and Percentage Distribution of the Adolescent Girls who had Viewed Short Films till Date (at the time of data collection)**

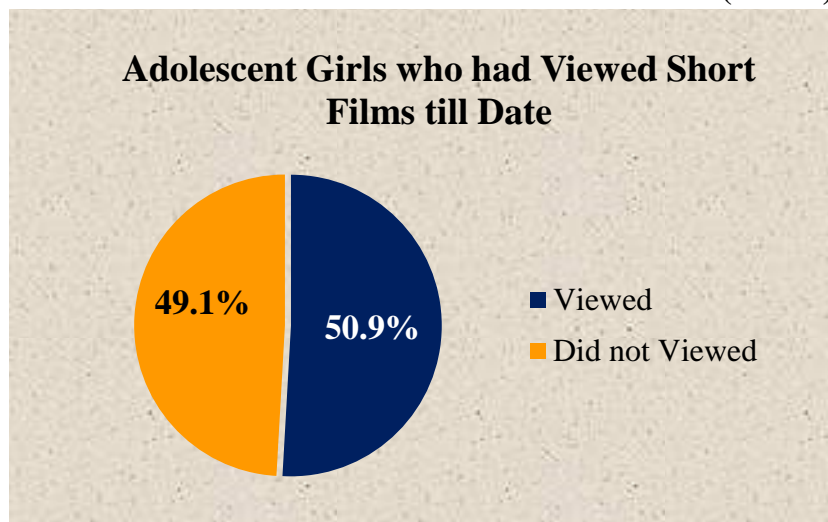
(n=110)

Viewed Short Films	Frequency (f)	Percentage (%)
Viewed	56	50.9
Did Not Viewed	54	49.1

Table 25 reveals that almost half of the adolescent girls, 50.9 per cent, had viewed short films, while nearly the same percentage, 49.1 per cent, did not had viewed short films. The finding raises questions about the factors that may contribute to differences in exposure to short films amongst adolescent girls. It may be that access to digital resources or educational programs that incorporate short films is limited in some communities or schools. Overall, it suggests that efforts may be needed to ensure that all adolescent girls have access to a diverse range of educational resources, including short films. Further findings reveals that only single adolescent girl remembered the name of short film she had watched i.e. ‘Kahani’.

**Figure 6: Percentage Distribution of the Adolescent Girls who had Viewed Short Films till Date (at the time of data collection)**

(n=110)



**Table 26: Frequency and Percentage Distribution of the Adolescent Girls According to the Number of Short Films they had Viewed till Date**

(n=56)

Number of Short Films	Frequency (f)	Percentage (%)
1 to 3	43	76.8
4 to 5	4	7.1
6 to 7	2	3.6
More than 7	7	12.5

Table 26 indicates that high majority (76.8%) of the adolescent girls had viewed 1 to 3 short films. A smaller proportion of the adolescent girls (12.5%) had viewed more than 7 short films, whereas very few of them had viewed 4 to 7 short films. This suggests that short films are a relatively popular form of media consumption amongst adolescent girls who had viewed short films. It can be a possible reason that the shortness of short films makes them more accessible and easier to fit into busy schedules, which could contribute to its popularity.

**Table 27: Frequency and Percentage Distribution of the Adolescent Girls According to the Location or Media Platform through which they had Viewed Short Films**

(n=56)

Locations or Media Platforms	Frequency (f)	Percentage (%)
In School	37	60
At Friend's Home	17	27.7
On Television (Shorts TV Channel)	6	9.8
In Cinema Hall	2	3.2

\*Multiple choice question

Table 27 reveals that majority (60%) of the adolescent girls who had viewed short films did saw in the school. Little more than one third (27.7%) of the adolescent girls reported that they had viewed short films at their friend's home, while very few of them had viewed it on television and in a cinema hall. Overall, this suggests that school may be an important setting for introducing the adolescent girls to the short films, as a significant percentage of the adolescent girls reported viewing the short films in this context. Viewing short films at home with friends may also be a common way for them

to engage with this form of media, while viewing short films on television or in cinema halls appears to be less common.

**Table 28: Frequency and Percentage Distribution of the Adolescent Girls According to the Purpose of Viewing Short Films**

(n=56)

Purposes	Frequency (f)	Percentage (%)
Seek Information	23	41.1
Learn Something New	23	41.1
Studies	15	26.8
Entertainment	13	23.2
Time Pass	2	3.6

\*Multiple choice question

Table 28 reveals that 41.1 percent of the adolescent girls reported viewing short films to seek information, which suggests that they may be using this medium as a way to learn about different topics or to gain knowledge on specific subjects and equal percentage of them reported viewing short films to learn something new, which is also indicative of a desire to expand their knowledge and understanding of different topics. Further it reveals that 26.8 percent of the adolescent girls reported viewing short films for the purpose of study and for entertainment purposes., which could indicate that most of the adolescent girls were using short films for more specific purposes. Overall, the table suggests that selected short films were a popular medium amongst adolescent girls, and they were using it for a variety of purposes beyond just entertainment.

**Table 29: Frequency and Percentage Distribution of the Adolescent Girls According to the Topic on which they had Viewed Short Films**

(n=56)

Topics	Frequency (f)	Percentage (%)
Good and Bad Touch	19	33.9
Subject of Study	16	28.6
True Friendship	15	26.8
Gender Equality	10	17.9
Domestic Violence	5	8.9
Yoga	5	8.9
Self-Defence	4	7.1
Inspirational	3	5.4

\*Multiple choice question



Table 29 reveals that the most commonly viewed short films by adolescent girls were those on the topic of good and bad touch, with almost thirty-four per cent (33.9%) of them had viewed such films. This indicates that these adolescent girls may be aware of the importance of understanding appropriate physical boundaries and identifying inappropriate behaviour. Further it reveals that more than one third (28.6%) of the adolescent girls had viewed short film on the subject of the study and true friendship. This shows that the adolescent girls value the importance of positive relationships and social connections. Whereas few of them had viewed on gender equality, which suggests that these girls may have an awareness of gender disparities and the importance of creating a more equal society.

**Table 30: Frequency and Percentage Distribution of the Adolescent Girls According to the Platform on which they had Viewed Short Films**

(n=56)

Platforms	Frequency (f)	Percentage (%)
YouTube	50	89.3
Instagram	16	28.6
Television	9	16.1
Disney TV Hotstar	4	7.1
Amazon Prime	1	1.8
Pikashow	1	1.8

\*Multiple choice question

Table 30 reveals the information about where the adolescent girls were viewing short films shows that very high majority (89.3%) of the adolescent girls viewing short films on YouTube. Instagram is the second most commonly used platform for viewing short films, with almost thirty percent (28.6%) of the adolescent girls viewing short films on this platform. Whereas very few of them were viewing short films on Television, Disney TV Hotstar, Amazon Prime, Netflix and Pikashow. This highlights that these platforms may not be as popular amongst adolescent girls for viewing short films or may be due to lack of awareness or interest in the content available on these platforms.

**Table 31: Frequency and Percentage Distribution of the Adolescent Girls According to their Knowledge about the Duration of the Short Films**

(n=110)

Duration of the Short Films (in minutes)	Frequency (f)	Percentage (%)
Less than 10 minutes	3	2.7
Between 10 to 20 minutes	8	7.3
Between 21 to 30 minute	4	3.6
More than 30 minutes	7	6.4

\*Multiple choice question

Table 31 reveals that eight adolescent girls had reported that short films can be less than 10 minutes, seven of them had reported that short films can be of 10 to 20 minutes and four of them had reported that it can be of 21 to 30 minutes, whereas only three adolescent girls had reported it can be of more than 30 minutes. Further finding reveals that, not even a single adolescent girl had made any short film till date.

#### 4.4. Information Related to First Menstrual Period of the Adolescent Girls

This section comprised the findings related to the first menstrual periods of the selected adolescent girls. It include findings related to their age of menarche, duration (in days) of their first menstruation, gap (in days) between their first two menstrual periods etc.

**Table 32: Frequency and Percentage Distribution of the Adolescent Girls According to the Information they had Regarding Menstruation before getting into Periods**

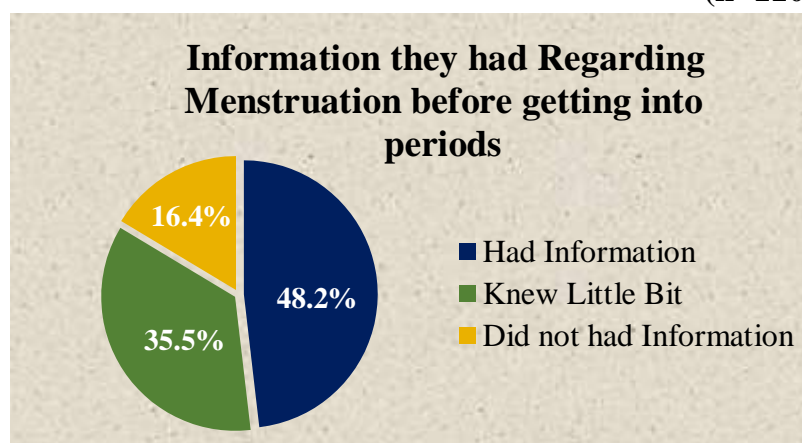
(n=110)

Information Regarding Menstruation	Frequency (f)	Percentage (%)
Had Information	53	48.2
Had Some Idea	39	35.5
Did not have Information	18	16.4

Table 32 reveals that nearly half (48.2%) of the adolescent girls had information of menstruation before before getting into periods. While this is a positive finding, it also highlights the need for increased education and awareness around menstruation, particularly in regions where menstrual stigma and misinformation are prevalent. Similar finding in the study by Dahal and Acharya (2019) reveals that 52.7 percent of the girls had knowledge about menstruation before menarche. This suggests that there is a need for more comprehensive menstrual education programs that reach the adolescent girls at an earlier age, before menarche.

**Figure 7: Percentage Distribution of the Adolescent Girls According to the Information they had Regarding Menstruation before getting into Periods**

(n=110)



**Table 33: Frequency and Percentage Distribution of the Adolescent Girls According to the Person from whom they had Acquired the Information about Menstruation Prior to their Experiencing First Menstrual Period**

(n=92)

Persons	Frequency (f)	Percentage (%)
Mother	85	92.4
Sister	41	44.6
Friend	32	34.7
Teacher	32	34.7
Grand Mother	12	13.1
Brother	1	1.1
Did not Remember	1	1.1

\*Multiple choice question

Table 33 reveals that high majority (92.4%) of the adolescent girls had acquired the information regarding menstruation from their mother and almost fourty five per cent (44.6%) of them had acquired from their sister, whereas equal percentage (34.7%) of them had acquired the information from their friend and teacher. Further it reveals that very few of them had acquired the information form their grandmother and brother. It is equally important to note that none of them had acquired the information from their father and grandfather prior to experiencing their first menstrual period. This finding indicates that the mothers of the adolescent girls played an important role in order to provide basic information about menstruation and to prepare them mentally and physically for their first menstrual period.

**Table 34: Frequency and Percentage Distribution of the Adolescent Girls According to the Type of Media through which they had Acquired the Information about Menstruation Prior to their Experiencing First Menstrual Period**

(n=92)

Types of Media	Frequency (f)	Percentage (%)
Television	35	38.1
Do not Remember	33	35.8
Books	17	18.5
Instagram	9	9.8
Newspapers	3	3.3
Facebook	2	2.2

\*Multiple choice question

Table 34 reveals that nearly forty percent (38.1%) of the adolescent girls had acquired the information about menstruation before menarche from television, whereas 35.8 percent of them did not remember from where they had acquired the information. Nearly one third (18.5%) of the adolescent girls reported that they had acquired it from books. It is important to note that very few of them had acquired the information from Instagram, Newspapers and Facebook. This reveals that television was popular amongst the adolescent girls as medium for acquiring information regarding menstruation.

**Table 35: Frequency and Percentage Distribution of the Adolescent Girls According to the Age (in years) at which they Experienced their First Menstrual Period**

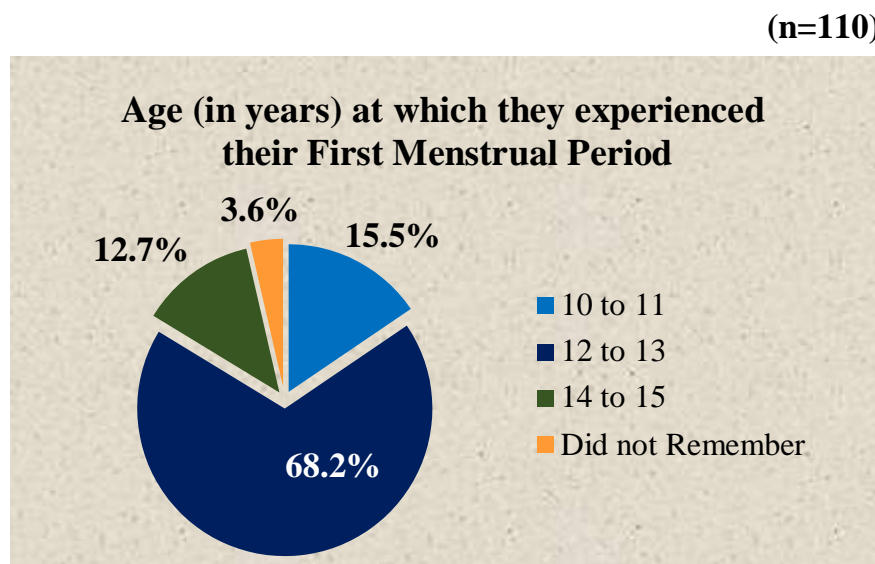
(n=110)

Age (in years)	Frequency (f)	Percentage (%)
10 to 11	17	15.5
12 to 13	75	68.2
14 to 15	14	12.7
Did not Remember	4	3.6

Table 35 shows the age distribution when the adolescent girls had their first menstrual period. The majority (68.2%) of the adolescent girls had their first menstrual period between the age of 12 to 13 years, while almost sixteen per cent (15.5%) of them had their first menstrual period between the age of 10 to 11 years. Further it reveals that

very few of them had their first menstrual period between the age of 10 to 11 years. It is interesting to note that only four adolescent girls reported not remembering the age when they had their first menstrual period.

**Figure 8: Percentage Distribution of the Adolescent Girls According to Age (in years) at which they Experienced their First Menstrual Period**



**Table 36: Frequency and Percentage Distribution of the Adolescent Girls According to the Regularity of Menstrual Periods**

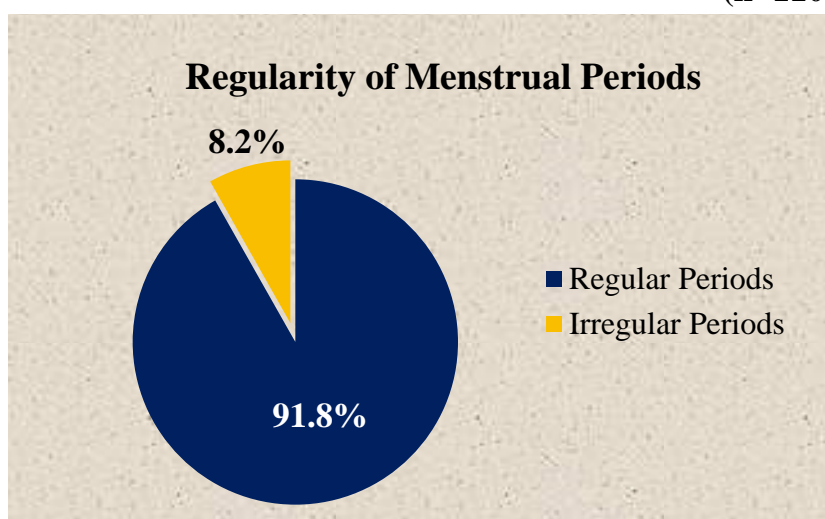
(n=110)

Regularity of Menstrual Periods	Frequency (f)	Percentage (%)
Regular Periods	101	91.8
Irregular Periods	9	8.2

Table 36 reveals that a very high majority ( 91.8%) of the adolescent girls were having regular periods, which is a positive indication of their menstrual health. The similar finding in the study by K. Logheshwari (2018) reveals that 83 percent of the adolescent girls had regular periods. However, it is also concerning that 8.2 percent of girls were not having regular periods, which could be an indication of underlying health issues. Moreover, the findings of the present study reveal that out of the nine adolescent girls who reported about irregular periods, seven of them had consulted a doctor. This indicates that these girls were proactive about their menstrual health and they were seeking medical advice when needed, which is a positive trend. It is crucial for the adolescent girls to have access to appropriate menstrual health education and healthcare services to ensure proper menstrual health management.

**Figure 9: Percentage Distribution of the Adolescent Girls According to the Regularity of Menstrual Periods**

(n=110)



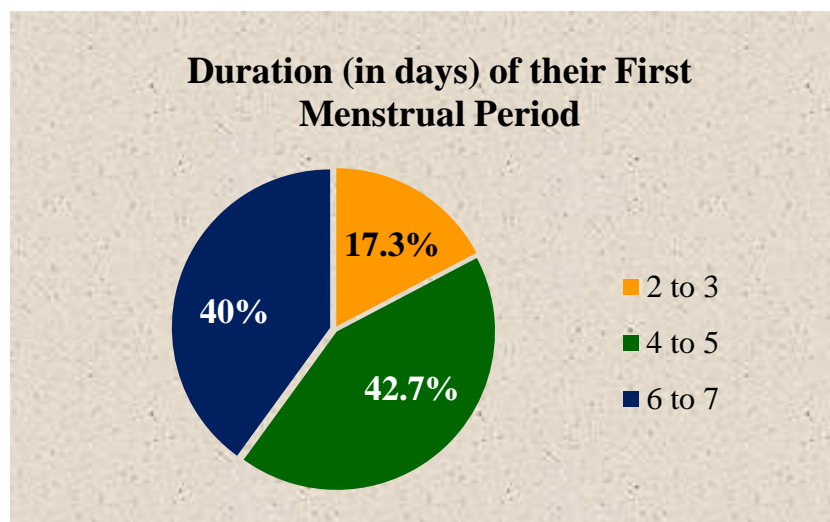
**Table 37: Frequency and Percentage Distribution of the Adolescent Girls According to the Duration (in days) of their First Menstrual Period**

(n=110)

Duration (in days)	Frequency (f)	Percentage (%)
2 to 3	19	17.3
4 to 5	47	42.7
6 to 7	44	40

Table 37 reveals that 42.7 per cent of the adolescent girls had their first menstrual period for 4 to 5 days, which is considered a normal range for menstrual bleeding and forty per cent of them had for 6 to 7 days, whereas 17.3 percent of them experienced their first menstrual period for 2 to 3 days, which may be considered relatively short for menstrual bleeding.

**Figure 10: Percentage Distribution of the Adolescent Girls According to the Duration (in days) of their First Menstrual Period**  
(n=110)



**Table 38: Frequency and Percentage Distribution of the Adolescent Girls According to their Reaction upon Experiencing their First Menstrual Period**

(n=110)

Reactions	Frequency (f)	Percentage (%)
Scared	69	62.7
Ashamed	32	29.1
Angry	31	28.2
Happy	13	11.8
Confused	11	10
Shocked	9	8.2

\*Multiple choice question

Table 38 shows that a little more than majority (62.7%) of the adolescent girls were scared when they had their first menstrual period. This is not uncommon, as menstruation is often considered a taboo topic and can be a source of anxiety for the adolescent girls who have not been properly educated about it. Additionally, nearly thirty percent (29.1%) of them felt ashamed, which highlights the importance of menstrual education and reducing the stigma surrounding periods and among them 28.2 percent felt angry, which could be due to a lack of preparedness or understanding about menstruation. Whereas very few of them felt happy, which could be because they felt that they had "become a woman" or were excited about growing up.



**Table 39: Frequency and Percentage Distribution of the Adolescent Girls According to the Gap (in days) between First Two Menstrual Periods**

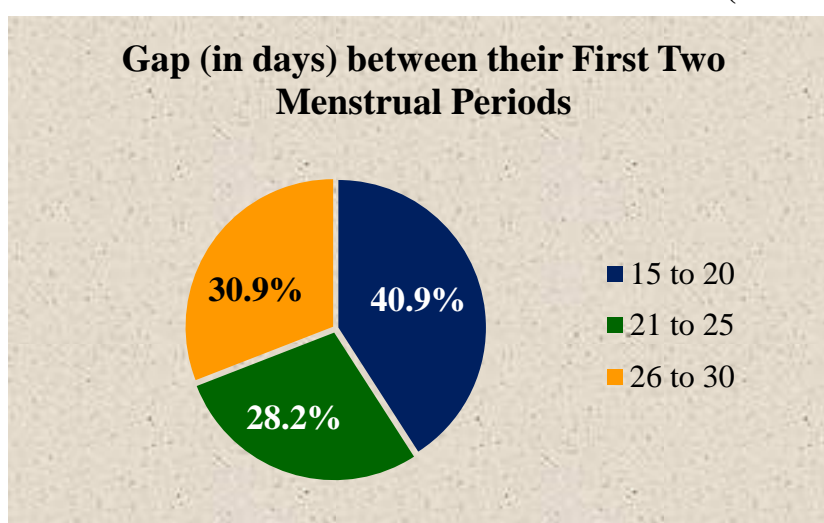
(n=110)

Gap (in days)	Frequency (f)	Percentage (%)
15 to 20	45	40.9
21 to 25	31	28.2
26 to 30	34	30.9

Table 39 reveals that almost forty-one percent (40.9%) of the adolescent girls had a gap of 15 to 20 days between their first two menstrual periods, while 30.9 percent had a gap of 26 to 30 days, and nearly thirty percent (28.2%) had a gap of 21 to 25 days.

**Figure 11: Percentage Distribution of the Adolescent Girls According to the Gap (in days) between their First Two Menstrual Periods**

(n=110)



**Table 40: Frequency and Percentage Distribution of the Adolescent Girls According to the Type of Sanitary Product Used during their First Menstrual Period**

(n=110)

Sanitary Products	Frequency (f)	Percentage (%)
Pad	83	75.5
Cloth	29	26.4

\*Multiple choice question

Table 40 reveals that almost seventy-six per cent (75.5%) of the adolescent girls had used pad during their first menstrual period. Similar finding in the study by Hurakadli et.al. (2019) revealed that the high majority, 79 percent, of the adolescent girls had used sanitary pads, whereas one third (26.4%) of them reported using cloth during their first menstrual period. Contradictory finding in the study by Dasgupta et. al. (2018) found that only 32.5 percent of the adolescent girls in West Bengal used sanitary napkins, while the rest used cloth or other materials. Such studies provide a context for understanding the importance of promoting menstrual health and hygiene practices amongst adolescent girls. It is important to note here that in the present study, almost all of them were informed by their mother to use these sanitary products during their first menstrual period. This indicates that mothers are the primary source of information related to menstruation.

**Table 41: Frequency and Percentage Distribution of the Adolescent Girls According to the Feeling they Experienced during First Menstrual Period**

(n=110)

Feelings Experienced	Frequency (f)	Percentage (%)
Sad	54	49.1
Angry	37	33.6
Mood Swings	37	33.6
Happy	21	19.1
Did not Understand	7	6.4

\*Multiple choice question

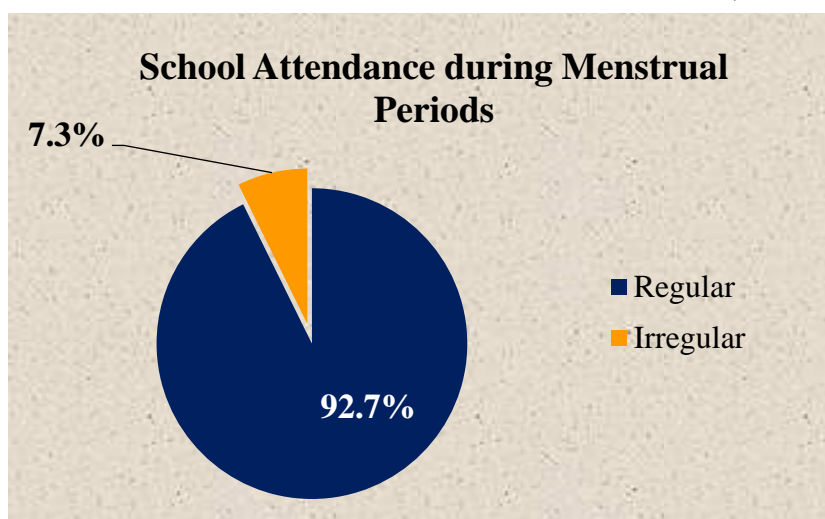
Table 41 reveals that nearly half (49.1%) of the adolescent girls reported feeling sad during their first menstrual period, while 33.6 per cent reported feeling angry and an equal percentage (33.6%) reported experiencing mood swings. Interestingly, only 19.1 percent reported feeling happy during their first menstrual period, whereas seven of them reported that they were not able to understand their feeling, which is common amongst menstruating girls.

**Table 42: Frequency and Percentage Distribution of the Adolescent Girls According to their School Attendance during Menstrual Periods (n=110)**

School Attendance	Frequency (f)	Percentage (%)
Regular	102	92.7
Irregular	8	7.3

Table 42 reveals that very high majority (92.7%) of the adolescent girls were regular in school during periods, and eight adolescent girls reported about being irregular during periods, from which majority i.e. six adolescent girls were irregular in school due to pain during menstrual periods. This finding shows that importance for the adolescent girls to have access to menstrual products such as pads or tampons, as well as clean and private toilet facilities for menstrual hygiene management. These basic necessities can help to ensure that adolescent girls are able to attend school regularly and participate fully in their education.

**Figure 12: Percentage Distribution of the Adolescent Girls According to their School Attendance during Menstrual Periods (n=110)**



**Table 43: Frequency and Percentage Distribution of the Adolescent Girls According to their Participation in Sports Activities during Menstrual Periods**

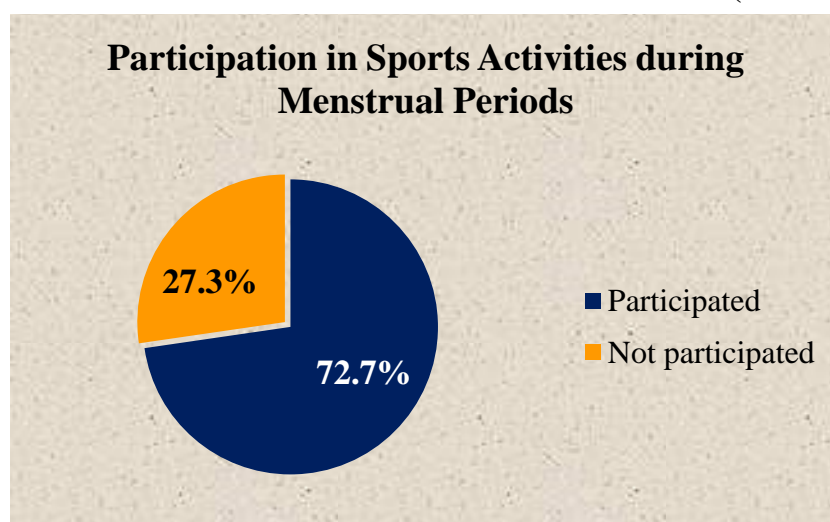
(n=110)

Participation in Sports Activities	Frequency (f)	Percentage (%)
Participated	80	72.7
Not Participated	30	27.3

Table 43 reveals that almost seventy-three per cent (72.7%) of the adolescent girls were participating in sports activities during their menstrual periods, which is encouraging as it suggests that many adolescent girls were able to continue with their regular physical activities despite menstruating. However, it's also important to note that a more than one third (27.3%) of them reported not participating in sports activities during their menstrual periods. From these many girls, thirteen adolescent girls reported about not feeling comfortable to participate in sports activities during their menstrual periods. This highlights the need for schools and sports programs to provide appropriate support for the adolescent girls who may experience discomfort or other challenges during physical activity while menstruating.

**Figure 13: Percentage Distribution of the Adolescent Girls According to their Participation in Sports Activities during Menstrual Periods**

(n=110)



#### **4.5. Knowledge regarding Menstrual Health and Hygiene amongst Adolescent Girls**

This section consists of the findings related to pre-post knowledge level of the adolescent girls regarding menstrual health and hygiene. It includes the findings related to their knowledge about menstruation, menstrual hygiene and menstrual health.

**Table 44: Frequency and Percentage Distribution of the Adolescent Girls According to their Overall Knowledge level before Intervention regarding Menstrual Health and Hygiene**

**(n=110)**

<b>Knowledge</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
More knowledge	47	42.7
Less knowledge	63	57.3

Table 44 reveals the percentage distribution of the adolescent girls according to their knowledge level before intervention regarding menstrual health and hygiene. It reveals that, almost forty three percent (42.7%) of the adolescent girls had more knowledge and among them 57.3 percent of them had less knowledge about menstrual health and hygiene before intervention.

**Table 45: Frequency and Percentage Distribution of the Adolescent Girls According to their Overall Knowledge level after Intervention regarding Menstrual Health and Hygiene**

**(n=110)**

<b>Knowledge</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
More knowledge	54	50.9
Less knowledge	56	49.1

Table 45 reveals the percentage distribution of the adolescent girls according to their knowledge level after intervention regarding menstrual health and hygiene. It reveals that, almost half (50.9%) of the adolescent girls had more knowledge regarding menstrual health and hygiene, and among them 49.1 per cent of them had less knowledge regarding menstrual health and hygiene after intervention. The table indicates the percentage distribution of the adolescent girls' knowledge regarding

menstrual health and hygiene is concerning, as almost half of them had less knowledge regarding menstrual health and hygiene.

A study conducted by Singh et. al. (2012) found that lack of knowledge and poor menstrual hygiene practices can lead to a variety of negative health outcomes, including increased risk of reproductive tract infections, cervical cancer, and infertility. Similarly, a study conducted by Sommer et. al. (2015) found that poor menstrual hygiene practices can lead to social and cultural stigma, exclusion from daily activities, and decreased school attendance amongst adolescent girls.

For instance, a study conducted in Nepal by Bhatta et. al. (2018) found that educational interventions that included a combination of peer education, audio-visual materials, and interactive sessions led to improved knowledge and practices amongst adolescent girls. Similarly, a study conducted in India by Garg and Anand (2015) demonstrated that school-based menstrual hygiene education programs led to improved knowledge and practices amongst adolescent girls.

In conclusion, the percentage distribution of the adolescent girls' knowledge regarding menstrual health and hygiene reveals that more efforts are needed to promote and educate the adolescent girls on menstrual health and hygiene. Interventions that include peer education, audio-visual materials, and interactive sessions, as well as school-based menstrual hygiene education programs, have shown promise in improving knowledge and practices amongst adolescent girls.

**Table 46: Frequency and Percentage Distribution of the Adolescent Girls Based on their Level of Knowledge regarding Menstrual Health and Hygiene for Specific Knowledge related Items**

**(n=110)**

Statements	Pre-Test		Post-Test		Gain	
	(f)	(%)	(f)	(%)	(f)	(%)
Adolescent girls should do exercise to get relief from menstrual pain	25	22.7	77	70	52	47.3
Hot water bag should be used to get relief from lower abdominal pain	27	24.5	70	63.6	43	39.1
Blood comes out from uterine during menstruation	13	11.8	51	46.4	38	34.6
Adolescent girls should consult Anganwadi worker for their severe lower abdominal pain	21	19.1	57	51.8	36	32.7
Adolescent girls should do yoga to get relief from menstrual pain	16	14.5	50	45.5	34	31
Age of menopause is 45 to 55 years	64	58.2	97	88.2	33	30
Lower abdominal pain occurs due to contraction in uterine	31	28.2	63	57.3	32	29.1
Use hot water bag should be used to get relief from menstrual pain	41	37.3	71	64.5	30	27.2
Used pads during periods should be buried	21	19.1	48	43.6	27	24.5
Used cloths during periods should be buried	12	10.9	37	33.6	25	22.7

Table 46 reveals the percentage distribution of the adolescent girls according to the highest difference in gain in knowledge regarding menstrual health and hygiene. Above table reveals that the high majority (70%) of the adolescent girls reported that exercise should be performed to get relief from menstrual pain in comparison to 22.7 percent at pre-test level. This indicates the high gain in knowledge of them for this particular knowledge item.

Further finding reveals that there was difference of 39.1 percent between the pre and post test score of the adolescent girls for knowledge item stating hot water bag should be used to get relief from lower abdominal pain during periods.

Table also reveals that nearly half (46.4%) of them knew that blood flows from uterine during periods in comparison to 11.8 percent at pre-test level. This indicates that the selected short films were successful in imparting knowledge regarding menstruation.

Almost fifty two percent (51.8%) of the adolescent girls reported menstruating girls consult the Anganwadi worker for severe abdominal pain during periods in comparison to 19.1 percent at pre-test level. This indicates that there was gain in health related knowledge of the adolescent girls after watching selected short films.

Further it reveals that 45.5 percent of the adolescent girls remembered that doing yoga can help to reduce menstrual pain during periods compared to 14.5 percent before intervention. It clearly shows vast difference in pre and post knowledge score, suggests that selected short films were able to impart knowledge about different method to be followed during periods to get relief form menstrual pain.

The post-knowledge score of the adolescent girls about age of menopause was increased by thirty percent after the intervention. Whereas 57.3 percent them remembered that due to contraction in uterine abdominal pain occurs during periods, which was higher than 28.2 percent at pre-test level. Further finding also reveals the high gain in knowledge of the adolescent girls regarding the use of hot water bag to get relief from menstrual pain and cloths/pads used during periods should be buried.

The findings suggest that the selected short films were successful in imparting knowledge regarding menstrual health and hygiene amongst adolescent girls. The high gain in knowledge for various menstrual health-related issues such as the use of a hot water bag to relieve lower abdominal pain, and the need to consult a healthcare worker for severe abdominal pain during menstrual periods were particularly noteworthy. These findings are consistent with previous studies that have demonstrated the effectiveness of educational interventions in improving menstrual health knowledge and practices amongst adolescent girls.

The study conducted in India by Sinha et. al. (2020) showed that an intervention comprising of classroom sessions, group discussions, and distribution of educational material led to a significant improvement in menstrual health knowledge and practices amongst adolescent girls. Another study conducted in Nepal by Chaudhary et. al. (2021) demonstrated that an educational intervention delivered through peer educators was



effective in improving menstrual health knowledge, attitudes, and practices amongst adolescent girls. The findings also highlight the importance of educating adolescent girls about menstrual health and hygiene. In many cultures, menstruation is still considered a taboo topic, and girls may not receive adequate education and support to manage their menstrual health. Educating girls about menstrual health can not only improve their health outcomes but also empower them to make informed decisions about their health and well-being.

In conclusion, the findings suggest that the selected short films were effective in improving menstrual health knowledge and practices amongst adolescent girls. Educating adolescent girls about menstrual health and hygiene is crucial to promoting their health and well-being.

**Table 47: Frequency and Percentage Distribution of the Adolescent Girls According to the Moderate or Less Gain in Knowledge regarding Menstrual Health and Hygiene**

(n=110)

Statements	Pre-Test		Post-Test		Gain	
	(f)	(%)	(f)	(%)	(f)	(%)
Symptoms experienced before periods are called Pre-Menstrual Syndrome	6	5.5	18	16.4	12	10.9
Soap should be used to clean hands during periods	83	75.5	93	84.5	10	9
Used cloth should be burnt	23	20.9	32	29.1	9	8.2
Wet cloth should be used to clean genitals during periods	25	22.7	33	30	8	7.3
Sanitizer should be used to clean hands during periods	33	30	39	35.5	6	5.5
Adolescent girl should take bath at least 2 times a days during periods	70	63.6	75	68.2	5	4.6
Voice becomes heavy during adolescence	31	28.2	35	31.8	4	3.6
Cloth should be used during periods	37	33.6	40	36.4	3	2.8
Only water should be sued to clean genitals during periods	65	59.1	68	61.8	3	2.7
Size of the breast increases during adolescence	44	40	46	41.8	2	1.8

Table 47 reveals that the knowledge of the adolescent girls regarding menstrual health and hygiene was moderate or almost same even after the intervention. It reveals that the 10.9 percent of the adolescent girls were familiar with the term pre-menstrual syndrome in comparison to 5.5 percent before intervention. Similarly, their gain in knowledge about use of soap and sanitizer to be used to wash hands during periods was still at lower rate after intervention.

Further finding reveals that after intervention, less number of the adolescent girls were aware that cloth should be used and buried after using it, whereas genitals should be washed and cleaned using only water and wet cloths. These findings shows that the post knowledge score of the adolescent girls regarding menstrual health and hygiene was not much increased or almost same as the scores of knowledge before intervention.

Menstrual health and hygiene are crucial aspects of reproductive health for the adolescent girls. Inadequate knowledge and practices related to menstrual health and hygiene can lead to various health issues and social stigma. Therefore, it is essential to educate the adolescent girls about menstrual health and hygiene.

The study conducted in India by Mudey et. al. (2011) found that girls who received menstrual health education had better knowledge, attitude, and practices related to menstrual hygiene. Similarly, the study conducted in Kenya by Mason et. al. (2013) found that comprehensive menstrual health education, which included information on menstrual hygiene, reproductive anatomy, menstrual cycle, and sexuality, had a greater impact on improving the knowledge and practices of the adolescent girls.

#### **4.5.1. Overall Effectiveness of the Selected Short Films in terms of Gain in Knowledge amongst Adolescent Girls**

**Table 48: r-Value for the Overall Effectiveness of the Selected Short Films amongst Adolescent Girls regarding Menstrual Health and Hygiene in terms of Gain in Knowledge**

**(n=110)**

Variable	Category	N	Mean	SD	DF	r-Value
Gain in Knowledge	Pre score	110	23.4	8.1	109	<b>0.71*</b>
	Post score		30.8	7.7		

**\*Significant at 0.05 level**

Table 48 indicates that the selected short films were effective in improving the knowledge of the adolescent girls regarding menstrual health and hygiene. The fact that the study found a high significant difference in knowledge gain amongst the adolescent girls who watched the selected short films, this suggests that the short films were an effective educational tool in the present study. This is an important finding, as menstrual hygiene is a critical component of the women's health that is often neglected, leading to various health problems. Short films can be a powerful way to engage and educate audiences, particularly when they are designed to be visually appealing and informative. The similar finding was seen in the study by Bhandari et al. (2021) that a short film on menstrual hygiene was effective in improving knowledge amongst adolescent girls in Uttarakhand. The use of visual aids in health education has been proved to be effective in improving knowledge and changing behaviour, which can lead to better health outcomes.

#### **4.5.2. Difference in the Effectiveness of the Selected Short Films as a Medium for Gain in Knowledge amongst Adolescent Girls in relation to the Selected Variables**

**Table 49: Mann Whitney U-test showing Difference in the Effectiveness of the Selected Short Films as a Medium for Gain in Knowledge amongst Adolescent Girls in relation to their Exposure to Audio-Visual Medium for the Purpose of Study**

(n=110)

<b>Exposure to Audio-Visual Medium</b>	<b>N</b>	<b>Mean Rank</b>	<b>SD</b>	<b>p-Value</b>
Pre-Test	110	23.4	8.1	0.07
Post-Test		30.8	7.7	0.006

**\*Significant at 0.05 level**

Table 49 reveals that there was significant difference in gain in knowledge of the adolescent girls regarding menstrual health and hygiene in relation to their exposure to audio-visual medium. This indicates that the adolescent girls who were more exposed to audio-visual medium had gain in their knowledge at post-test level after watching short films. Similar findings were there in the study by Ramachandra et al. (2017) which highlights that audio-visual aids, including short films, were effective in improving knowledge related to menstrual hygiene amongst adolescent girls in rural Karnataka. Therefore, the null hypothesis stating that there will be no significant difference in the

gain in knowledge regarding menstrual health and hygiene in relation to their exposure to audio-visual medium was not accepted.

**Table 50: Mann Whitney U-test showing Difference in Effectiveness of the Selected Short Films as a Medium for Gain in Knowledge amongst Adolescent Girls in relation to their Exposure to Short Films**

(n=110)

Exposure to Short Films	N	Mean Rank	SD	p-Value
Pre-Test	110	23.4	8.1	0.73
Post-Test		30.8	7.7	0.45

NS= Not Significant

Table 50 reveals that there was no significant difference in the gain in knowledge of the adolescent girls regarding menstrual health and hygiene in relation to their exposure to short films. This means that the adolescent girls' knowledge was equal, irrespective to their exposure to short films. Therefore, null hypothesis stating that there will be no significant difference in gain in knowledge of the adolescent girls regarding menstrual health and hygiene in relation to their exposure to short films was accepted.

#### **4.6. Practices regarding Menstrual Health and Hygiene amongst Adolescent Girls**

This section comprised the findings related to pre and post level of practices regarding menstrual health and hygiene of the selected adolescent girls. It includes findings of practices followed by the adolescent girls regarding menstrual health and hygiene.

**Table 51: Frequency and Percentage Distribution of the Adolescent Girls According to the Overall Practices followed before Intervention regarding Menstrual Health and Hygiene**

**(n=110)**

<b>Practices</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Good Practices	45	40.9
Poor Practices	65	59.1

Table 51 reveals that almost fourty one per cent (40.9%) of the adolescent girls were following good practices before intervention while majority of them (59.1%) were following poor practices before intervention regarding menstrual health and hygiene.

**Table 52: Frequency and Percentage Distribution of the Adolescent Girls According to the Overall Desire to Change Practices after Intervention regarding Menstrual Health and Hygiene**

**(n=110)**

<b>Desire to Change Practices</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Good	52	47.3
Poor	58	52.7

Table 52 reveals that nearly half (47.3%) of the adolescent girls had desire to follow good practices and almost fifty three percent (42.7%) of them had desire to follow poor practices during periods after intervention.

The table suggests that despite an intervention aimed at promoting good menstrual hygiene practices amongst adolescent girls, more than half of them still expressed a desire to follow some poor practices during their menstrual periods. This finding is consistent with previous research that has shown that interventions aimed at improving menstrual hygiene practices can be challenging to implement and sustain, particularly

in resource-constrained settings. It is also worth noting that desire to follow poor menstrual hygiene practices may not necessarily translate into actual behaviour. Research conducted by Phillips and Howard et. al. (2016) has shown that despite expressing a preference for traditional practices such as using cloth instead of sanitary pads, many adolescent girls may still use sanitary pads when they are available.

Overall, the findings from the table suggest that interventions aimed at promoting good menstrual hygiene practices amongst adolescent girls need to take into account the broader social and cultural context in which these practices are embedded. Simply providing information and education may not be sufficient to bring about behaviour change, and efforts to improve access to clean water and sanitation facilities may be necessary to enable girls to practice good menstrual hygiene.

**Table 53: Frequency and Percentage Distribution of the Adolescent Girls According to their Desire to Change Practices regarding Menstrual Health and Hygiene**

(n=110)

Statements	Pre-Test		Post-Test		Desire to Change Practices	
	(f)	(%)	(f)	(%)	(f)	(%)
Do exercise to ease pain during periods	33	30	82	74.5	49	44.5
Use hot water bag to ease lower abdominal pain during periods	30	27.3	66	60	36	32.7
Consult Anganwadi worker to ease lower abdominal pain during periods	25	22.7	59	53.6	34	30.9
Use of hot water bag to ease pain during periods	47	42.7	79	71.8	32	29.1
Bury the used pads during periods	30	27.3	57	51.8	27	24.5
Do yoga to ease pain during periods	24	21.8	49	44.5	25	22.7
Burn the used pad during periods	39	35.5	63	57.3	24	21.8
Bury the used cloth during periods	24	21.8	47	42.7	23	20.9
Take medicine during periods	24	21.8	39	35.5	15	13.7

Table 53 reveals the percentage distribution of the adolescent girls according to their desire to change practices regarding above mentioned practices items. At pre-test level, 30 percent of the adolescent girls were doing exercise to relieve menstrual pain, while at post-test level 74.5 percent of them were willing to do exercise to relieve menstrual pain, suggests the significant difference in the practices they were following and their desire to change it after intervention. This finding indicates that the selected short films were successful in creating awareness and motivating the adolescent girls about menstrual health related practices.

Similarly they also had desire to use hot water bag and to consult Anganwadi workers for lower abdominal pain during menstruation after watching short films. Further finding reveals that the adolescent girls had a high desire to use hot water bag and do yoga during periods to relieve menstrual pain. This result is in line with previous studies that have shown the positive effects of physical activity and yoga in reducing menstrual pain.

Lastly, the study found that the adolescent girls desired to change their pad/cloth disposal techniques after watching the selected short films. This finding is consistent with previous research that has highlighted the importance of proper menstrual hygiene management (MHM) practices, including the proper disposal of menstrual waste, in preventing reproductive tract infections. Overall, the findings of this study, the adolescent girls were willing to change their practices to some extent after watching short films and the importance of creating awareness about menstrual health management practices amongst adolescent girls, as well as the potential effectiveness of educational interventions such as short films in promoting positive health behaviours.

**Table 54: Frequency and Percentage of the Adolescent Girls According to their Moderate or Less Desire to Change Practices regarding Menstrual Health and Hygiene**

**(n=110)**

Statements	Pre-Test		Post-Test		Desire to Change Practices	
	(f)	(%)	(f)	(%)	(f)	(%)
Use of Soap to wash hands	86	78.2	96	87.3	10	9.1
Not eating pickle to Less Extent	39	35.5	49	44.5	10	9
Sit away from everyone to Less Extent	18	16.4	27	24.5	9	8.1
Use of Hand wash products used to clean hands	63	57.3	71	64.5	8	7.2
Consultation of doctor should be taken to ease severe pain in lower abdomen	74	67.3	81	73.6	7	6.3
Used pad should be wrapped in paper and thrown in the trash	90	81.8	96	87.3	6	5.5
Not wearing new cloths to Some Extent	53	48.2	58	52.7	5	4.5
Not going to temple or any religious place to Less Extent	39	35.5	43	39.1	4	3.6
Wash hands before changing used pad	92	83.6	95	86.4	3	2.8

Table 54 reveals the number of the adolescent girls who expressed their willingness to change practices regarding menstrual health and hygiene. The table reveals that very less number of the adolescent girls showed their desire to change certain practices related to menstrual health and hygiene during menstruation. It reveals that few of them were willing to use soap to wash their hands during periods.

Further it reveals that less number of the adolescent girls were influenced by the short films and still willing to avoid eating pickle, to sit with everyone, avoiding going to temple or other religious places and not participating in sports activities. This indicates the strong influence of cultural myths and taboos associated with menstruation, due to which they were willing to follow harmful practices even after watching selected short



films. In some cultures, menstrual health and hygiene may be considered a taboo subject, and adolescent girls may not feel comfortable discussing their experiences or seeking advice from healthcare professionals. Additionally, certain beliefs and practices around menstruation may be deeply ingrained, and it may take more time and efforts to change their attitudes.

Several studies have examined the impact of menstrual hygiene interventions on adolescent girls' knowledge, attitudes, and practices. A study conducted in India by Kumar et. al. (2014) found that a menstrual hygiene education program led to improvements in girls' knowledge and attitudes, but there was limited impact on their practices. Similarly, a study conducted in Kenya by Miro et. al. (2018) found that although a menstrual hygiene intervention increased girls' knowledge about menstruation, there was no significant change in their practices.

However, contradictory finding seen in the study conducted in Nepal by Kumar et al. (2016) had found more positive outcomes. Study found that a menstrual hygiene management intervention led to improvements in girls' knowledge, attitudes, and practices, as well as reductions in menstrual-related school absenteeism. Another study conducted in Uganda by Phillips and Haward et. al. (2016) found that a menstrual hygiene intervention led to significant improvements in girls' knowledge, attitudes, and practices, as well as reductions in menstrual-related school absenteeism and embarrassment.

In conclusion, while the findings of this study suggest that there is a need for continued efforts to improve menstrual health and hygiene practices amongst adolescent girls, it is important to recognize that changing deeply ingrained attitudes and beliefs may take time and require a multi-faceted approach. Interventions that focus on education, access to menstrual products, and addressing cultural and societal norms may be more effective in promoting positive changes in menstrual health and hygiene practices.

#### 4.6.1. Overall Effectiveness of the Selected Short Films in terms of Desire to Change Practices amongst Adolescent Girls

**Table 55: r-Value for Overall Effectiveness of the Selected Short Films amongst Adolescent Girls regarding Menstrual Health and Hygiene in terms of their Desire to Change Practices**

(n=110)

Variable	Category	N	Mean	SD	DF	r-Value
Desire to Change Practices	Pre score	110	52.5	7.3	109	<b>0.64*</b>
	Post score		57.2	7.4		

**\*Significant at 0.05 level**

Table 55 reveals that there was high significant difference in desire to change practices amongst adolescent girls regarding menstrual health and hygiene. This indicates that the selected short films were effective amongst adolescent girls in terms of their desire to change practices regarding menstrual health and hygiene. This is an important finding because improving menstrual hygiene practices can lead to improved health outcomes for the adolescent girls, including reduced risk of infections and other menstrual health related problems.

The fact that there was a high significant difference in desire to change practices amongst the adolescent girls that watched the short films during intervention suggests that the short films were an effective educational tool in motivating the adolescent girls to change their practices. This is particularly important because desire to change practices is often a key first step in actually implementing the behaviour change. Similar finding in the study by Oinam et. al. (2020) reveals that a short film on menstrual hygiene was effective in improving the knowledge and practices of girls in Manipur.

#### 4.6.2. Item wise Intensity Indices of the Adolescent Girls related to their Practices regarding Menstrual Health and Hygiene

**Table 56: Item wise Intensity Indices of the Adolescent Girls According to the Practices they were following before Intervention regarding Menstrual Health and Hygiene**

(n=110)

Practices	Intensity Indices
Attending school regularly	2.64
Living in separate room	2.50
Participating in sports activity	2.35
Not stepping out of home	2.29
Eating with everyone	2.22
Not participating in sports activity	2.22
Sitting away from everyone to eat	2.20
Not eating pickle	2.16
Not discussing with anyone about periods	2.15
Not wearing new cloths	2.15
Not attending school	2.13
Not sleeping on bed	2.11
Not visiting temple or any religious place	1.96
Sitting away from everyone	1.94
Not touching anyone	1.93
Not entering in kitchen	1.86
Especially staying away from men	1.77

Table 56 provides information on the extent to which the adolescent girls followed practices related to menstrual health and hygiene. The data suggests that the adolescent girls were attending regular school (2.64) and some of them were living in separate room (2.50) to a great extent before the intervention. The practices such as to participate in sports activities, avoid to step out of home or to eat pickle, avoid to have discussion about periods with anyone or to wear new cloths and not to sleep on bed during periods were followed by the adolescent girls to a some extent ranging from 2.11 to 2.35. However, before intervention few of them were avoiding to visit temple or any religious place, avoiding to touch anyone or to enter in kitchen and sitting away from everyone during periods to a less extent i.e. from 1.77 to 1.96. Furthermore, menstrual health

education programs need to go beyond providing information on menstrual hygiene and also challenge harmful cultural beliefs and myths surrounding menstruation. A study by Sharma et al. (2019) found that addressing cultural taboos and myths through participatory discussions and activities can improve adolescent girls' knowledge and attitudes towards menstruation and increase their confidence to manage menstruation.

The findings highlight the need for comprehensive menstrual health education programs that not only provide information on menstrual hygiene but also challenge cultural myths and beliefs. By promoting positive practices and empowering adolescent girls, such programs can improve their well-being and ultimately contribute to greater gender equality.

**Table 57: Item wise Intensity Indices of the Adolescent Girls According to their Desire to Change Practices after Intervention regarding Menstrual Health and Hygiene**

(n=110)

Practices	Intensity Indices
Will...	
Attend school regularly	2.68
Live in separate room	2.55
Participate in sports activity	2.47
Not discuss about periods with anyone	2.30
Not step out of home	2.29
Eat with everyone	2.27
Not eat pickle	2.27
Not attend school	2.27
Sit away from everyone while eating	2.26
Not wear new clothes	2.25
Not participate in sports activities	2.23
Not sleep on bed	2.20
Not visit temple or any religious place	2.15
Not enter in kitchen	2.11
Not touch anyone	2.05
Sit away from everyone	2.03
Especially staying away from men	1.87

The post-test results suggest that some progress has been made in promoting menstrual health and hygiene amongst adolescent girls. The data indicates that after watching selected short films, many girls were willing to attend school regularly (2.68), participate in sports activities (2.55), and even to change their practice of living in a separate room (2.47) during menstruation to a great extent.

Further it reveals that the adolescent girls were willing to change their practices such as not to step out of home, not to eat pickle and not to wear new cloths during menstrual periods to a some extent. However finding also reveals that even after the intervention; only some of the adolescent girls were willing change their practices of avoiding to enter in kitchen or to touch anyone, to sit away from everyone and to stay away especially from men to a less extent. These findings suggest that although some progress has been made in challenging harmful cultural practices and beliefs related to menstrual health and hygiene, there is still a long way to go. The willingness of adolescent girls to attend school, participate in sports activities, and break the taboo around menstruation by not living in a separate room during periods is a positive sign. However, the persistence of harmful practices such as not discussing periods with anyone, avoiding school, not participating in sports activities, and avoiding eating pickle shows that there is still a need for sustained efforts to promote menstrual health and hygiene.

A study conducted by Sommer et. al. (2015) in Ghana, Ethiopia, and Kenya found that many adolescent girls lacked access to basic menstrual materials and hygiene education, which negatively impacted their health and well-being. Another study by Mason et. al. (2013) in Nepal found that menstrual taboos and restrictions led to social exclusion and limited opportunities for girls to participate in education and other activities.

In the conclusion, findings underscore the need for sustained efforts to promote menstrual health and hygiene and challenge harmful cultural practices and beliefs. Education and awareness programs should not only provide information but also promote positive attitudes towards menstruation and empower girls to make informed choices about their health and well-being. Further research is needed to understand the most effective approaches to promoting menstrual health and hygiene amongst adolescent girls.

#### 4.6.3. Difference in the Effectiveness of Selected Short Films as a Medium for Desire to Change Practices amongst Adolescent Girls in relation to the selected Variable

**Table 58: Mann Whitney U-test showing Difference in Effectiveness of the Selected Short Films as a Medium for Desire to Change Practices amongst Adolescent Girls in relation to their Exposure to Audio-Visual Medium**

(n=110)

Exposure to Audio-Visual Medium	N	Mean Rank	SD	p-Value
Pre-Test	110	52.5	7.3	0.494
Post-Test		57.2	7.4	0.023

**\*Significant at 0.05 level**

Table 58 reveals that there was significant difference in desire to change practices of the adolescent girls regarding menstrual health and hygiene in relation to their exposure to audio-visual medium. This means that after watching short films, there was a significant difference in the desire to change practices of the adolescent girls regarding menstrual health and hygiene in relation to their exposure to audio-visual medium. A study conducted by Bhatnagar et. al. (2017) reveals that a health education program improved the practices of menstrual hygiene amongst adolescent girls in Rajasthan. The rejection of the null hypothesis suggests that there is a statistically significant relationship between exposure to short films during intervention and desire to change practices related to menstrual health and hygiene. This finding supports the use of short films during intervention as an effective educational tool for promoting positive behavioural changes amongst adolescent girls in relation to menstrual health and hygiene practices.

**Table 59: Mann Whitney U-test showing Difference in Effectiveness of the Selected Short Films as a Medium for Desire to Change Practices amongst Adolescent Girls in relation to their Exposure to Short Films**

**(n=110)**

Exposure to Short Films	N	Mean Rank	SD	p-Value
Pre-Test	110	52.5	7.3	0.731
Post-Test		57.2	7.4	0.708

**NS = Not Significant**

Table 59 reveals that there was no significant difference in desire to change practices of the adolescent girls regarding menstrual health and hygiene in relation to their exposure to short films. This means that the adolescent girls' desire to change in practices was equal, irrespective to their exposure to short films. Therefore, null hypothesis stating that there will be no significant difference in desire to change in practices regarding menstrual health and hygiene after watching short films was accepted.

#### 4.7. Reactions and Feedback of the Adolescent Girls related to selected Short Films

This section comprised the findings related to the reactions of the adolescent girls related to selected short films. It included the findings related to their liking of short films, their perception about the selected short films, usefulness of the information imparted through short films etc.

**Table 60: Frequency and Percentage Distribution of the Adolescent Girls According to the Ratings given by them for the Selected Short Films**

(n=110)

Ratings of the Short Films	Paheli Ki Saheli		Laali: A Tail of Blood		Every Girls Bleeds	
	(f)	(%)	(f)	(%)	(f)	(%)
Very Good	93	84.5	84	76.4	93	84.5
Good	17	15.5	25	22.7	16	14.5
Average	0	0.0	1	0.9	1	0.9

Table 60 shows that a large majority (84.5%) of the adolescent girls reported that the 'Paheli Ki Saheli' short film was very good, for 'Laali - A Tale of Blood' short film, 76.4 percent, whereas for 'Every Girl Bleeds' short film, a very high majority (84.5%) of the girls rated it as very good.

**Table 61: Frequency and Percentage Distribution of the Adolescent Girls According to their Preferences related to the Subject of the Selected Short Films**

(n=110)

Subject of Short Films	Paheli Ki Saheli		Laali: A Tail of Blood		Every Girls Bleeds	
	(f)	(%)	(f)	(%)	(f)	(%)
New	51	46.4	56	50.9	54	49.1
Familiar	28	25.5	36	32.7	37	33.6
Boring	11	10.0	9	8.2	1	0.9
Entertaining	6	5.5	9	8.2	11	10.0
Enlightening	14	12.7	0	0.0	7	6.4

Table 61 reveals the responses of the adolescent girls regarding their preferences of the subject matter of the selected short films "Paheli Ki Saheli", "Laali: A Tail of Blood", and "Every Girl Bleeds". Almost forty-seven per cent (46.4%) adolescent girls reported



that the subject matter of "Paheli Ki Saheli" was new to them, for "Laali: A Tail of Blood" almost fifty-one percent (50.9%), and for "Every Girl Bleeds", the half (49.1%) of them found the subject matter to be new.

**Table 62: Frequency and Percentage Distribution of the Adolescent Girls According to their Reactions related to the Duration of the Selected Short Films**

(n=110)

Duration of the Short Films	Paheli Ki Saheli		Laali: A Tail of Blood		Every Girls Bleeds	
	(f)	(%)	(f)	(%)	(f)	(%)
Long	52	47.3	50	45.5	45	40.9
Short	20	18.2	15	13.6	22	20
Average	38	34.5	45	40.9	43	39.1

Table 62 reveals that 47.3 percent of the adolescent girls found the duration of 'Paheli Ki Saheli' short film to be long and for 'Laali: A Tail of Blood' 45.5 percent found it long and 40.9 percent found it average. Whereas for "Every Girl Bleeds", 40.9 percent of adolescent girls found the duration to be long and 39.1 percent found it average. It reveals that the significant portion of the adolescent girls found the duration of the 'Paheli Ki Saheli', "Laali: A Tail of Blood", and "Every Girl Bleeds" short films to be long and average.

**Table 63: Frequency and Percentage Distribution of the Adolescent Girls According to their Understanding of Language used in the Selected Short Films**

(n=110)

Language of the Short Films	Paheli Ki Saheli		Laali: A Tail of Blood		Every Girls Bleeds	
	(f)	(%)	(f)	(%)	(f)	(%)
Easy to understand	107	97.3	109	99.1	104	94.5
Difficult to understand	2	1.8	1	0.9	6	5.5

Table 63 reveals that for 'Paheli Ki Saheli' short film nearly all (97.3%) of the adolescent girls reported finding the language easy to understand and for 'Laali: A Tail of Blood' almost all (99.1%), whereas for Every Girl Bleeds' short film, very high majority of the adolescent girls (94.5%) found the language to be easy to understand. This indicates that a very high majority of the adolescent girls found the language used

in the "Paheli Ki Saheli", "Laali: A Tail of Blood", and "Every Girl Bleeds" short films to be easy to understand.

**Table 64: Frequency and Percentage Distribution of the Adolescent Girls According to their Preferences about the Usefulness of the Information Imparted through the Selected Short Films**

(n=110)

Information Imparted	Paheli Ki Saheli		Laali: A Tail of Blood		Every Girls Bleeds	
	(f)	(%)	(f)	(%)	(f)	(%)
More useful	108	98.2	109	99.1	104	94.5
Less useful	2	1.8	1	0.9	5	4.5

Table 64 indicates that 98.2 percent of the adolescent girls finding the information in "Paheli Ki Saheli" short film to be more useful and for 'Laali: A Tail of Blood' almost all (99.1%), whereas for 'Every Girl Bleeds', the very high majority (94.5%) of the adolescent girls found the information to be more useful.

**Table 65: Frequency and Percentage Distribution of the Adolescent Girls According to their Familiarity of Information Imparted through the Selected Short Films**

(n=110)

Familiarity of Information	Paheli Ki Saheli		Laali: A Tail of Blood		Every Girls Bleeds	
	(f)	(%)	(f)	(%)	(f)	(%)
Were Familiar	31	28.2	39	35.5	31	28.2
Not Familiar	37	33.6	34	30.9	37	33.6
Had Some Idea	42	38.2	37	33.6	42	38.2

Table 65 reveals that almost similar percentage of the adolescent girls were familiar with the information imparted through three selected short films. For 'Paheli Ki Saheli' short film 38.2 percent reported they were somewhat familiar, and for 'Laali: A Tail of Blood', 35.5 percent, whereas for 'Every Girl Bleeds' short film 38.2 percent of the adolescent girls reported the same.

**Table 66: Frequency and Percentage Distribution of the Adolescent Girls According to their Knowledge about Identifying the Types of the Selected Short Films**

(n=110)

Types of Short Films	Paheli Ki Saheli		Laali: A Tail of Blood		Every Girls Bleeds	
	(f)	(%)	(f)	(%)	(f)	(%)
Narrative	54	49.1	59	53.6	59	53.6
Documentary	27	24.5	30	27.3	33	30.0
Animated	5	4.5	9	8.2	6	5.5
Not Understood	24	21.8	12	10.9	12	10.9

Table 66 reveals that for ‘Paheli Ki Saheli’ short film, almost half (49.1%) of the adolescent girls perceived it to be a narrative type of short film and for ‘Laali: A Tail of Blood’, more than half (53.6%), whereas for ‘Every Girl Bleeds’, almost fifty four percent (53.6%) of the adolescent girls perceived it to be a narrative type of short film. Further it reveals that thirty percent of them thought ‘Every Girl Bleeds’ short film was documentary. These findings suggest that the majority of the adolescent girls in the present study perceived the selected short films to be either narrative or documentary in nature, with only a few perceiving them to be animated.

**Table 67: Item wise Intensity Indices of the Adolescent Girls related to their Extent of Liking of following Items Associated with Selected Short Films**

(n=110)

Items	Intensity Indices		
	‘Paheli Ki Saheli’	‘Laali: A Tail of Blood’	‘Every Girl Bleeds’
Story	2.92	2.87	2.94
Characters	2.75	2.65	2.80
Dialogues	2.71	2.56	2.71
Voice of characters	2.60	2.61	2.65
Music	2.75	2.75	2.64
Song	2.71	2.71	2.61
Scenes	2.65	2.59	2.62
Colours of cartoons	2.65	2.51	2.53
Cloths of characters	2.67	2.61	2.63

Table 67 reveals the preferences of the adolescent girls related to different elements of three short films.' The findings indicate that the adolescent girls liked the storylines of all three short films to a great extent. For 'Paheli Ki Saheli,' the adolescent girls found the characters and music to be liked moderately, while the dialogues, voice of characters, and songs were liked to a lesser extent. Similarly, for 'Laali: A Tale of Blood,' the adolescent girls found the characters, music, and song to be liked moderately, while the dialogues, voice of characters, scenes, colours of cartoons, and clothes of characters were liked to a lesser extent. Whereas for 'Every Girl Bleeds,' the adolescent girls found the characters and dialogue to be liked moderately, while the voice of characters, music, song, scenes, and clothes of characters were liked to a lesser extent.

The above findings suggest that different elements of short films can impact adolescent girls' preferences and engagement. Similar study conducted by Zhang & Jiang (2015) suggests that audio and visual elements, such as music, sound effects, and colours, can influence viewers' emotions and cognitive processes. Furthermore, studies conducted by Sood & Rogers (2000) and Busselle & Bilandzic (2009) have also found that viewers' liking of characters, dialogue, and storylines can impact their engagement and recall of media messages..

In terms of the findings related to 'Paheli Ki Saheli,' previous research conducted by Peretz & Zatore (2005) shown that music can enhance viewers' emotional responses and memory for media content. However, the study's findings suggest that the music in 'Paheli Ki Saheli' was only moderately liked by adolescent girls. This could be due to individual differences in musical preferences or the specific musical style used in the film. Similarly, the findings related to 'Laali: A Tale of Blood' suggest that the use of colours and clothing in the film did not have a significant impact on adolescent girls' preferences. This is consistent with previous research conducted by Reeves and Nass (1996) suggesting that colour and clothing can be less important factors in media engagement compared to storylines and characters.

Interestingly, the study found that 'Every Girl Bleeds' was the most well-liked film amongst the three, particularly for its storyline. Similar study conducted by Green & Brock (2000) found that engaging storylines can be effective in increasing viewers'

recall and understanding of media messages. Overall, the study's findings emphasize the importance of considering multiple elements when creating educational short films to engage and educate young people effectively. While storylines may be the most important factor in engagement, other elements such as characters, dialogue, and audio-visual components can also impact viewers' preferences and recall of media messages.

**Table 68: Item wise Intensity Indices of the Adolescent Girls related to their Extent of Agreeing with following Statements related to the Selected Short Films**

(n=110)

Statements	Intensity Indices		
	‘Paheli ki Saheli’	‘Laali: A Tail of Blood’	‘Every Girl Bleeds’
Entertaining	2.59	2.65	2.69
Boring	2.43	2.42	2.17
The picture quality of short film was blurry.	2.51	2.21	2.30
The conversation between the characters was confusing.	2.23	2.15	2.00
The conversation between the characters was clear and easy to understand.	2.71	2.83	2.66
The information presented in the short film was enlightening.	2.68	2.65	2.67
The duration of the selected short film was not appropriate.	2.06	2.10	1.99
Short film provided both, entertainment and education simultaneously.	2.43	2.46	2.52
Watching short film was waste of time.	2.32	2.25	2.17
Short film provided alot of information in a short duration.	2.76	2.72	2.62
The dialogue delivery in the short film was too fast to incorporate.	2.32	2.23	2.09
The information given in the short film was difficult to understand.	2.30	2.22	2.11
Short film is reliable source to gain knowledge regarding menstrual health and hygiene.	2.56	2.55	2.57
Had an incomplete knowledge about menstruation before watching short film.	1.79	1.83	1.83

The teacher should interact and explain about the topic while showing the short film.	1.70	1.69	1.66
Knew more about menstruation before watching short film.	2.17	2.08	2.24
Only short film cannot create awareness related to menstruation.	1.85	2.07	1.80
The information given in the short film was presented in a simple manner.	2.82	2.57	2.92
Other mediums should be used in conjunction with short film.	1.61	1.57	1.64
The information presented in the short film was accurate.	2.86	2.83	2.65
Short film can be useful medium to create awareness on any subject.	2.53	2.38	2.46

Table 68 reveals the item-wise intensity indices of the adolescent girls' reactions towards three selected short films. Finding reveals that the adolescent girls agreed to great extent that the 'Paheli Ki Saheli' short film was entertaining and enlightening; the conversation between the characters was clear and easy to understand, it was able to provide a lot of information in a short duration, it is an reliable source to gain knowledge about the menstrual health and hygiene, and the picture quality of the short film was not blurry to a great extent i.e. from 2.51 to 2.86. Whereas they were agreed to a some extent that this short film was boring, the conversation between characters was confusing and the duration of showing this short film was not appropriate.

However, only few of the adolescent girls were that the teacher should interact and explain about the topic while watching this short films and only this short film cannot create awareness about menstruation to a less extent i.e. from 1.61 to 1.85, which highlights the importance of teacher guidance and support in enhancing the effectiveness of educational short films for the adolescent learners. The study conducted by Viswanath (2005) highlights the importance of using clear and simple language when communicating health information.

The findings suggest that this short film can be an effective medium for educating the adolescent girls about menstrual health and hygiene. However, it is crucial to provide support and guidance from teachers to ensure that students fully comprehend and

benefit from the information presented. Additionally, it may be beneficial to incorporate other teaching methods in conjunction with short films to create a more comprehensive learning experience.

For 'Laali: A Tail of Blood' the adolescent girls were strongly agreed that it was entertaining and enlightening with clear and easy-to-understand conversations between characters, it was providing accurate and reliable information about menstrual health and hygiene, and that it was a valuable source of knowledge i.e. from 2.46 to 2.83. While some of them agreed to a some extent that this was boring short film, the picture quality of the short film was blurry, and only this short film cannot create awareness on menstruation i.e. from 2.07 to 2.42.

Similar study conducted by Nair et. al. (2012) found that the short films were an effective tool for improving knowledge about HIV/AIDS amongst adolescent girls. Similarly, a study conducted in Ghana conducted by Lagarde et al. (2015) also found that short films were effective in promoting sexual and reproductive health amongst adolescents.

Further finding reveals that the adolescent girls strongly agreed that 'Every Girl Bleeds' short film was an entertaining and enlightening, with clear and easy-to-understand conversations between the characters, it was a reliable source to gain knowledge about menstrual health and hygiene and the information provided through this short film was in simple manner i.e. 2.52 to 2.92.

Further finding reveals that the adolescent girls partially agreed that this short film was boring and watching it was waste of time, the picture quality was not good, the information imparted through this short film was difficult to understand i.e. from 2.00 to 2.46. While some of the adolescent girls did not agreed that the duration of showing 'Every Girl Bleeds' short film was inappropriate and teacher should interact and explain about the topic while showing this short film i.e. from 1.64 to 1.99.

However, the overall findings also suggest that 'Every Girl Bleeds' short film was well-received by the adolescent girls and was an effective medium for delivering information on menstrual health and hygiene. Overall, the study highlights the importance of using various forms of media to educate adolescent girls about sensitive topics like menstrual

health and hygiene. It also suggests that the effectiveness of these interventions may vary depending on the quality of the content, its duration, and its presentation style. Further research is needed to determine the optimal format and duration of such interventions, taking into account the needs and preferences of the target audience.

**Table 69: Frequency and Percentage Distribution of the Adolescent Girls According to their Ability to Recall the Information Imparted through ‘Paheli Ki Saheli’ Short Film**

(n=110)

Information	Frequency (f)	Percentage (%)
Menstruation is a natural process.	78	70.9
It is important to maintain body hygiene during menstruation.	73	66.4
Dig up and bury the used cloth during menstruation.	71	64.5
Internal and external changes occur during menstruation.	65	59.1
During periods, used pads should be burnt after drying	64	58.2
During periods, abdominal pain occurs as a result of the uterus contracting.	58	52.7
Used cloths should be stored in a hygienic location.	55	50
Generally, the duration of menstruation cycles last till 28 days.	44	40
Cloth should be used during menstruation.	43	39.1

Table 69 reveals that a large proportion of the adolescent girls were able to recall the important information related to menstruation. High majority of the adolescent girls (70.9%) recalled that menstruation is a natural process, which is a crucial piece of information to reduce menstrual stigma and promote menstrual health. Additionally, little more than sixty-five percent (66.4%) of the adolescent girls were able to recall that maintaining hygiene during periods is important, which is an important aspect of menstrual health management. More than sixty percent (64.5%) of them recalled that the proper disposal method for used pads, which is a crucial factor in maintaining cleanliness and hygiene during menstruation. Thus the results suggest that the ‘Paheli Ki Saheli’ short films was effective in imparting knowledge related to menstrual health amongst adolescent girls, as evidenced by their recall of important information.



**Table 70: Frequency and Percentage Distribution of Adolescent Girls According to their Ability to Recall the Information Imparted through 'Laali: A Tail of Blood' Short Film**

**(n=110)**

<b>Information</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Cultural beliefs and perception related to menstruation.	67	60.9
Girls should not be deprived of education due to beliefs and perceptions related to menstruation.	60	54.5
Menstruation is just a natural process, not a curse of god.	43	39.1
It is not mandatory to follow beliefs and perceptions related to menstruation	16	14.5

Table 70 reveals that the majority (60.9%) of the adolescent girls recalled that this short film was focusing on cultural beliefs and perceptions related to menstruation, while 39.1 percent of the adolescent girls recalled that menstruation is just a natural process, not a curse of god. Almost fifty-five per cent (54.5%) of the adolescent girls recalled that girls should not be deprived of education due to cultural beliefs and perceptions related to menstruation. This focuses on the importance of education and awareness regarding menstruation to overcome the cultural taboos and practices that restrict the adolescent girls from attending school. Overall, the responses of the adolescent girls indicate a need for education and awareness programs to address the cultural taboos and practices related to menstruation, which can have a significant impact on the health, education, and empowerment of girls and women.

**Table 71: Frequency and Percentage Distribution of the Adolescent Girls According to their Ability to Recall the Information Imparted through ‘Every Girl Bleeds’ Short Film**

(n=110)

Information	Frequency (f)	Percentage (%)
Menstruation means that the body is ready to become a mother and the body is developing properly.	76	69.1
Menstruation stops at the age of 45 to 55 years, which is called menopause.	68	61.8
Girls should keep sanitary pads with them while going out.	57	51.8
It is very important to know the physical and mental changes that occur during menstruation.	55	50
Pre-Menstrual Syndrome.	48	43.6
To put restrictions on adolescent girls during menstruation is an old belief.	28	25.5

Table 71 reveals that the high majority (69.1%) of the adolescent girls were able to recall that menstruation is a sign of the proper development of the body and the body of adolescent girl is capable to become a mother as the information imparted through this short film. More than half (51.8%) of the adolescent girls recalled the message imparting the importance of carrying sanitary pads while going out during periods. In conclusion, there is a need for awareness about menstruation and the importance of discrediting myths and misconceptions related to it. It should also be ensured that adolescent girls have access to accurate information that empowers them to manage their menstruation with confidence and dignity.

**Table 72: Frequency and Percentage Distribution of the Adolescent Girls According to their Desire to Provided Feedback after watching Selected Short Films**

(n=110)

Feedback	Paheli Ki Saheli		Laali: A Tail of Blood		Every Girls Bleeds	
	(f)	(%)	(f)	(%)	(f)	(%)
Willing	20	18.2	14	12.7	9	8.2
Not willing	93	84.5	96	87.3	101	91.8

Table 72 reveals that nearly one third (18.2%) of the adolescent girls were willing to give a feedback about "Paheli Ki Saheli" short film, while for "Laali: A Tail of Blood" short film 12.7 percent of them willing to give feedback and only nine of them provided their feedback for "Every Girl Bleeds short film.

**Table 73: Frequency and Percentage Distribution of the Adolescent Girls According to the Feedback they Provided about ‘Paheli Ki Saheli’ Short Film**

(n=20)

Feedback	Frequency (f)	Percentage (%)
Liked this short film and got useful information.	17	85
Short film was easy to understand.	3	15

Table 73 indicates that twenty adolescent girls provided their feedback on the short film 'Paheli Ki Saheli', while seventeen adolescent girls expressed their liking towards the short film and reported that they enjoyed watching it and found it informative. Additionally, only three girls reported that it was easy to understand. Overall, the feedback from these adolescent girls suggests that 'Paheli Ki Saheli' is a well-received short film that has effectively conveyed its message to the adolescent girls.

**Table 74: Frequency and Percentage Distribution of the Adolescent Girls According to the Feedback they Provided about 'Laali: A Tail of Blood' Short Film**

(n=14)

Feedback	Frequency (f)	Percentage (%)
Liked this short film and enjoyed it, also got useful information.	10	71.4
Getting into periods is natural process and because of periods girls should not miss their school.	2	14.3
This short film was good and was able to create awareness.	2	14.3

The feedback from the adolescent girls indicates that the short film 'Laali: A Tale of Blood' was successful in engaging and educating the adolescent girls. Out of fourteen, majority of them found the short film enjoyable and informative, suggesting that it was well-received. The fact that some of the adolescent girls reported learning about

menstrual health and hygiene further demonstrates the effectiveness of the short films. Moreover, the short film's ability to create awareness about menstrual health and hygiene is a significant achievement. It is essential to break the stigma surrounding menstruation. The short film 'Laali: A Tale of Blood' appears to have successfully conveyed this message to its audience.

**Table 75: Frequency and Percentage Distribution of the Adolescent Girls According to the Feedback they Provided about ‘Every Girl Bleeds’ Short Film**

(n=9)

Feedback	Frequency (f)	Percentage (%)
Liked this short film and enjoyed it, also got useful information.	7	77.7
Enjoyed watching this short film that educates about the importance of using sanitary napkins during menstruation. Thank you for showing it.	1	11.1
Liked the role of teacher in this short film because when started menstruating my school teacher informed the same information.	1	11.1

Table 75 shows the feedback of the adolescent girls about ‘Every Girl Bleeds’ short film. Seven of them expressed their positive feedback, reporting that they enjoyed the film, found it informative, and gained useful information from it. One of them learned from the short film that the sanitary napkins should be used during periods, and only one of them reported that she was also taught about menstruation by her teacher. The feedback from these adolescent girls suggests that 'Every Girl Bleeds' has been successful in engaging and educating its audience. The majority of the adolescent girls found the short film enjoyable and informative, indicating that it was well-received.

## **CHAPTER 5**

### **SUMMARY AND CONCLUSION**

## CHAPTER 5

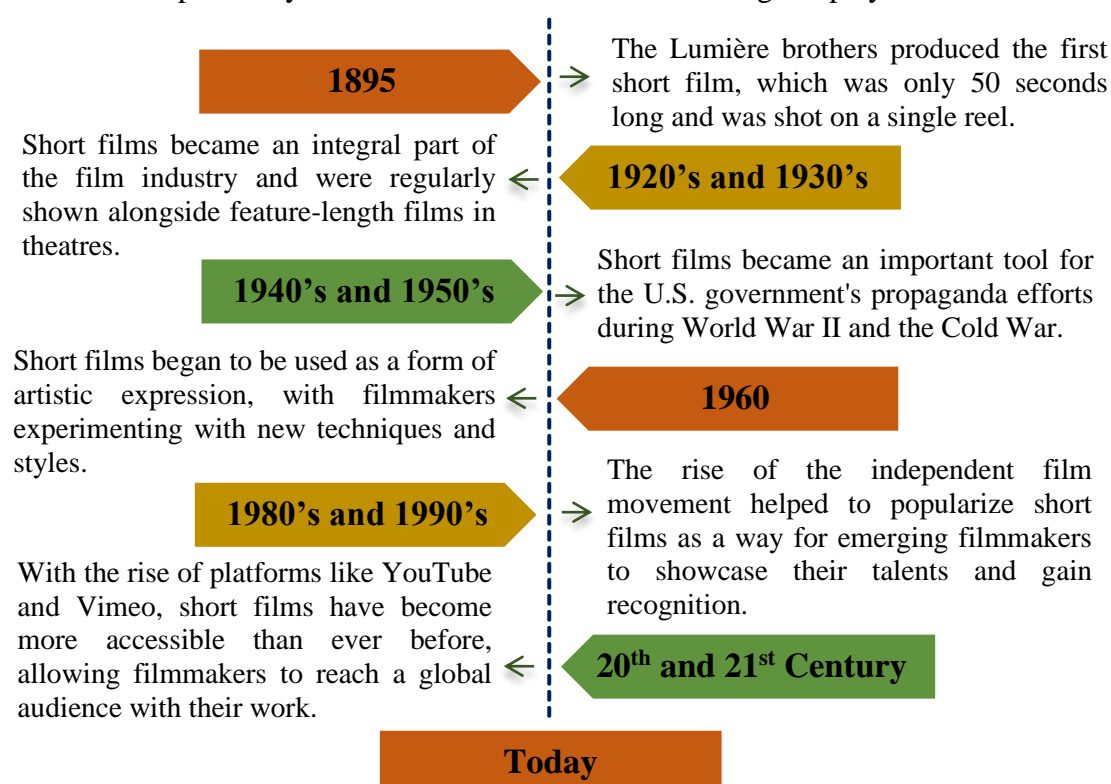
### SUMMARY AND CONCLUSION

#### 5.1. Introduction

With the rapid advancement of Internet technology, a new platform for media communication has emerged, leading to the emergence of a new film style - the online short film. As the name suggests, a short film is a complete movie, but shorter in duration compared to feature films. The exact length of a short film is not clearly defined, though the Academy of Motion Picture Arts and Sciences considers any original film with a runtime of less than 40 minutes, including credits, to be a short film. Short films are an incredibly versatile medium for storytelling and can communicate a wide range of messages in various styles, from music videos to political commentary, and can be used to connect with an audience, engage them, and provoke a response.

##### 5.1.1. Evolution of Short Films

After a position of dominance in the earliest years of the developing studio system, the short was displaced by the feature and has remained a marginal player ever since.



Short films are continuing to serve a variety of purposes, from artistic expression to commercial advertising. They are used by filmmakers to experiment with new techniques and styles, as well as to explore important social and political issues.

[https://link.springer.com/chapter/10.1057/9781137484369\\_2](https://link.springer.com/chapter/10.1057/9781137484369_2)

### **5.1.2. Short Films Growing Stature in India**

Although short films have traditionally struggled to find a wider audience outside of film festivals, the advent of the internet has changed this trend. Platforms like YouTube, Vimeo, Shorts TV, Disney Hotstar, and Humara Movie Platforms have provided a way for short films to reach a broader audience. In fact, if a short film goes viral and garners significant views, it can even generate a substantial return on investment. Short film festivals around the world also recognize the potential of these films and are increasing in number. As a result, these festivals are giving renewed focus and commitment to showcasing short films and documentaries. (Kapoor, 2017)

### **5.1.3. Short Films and Youth**

One reason for the appeal of short films amongst youth is their ability to address issues that are relevant to them in a relatable and engaging way and another reason for the popularity of short films amongst youth is their ability to showcase diverse perspectives and narratives. In addition to the creative potential of short films, their accessibility and affordability have made them a popular medium for aspiring filmmakers and film enthusiasts. Hence, short films have become a powerful medium for youth to express themselves creatively, raise awareness about social issues, and showcase diverse perspectives and narratives. Strictly Edutainment? Decoding Short Films on Menstruation on YouTube (beyondblood.org)

### **5.1.4. Short Films and regarding Menstrual Health and Hygiene**

Menstruation is a topic that is often considered taboo in society and is restricted to discussions within the confines of the home, often limited to female family members. This lack of conversation and knowledge around menstruation leads to confusion and anxiety amongst young girls who experience menarche. The negative connotations associated with menstruation and the emphasis on concealing it from the rest of the world further perpetuates the devaluation of menstruation and female biological characteristics. Short films can be a powerful tool in promoting menstrual health and hygiene amongst youth. Young people often face barriers in accessing information about menstruation due to cultural and societal taboos. Short films can be used to provide age-appropriate information about menstruation and menstrual hygiene management in a way that is accessible, engaging, and non-judgmental.

<https://www.today.com/health/netflix-documentary-period-end-of-the-sentence-appears-kikupadja-masin-t19216>

Hence it was decided to conduct a study that aims to evaluate the effectiveness of specific short films as a means to increase knowledge and promote positive changes in menstrual health and hygiene practices amongst adolescent girls in government schools located in Vadodara City.

#### **5.1.5. Research questions**

1. How much knowledge do adolescent girls have regarding menstrual health and hygiene?
2. What are the practices followed by adolescent girls during menstruation?
3. What are the myths and taboos followed by adolescent girls regarding menstrual health and hygiene?
4. What are the problems faced by adolescent girls during menstruation?
5. Which is the medium used by the adolescent girls to gain information regarding menstrual health and hygiene?
6. What is the source of information for the adolescent girls to acquire information regarding menstruation and its related facts and queries?
7. Can short films impart information regarding Menstrual Health and Hygiene?

#### **5.1.6. Statement of the Problem**

“Assessing the Effectiveness of selected Short Films as a Medium for Gain in Knowledge and Change in Practices Regarding Menstrual Health and Hygiene Amongst Adolescent Girls Studying in the Government Schools of Vadodara City.”

#### **5.1.7. Objectives of the Study**

1. To study the **Profile** of the adolescent girls studying in Government schools of Vadodara City.
2. To assess the **pre-knowledge level and practices** regarding Menstrual Health and Hygiene amongst adolescent girls studying in Government schools of Vadodara city.



3. To assess the **post-knowledge level and practices** regarding Menstrual Health and Hygiene amongst adolescent girls studying in Government schools of Vadodara city.
4. To study the **overall effectiveness** of selected short films regarding Menstrual Health and Hygiene amongst adolescent girls studying in Government schools of Vadodara city in terms:
  - Gain in Knowledge
  - Desire to Change Practices
5. To study the **differences in the effectiveness of selected short films** as a medium for **gain in knowledge** regarding Menstrual Health and Hygiene amongst adolescent girls studying in Government schools of Vadodara City in relation to the following variables:
  - Exposure to Short Films
  - Exposure to Audio-Visual Medium for the Purpose of Study
6. To study the **differences in the effectiveness of selected short films** as a medium for **desire to change** practices regarding Menstrual Health and Hygiene amongst adolescent girls studying in Government schools of Vadodara City in relation to the following variables:
  - Exposure to Short Films
  - Exposure to Audio-Visual Medium for the Purpose of Study
7. To study the **effectiveness of short films as a Medium for imparting messages** related to Menstrual Health and Hygiene amongst adolescent girls studying in the Government schools of Vadodara city in terms of:
  - Story Line
  - Dialogue Delivery
  - Speed of Narration
  - Language
  - Characters
  - Time

### **5.1.8. Null-Hypotheses of the Study**

1. There will be **no significant differences in the effectiveness of selected Short Films** as medium for **gain in knowledge** regarding Menstrual Health and Hygiene among adolescent girls studying in Government schools of Vadodara City in relation to the following variables:
  - Exposure to Short Films
  - Exposure to Audio-Visual Medium for the Purpose of Study
2. There will be **no significant differences in the effectiveness of selected Short Films** as medium for **desire to change practices** regarding Menstrual Health and Hygiene amongst adolescent girls studying in Government schools of Vadodara City in relation to the following variables:
  - Exposure to Short Films
  - Exposure to Audio-Visual Medium for the Purpose of Study

### **5.1.9. Assumptions of the Study**

1. Adolescent girls need knowledge about Menstrual Health and Hygiene.
2. There is a need to know about menarche amongst adolescent girls.
3. They are not aware about the right practices to be followed during menstruation.
4. Short Films are an effective medium of communication.

### **5.1.10. Delimitations of the Study**

1. The study is delimited to adolescent girls between the age group of 10 to 15 years of age only.
2. The study is delimited to adolescent girls studying in the grade 6th to 8th only.
3. Data collection is limited to the adolescent girls studying in Government Schools of Vadodara City only.
4. The study is delimited to the selected short films as a medium.
5. The study is delimited to the selected Short Films on Menstrual Health and Hygiene only.

## 5.2. METHODOLOGY

### 5.2.1. Population of the Study

The population of the study consists the adolescent girls studying in government schools of Vadodara City.

### 5.2.2. Sample of the Study and Its Selection

The sample of the study comprised of 110 adolescent girls studying in the selected government schools of Vadodara City. The sample was selected using purposive sampling method. The government schools which were providing facilities of projector, speakers, smart board and laptop were selected to conduct a research experiment. Also the principles of the selected government schools were asked about the location where large group of the adolescent girls can sit together and participate in the research study. These facilities were needed for the screening of the selected short films.

The inclusive criteria for selecting the adolescent girls for the present study were as follows:

- The adolescent girls should fall in 10 to 15 years of age.
- The adolescent girls should be studying in 7<sup>th</sup> and 8<sup>th</sup> grade of the selected government school of Vadodara City.
- The adolescent girls should have experienced menarche.

Prior permission to conduct the research was taken from the District Education Officer and principles of the selected government schools of Vadodara City. The list of the adolescent girls studying in 7<sup>th</sup> and 8<sup>th</sup> grade (within the 10 to 15 years of age group) was collected from the government school of Vadodara City, to select the adolescent girls as the sample for conducting the study.

**Table 76: Selected of the Adolescent Girls from Five Selected Government Schools of Vadodara City:**

Name of Schools	Sample Size
Aadi Shankaracharya Primary School, Karodiya – 1	17
Maharshi Valmiki Primary School, Karodiya – 1	28
Kasturba Gandhi Balika Vidhyalaya, Sayajipura	40
Vasana Kotariya Primary School	11
Bhimpura Primary School	11

### 5.2.3. Tool for Data Collection and Its Description

In order to get set and expected data, a questionnaire was developed by the researcher within different segments. These segments were bifurcated as per the objectives of the study. (Refer Appendix: 4 & 5) The questionnaire was organized into different sections as follows:

**Table 77: Research Tool for Data Collection**

Section	Content	Total no. of Questions	Response System
<b>Tools for Pre and Post Test</b>			
<b>1</b>	(A) Background Information	6	Multiple Choice Questions, Open and Close Ended
	(B) Exposure to Audio-Visual Medium for the Purpose of Study	2	Multiple Choice Questions, Open and Close Ended
	(C) Exposure to Short Films	9	Multiple Choice Questions, Open and Close Ended
	(D) Information related to first period of adolescent girls	11	Multiple Choice Questions, Open and Close Ended
<b>2</b>	Knowledge test on Menstrual Health and Hygiene	24	Multiple Choice Questions, Close Ended
<b>3</b>	Practices test on Menstrual Health and Hygiene	13	Multiple Choice Questions, Close Ended and 3-Point Rating Scale
<b>Reaction Scale for selected Short Films</b>		12	Multiple Choice Questions, Open Ended, Close Ended and 3-Point Rating Scale

#### 5.2.3.1. Tools for Pre and Post test

##### Section-1:

##### A. Background Information

This section comprised of the questions regarding background information of the adolescent girls. It had six questions with response system of open and close ended response system. The questions included the adolescent girls' name, age, school name,

grade of education, academic performance in their previous grade, and information about their family background, such as the type of family they belong to.

### **B. Exposure to Audio-Visual Medium for the Purpose of Study**

This section comprised of questions regarding the adolescent girl's use of audio-visual media for the purpose of study. It had two questions with close ended response system. The questions included the adolescent girls' use of audio-visual medium till date during COVID-19 pandemic. It was selected as an independent variable in the present study.

### **C. Exposure to Short Films**

This sections comprised of questions related to the adolescent girls' exposure to short films, which was included the questions like number short films they had watched till date, location at which they had watched short films and for which purpose they were watching short films etc.

### **D. Information regarding First Menstrual Period**

This section comprised of questions related to the adolescent girls' experience of their first menstrual period. It comprised of 11 questions with close ended response system. The questions included the adolescent girls' length of first menstrual period in days, the type of sanitary product they used during their first menstrual period, and the source of information they received about menstruation.

## **Section 2: Knowledge regarding Menstrual Health and Hygiene**

To assess the knowledge level of the adolescent girls about menstrual health and hygiene, a questionnaire with 24 close-ended questions was developed. The questions focused on various aspects such as pre-menstrual syndrome, menstrual cycle, and menstrual hygiene etc. The questions were formulated solely based on the information provided in the selected short films selected in the present study.

### **5.2.3.2. Practices regarding Menstrual Health and Hygiene**

To determine the practices of the adolescent girls regarding menstrual health and hygiene, a questionnaire comprised of 13 close-ended questions and three-point rating scale was developed. The questions focused on the practices followed by the adolescent girls during their menstrual periods at pre-test level. In this section, the questions were

developed only on the bases of information imparted through selected short films. The same tool was used at post-test level to collect the data regarding the adolescent girls desire to change practices after watching selected short films.

#### **5.2.3.3. Reaction Scale**

The reaction scale was developed to record the reaction of the adolescent girls for the selected short films. This reaction scale comprised of 12 questions with close and open ended response system and three-point rating scale. The questions assessed the adolescent girls' reactions about various aspects of the selected short films, such as language, duration, and its subject matter etc. Additionally, an open-ended question was included to allow the selected adolescent girls to provide feedback on selected short films.

#### **5.2.4. Validation of the Tools**

The research tool was given to the five experts from the Department of Extension and Communication and Department of Human Development and Family Studies at the Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara, for validation. The primary goal of the tool validation process was to assess the accuracy and content quality of the developed questionnaires. The validation aimed to ensure that the questions were aligned with the research objectives, the appropriateness of its response system, and the use of relevant language. The feedback and recommendations provided by the five experts were incorporated into the final experiment. (Refer Appendix: 1)

#### **5.2.5. Validation of the Selected Short Films**

The six short listed short films underwent a validation process by five experts from the Department of Extension and Communication and Department of Human Development and Family Studies at Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara. The purpose of the short films' validation was to assess the appropriateness of its content, storyline, and language clarity. (Refer Appendix: 1) The links of these short films were shared through email to five experts, and the experts were asked to rate each short film as appropriate or not appropriate for the research experiment. (Refer Appendix: 2) The highest rated short films by these

experts were selected for the final experiment of the research, and the suggestions & comments given by the experts were taken into consideration.

### 5.2.6. Pre-testing of the Tool and Selected Short Films

A pre-testing of tool and the selected short films was conducted with ten adolescent girls of Kundhela Primary School, Kundhela. The sole purpose of this pre-testing process was to identify the potential issues and problem faced by the adolescent girls while filling out the questionnaires and to decode the messages or information imparted through the selected short films. This helped the researcher with modifications which were needed to be considered while conducting final research experiment.

### 5.2.7. Collection of the Data

After the validating and pre-testing the selected short films and tools, the final data collection was conducted in the month of December 2022 to January 2023. The data collection process involves four major steps, including administration of pre-test, screening of the short films, administration of reaction scale and administration of post-test amongst the adolescent girls.

**Table 78: Sessions conducted and its duration (in hours/minutes) during experiment**

Number of Sessions	Activity	Time Duration (in hours/minutes)
1.	Pre-test of the selected adolescent girls	1 hour
2.	Screening of 'Paheli Ki Saheli' Short Film with reaction scale	45 minutes
3.	Screening of 'Laali: A Tail of Blood' Short Film with reaction scale	40 minutes
4.	Screening of 'Every Girl Bleeds' Short Film with reaction scale	30 minutes
5.	Post-test of selected adolescent girls	40 minutes
	<b>Total Time Duration</b>	3 Hours and 35 minutes

The entire experiment was conducted amongst adolescent girls selected from government school of Vadodara City. The researcher conducted the experiment in each school with each session lasting for 3 hours and 35 minutes. The break of 10 minutes

was given to the adolescent girls after the screening of each short film. The schedule of research experiment was prepared by the researcher and provided to each selected government schools of Vadodara City. The schedule for conducting the research experiment in each government school was prepared based on the schedule provided by selected government schools.

### 5.2.8. Scoring and Categorization of the Data

**Table 79: Categorization of Independent Variables of the Study**

Variables	Basis	Categories
<b>Exposure to Audio-Visual Medium for the Purpose of Study</b>	Above Mean (8 to 19)	More Exposure
	Mean and Below Mean (0 to 7)	Less Exposure
<b>Exposure to Short Films</b>	Above mean (6 to 15)	More Exposure
	Mean and Below Mean (0 to 5)	Less Exposure

**Table 80: Categorization of Dependent Variables of the Study**

Variables	Basis	Categories
<b>Knowledge</b>	Above Mean (32 to 50)	More Knowledge
	Mean and Below Mean (12 to 31)	Less Knowledge
<b>Practice</b>	Above Mean (58 to 76)	Good Practices
	Mean and Below Mean (37 to 57)	Poor Practices

**Table 90: Scoring of Data for Exposure to Audio-Visual Medium for the Purpose of the Study**

Total number of items	Range	Minimum Score	Maximum Score
2	0 – 26	0	26



**Table 100: Scoring of Data for Exposure to Short Films**

Total number of items	Range	Minimum Score	Maximum Score
9	0 – 32	0	32

**Table 101: Scoring of Data for Knowledge regarding Menstrual Health and Hygiene**

Total number of items	Range	Minimum Score	Maximum Score
24	0 – 61	0	61

**Table 102: Scoring of Data for Practice regarding Menstrual Health and Hygiene**

Total number of items	Range	Minimum Score	Maximum Score
13	0 – 87	0	87

**Table 103: Scoring Patterns According to the Nature of Statements for the Practices followed Regarding Menstrual Health and Hygiene**

Nature of Statements	Great Extent	Some Extent	Less Extent
Positive	3	2	1
Negative	1	2	3

**Table 104: Categorization of Prior-Practices regarding Menstrual Health and Hygiene**

Categories	Range of Intensity Indices
Great Extent	2.37 to 2.66
Some Extent	2.07 to 2.36
Less Extent	1.77 to 2.06

**Table 105: Categorization of Post-Practices regarding Menstrual Health and Hygiene**

Categories	Range of Intensity Indices
Great Extent	2.43 to 2.70
Some Extent	2.15 to 2.42
Less Extent	1.87 to 2.14

**Table 106: Scoring Patterns according to the Nature of Statements for the Reactions related to Three Selected Short Films**

Nature of Statements	Great Extent	Some Extent	Less Extent
Positive	3	2	1
Negative	1	2	3

**Table 107: Categorization of the Reactions related to Three Selected Short Films**

Categories	Range of Intensity Indices		
	‘Paheli Ki Saheli’	‘Laali: A Tail of Blood’	‘Every Girl Bleeds’
Great Extent	2.47 to 2.89	2.43 to 2.85	2.51 to 2.94
Some Extent	2.04 to 2.46	2.00 to 2.42	2.07 to 2.50
Less Extent	1.61 to 2.03	1.57 to 1.99	1.64 to 2.06

**Table 108: Scoring Pattern for the Items Associated with Three Selected Short Films**

Statements	Response System	Score
Items Associated with three selected Short Films	Great Extent	3
	Some Extent	2
	Less Extent	1

**Table 109: Categorization of the Items Associated with Three Selected Short Films**

Categories	Range of Intensity Indices		
	‘Paheli Ki Saheli’	‘Laali: A Tail of Blood’	‘Every Girl Bleeds’
Great Extent	2.83 to 2.94	2.77 to 2.89	2.82 to 2.96
Some Extent	2.72 to 2.84	2.64 to 2.76	2.67 to 2.81
Less Extent	2.60 to 2.71	2.51 to 2.63	2.53 to 2.66

### 5.2.9. Plan of Statistical Analysis

**Table 110: Statistical Measure about Analysis of Data**

Section	Purpose	Statistical Measures
1.	Background Information Exposure to Audio-Visual Medium Exposure to Short Films Information related to First Menstrual Period	Frequency and Percentage Distribution
2.	Knowledge related to Menstrual Health and Hygiene and selected Variables	Frequency Percentage Distribution, Correlation test and Mann Whitney U-test
3.	Practices related to Menstrual Health and Hygiene and selected Variables	Frequency Percentage Distribution, Correlation Test, Intensity Indices and Mann Whitney U-test
4.	Reaction Scale	Frequency Percentage Distribution and Intensity Indices

### 5.2.10. Ethical Consideration

The study was conducted in accordance with ethical standards and obtained approval from The Institutional Ethic Committee for Human Research (IECHR) at the Faculty of Family and Community Science, The Maharaja Sayajirao University of Baroda, Vadodara, with ethical approval number IECHR/FCSc/M.Sc./2022/15 (Refer Appendix:6) The study protocol and consent form were reviewed and approved by the ethical committee. Participation of the adolescent girls was completely voluntary, anonymous, and based on their consent.

### **5.3. Major Findings**

#### **5.3.1. Background Information of the Adolescent Girls**

- Half (50%) of the adolescent girls fall in the 12 to 13 years of age.
- High majority (64.5%) of the adolescent girls were studying in 8<sup>th</sup> grade of the selected government schools of Vadodara City.
- Nearly sixty percent (57.3%) of them were living in an Extended family setting.

#### **5.3.2. Exposure to Audio-Visual Medium for the Purpose of Study of the Adolescent Girls**

- Very high majority, 97.3 percent, of the adolescent girls had studied through audio-visual medium.
- More than sixty percent (61.7%) of the adolescent girls had studied through mobile phone.
- Half of them (51.4%) had studied through audio-visual medium in their school programs.
- High majority (90%) of the adolescent girls had studied through audio-visual medium during COVID-19 pandemic.
- Very high majority (93%) of the adolescent girls were studying through mobile phone during COVID-19 pandemic.
- Almost eighty-four per cent (83.8%) of the adolescent girls had studied through audio-visual medium at their home during COVID-19 pandemic.

#### **5.3.3. Exposure to Short Films of the Adolescent Girls**

- Almost half of the adolescent girls, 50.9 per cent, had viewed short films till date and high majority (76.8%) of them had viewed 1 to 3 short films.
- Majority (60%) of the adolescent girls who viewed short films did saw in the school.
- Finding reveals that 41.1 per cent of the adolescent girls reported viewing short films to seek information, and equal percentage of them reported viewing short films to learn something new.

- The most commonly viewed short films by adolescent girls were those on the topic of good and bad touch, with almost thirty-four per cent (33.9%) of them had viewed such films.
- Nearly ninety percent (89.3%) of the adolescent girls were viewing short films on YouTube.

#### **5.3.4. Information related to First Menstrual Period of the Adolescent Girls**

- Nearly half (48.2%) of the adolescent girls had information of menstruation before getting into periods and high majority (92.4%) of them had acquired the information regarding menstruation from their mother, while 38.1 percent through Television.
- The majority (68.2%) of the adolescent girls had their first menstrual period in the age of 12 to 13 years.
- Very high majority of the adolescent girls (91.8%) were having regular periods.
- Finding reveals that 42.7 per cent of the adolescent girls had their first menstrual period for 4 to 5 days.
- More than majority (62.7%) of the adolescent girls were scared when they had their first menstrual period and 49.1 percent reported feeling sad during their first menstrual period.
- Almost seventy-six per cent (75.5%) of the adolescent girls had used pad during their first menstrual period.
- Very high majority (92.7%) of the adolescent girls were regular in school and almost seventy-three per cent (72.7%) of the adolescent girls were participating in sports activities during their menstrual periods.

#### **5.3.5. Knowledge of the Adolescent Girls regarding Menstrual Health and Hygiene before and after the intervention**

- Almost forty three percent (42.7%) of the adolescent girls had more knowledge and 57.3 percent of them had less knowledge about menstrual health and hygiene before intervention.
- Almost half (50.9%) of the adolescent girls had more knowledge and 49.1 per cent of them had less knowledge regarding menstrual health and hygiene after the intervention.

- The study found a high significant difference in knowledge gain amongst the adolescent girls who watched the selected short films during intervention; this suggests that the short films were an effective educational tool.
- There was significant difference in gain in knowledge of the adolescent girls regarding menstrual health and hygiene in relation to their exposure to audio-visual medium.
- That there was no significant difference in the gain in knowledge of the adolescent girls regarding menstrual health and hygiene in relation to their exposure to short films.

#### **5.3.6. Practices of the Adolescent Girls regarding Menstrual Health and Hygiene before and after the intervention**

- Almost forty one per cent (40.9%) of the adolescent girls were following good practices and 59.1 percent of them were following poor practices before intervention.
- After the intervention, 47.3 percent of the adolescent girls had high desire and 52.7 percent of them had low desire to change their practices regarding menstrual health and hygiene.
- There was high significant difference in desire to change practices amongst adolescent girls regarding menstrual health and hygiene.
- There was significant difference in desire to change in practices of the adolescent girls regarding menstrual health and hygiene in relation to their exposure to audio-visual medium.
- There was no significant difference in desire to change in practices of the adolescent girls regarding menstrual health and hygiene in relation to their exposure to short films.

#### **5.3.7. Reactions of the Adolescent Girls related to selected Short Films**

- High majority (84.5%) of the adolescent girls reported that the 'Paheli Ki Saheli' short film was very good, for 'Laali - A Tale of Blood' short film 76.4 percent , whereas for 'Every Girl Bleeds' short film, a very high majority (84.5%) of the adolescent girls rated it as very good.
- Almost forty-seven per cent (46.4%) adolescent girls reported that the subject matter of "Paheli Ki Saheli" was new to them, for "Laali: A Tail of Blood"

almost fifty-one percent (50.9%), and for "Every Girl Bleeds", the half (49.1%) of them found the subject matter to be new.

- Finding reveals that 47.3 percent of the adolescent girls found the duration of 'Paheli Ki Saheli' short film to be long and for 'Laali: A Tail of Blood' 45.5 percent, while for 'Every Girl Bleeds' 40.9 percent of the adolescent girls found the duration to be long.
- High majority (97.3%) of the adolescent girls found the language of 'Paheli Ki Saheli' short film was easy to understand and for 'Laali: A Tail of Blood' 99.1 percent of them while for 'Every Girl Bleeds' short film 94.5 percent of them reported the same.
- Very high majority (98.2%) of the adolescent girls found the information imparted through 'Paheli Ki Saheli' short film was more useful and for 'Laali: A Tail of Blood' short film, 99.1 percent of them while for 'Every Girl Bleeds' short film, 94.5 percent of the adolescent girls reported the same.
- Majority of the adolescent girls liked the story and characters of the three selected short films.
- The adolescent girls were strongly agreed that the information imparted through 'Paheli ki Saheli' short film was accurate and it was providing lot of information in short duration.
- For 'Laali: A Tail of Blood' short film, the adolescent girls were greatly agreed that the conversation between characters was clear and easy to understand and information was enlightening.
- Finally for 'Every Girl Bleeds' short films, the adolescent girls were greatly agreed that information was presented in simple manner and it was accurate.

## 5.4. Conclusion

Short films are known for their versatility in conveying messages in a visually stunning way. They offer a medium that can effectively raise awareness about various topics, including menstrual health and hygiene. Unfortunately, in many societies, menstruation is still considered a taboo topic, leading to a lack of awareness and education among women and girls. They also believe that menstruation is a curse of God and should not be discussed openly, especially with male members of the family. This leads to a lack of information about menstruation among adolescent girls, the lack of information leads them to follow wrong practices and ultimately it affects their health.

Therefore, the negative consequences of lack of information about menstruation can be severe. For instance, women and adolescent girls may not have access to proper hygiene products, leading to health issues. Additionally, social stigma surrounding menstruation can limit women and adolescent girls' participation in daily activities. Therefore, it is important to educate women and adolescent girls about menstrual hygiene and healthy practices to be followed during menstruation. They should be informed about the facts and consequences of following wrong practices.

To address these issues related to menstruation, the use of short films has emerged as an effective tool to raise awareness about menstrual health and hygiene, break down societal barriers, and promote education on the topic. There are various short films available on platforms like YouTube, Pocket Films etc. made on menstruation, and its related myths & taboos. Similarly, in the present study, the researcher sought to test the effectiveness of the short films in educating adolescent girls about menstrual health and hygiene. To achieve this, the researchers selected three short films, namely “Paheli Ki Saheli, Every Girl Bleeds, and Laali: A Tail of Blood”. These short films were selected to impart information about menstrual health and hygiene, and aimed to educate adolescent girls about prevalent societal myths and taboos surrounding menstruation. Through these films, the researchers hoped to motivate adolescent girls to follow good practices regarding menstrual health and hygiene. The use of short films offered an engaging and visually appealing medium to deliver this information effectively.

Overall, the study highlights the potential of short films as an effective tool to educate and raise awareness about important health topics. In the case of menstrual



health and hygiene, the use of short films can play a crucial role in breaking down taboos and promoting education to improve the health and well-being of women and girls.

The present study aimed to investigate the characteristics and learning practices of the adolescent girls, with a particular focus on their exposure to audio-visual medium and knowledge about menstruation. The study found that the majority of the adolescent girls were in the age group of 12 to 13 years, were studying in 8th standard, and living in extended family settings. This suggests that this age group and educational level are critical for targeting interventions and support for adolescent girls' learning and development.

Most of the adolescent girls reported studying through mobile phone being a popular form of audio-visual medium. Specifically, most of them had studied using mobile phones at their school and home, especially during the COVID-19 pandemic. It highlights the importance of accessible and affordable technology for supporting learning among adolescent girls, especially during times of crisis such as the pandemic. The school curriculum should provide education on menstruation to the adolescent girls, which will create a more enabling environment for them to discuss and to solve their queries.

The study revealed that half of the adolescent girls had watched short films before intervention, indicating that access to digital resources and educational programs that incorporate short films is still limited in some communities. However, most of them had watched 1 to 3 short films at their school with the purpose of seeking information or learning something new. This indicates that short films can be an effective educational tool for the adolescent girls to learn and be informed about important topics such as good and bad touch, true friendship, and menstrual health and hygiene. By considering this findings the schools can use short films to teach the students about various societal issues, as short films provides both entertainment and education simultaneously.

After watching short films the adolescent girls had gain knowledge and showed their desire to change practices, which indicates that selected short films were effective as a medium for creating the awareness about prevalent societal issues. The study notes that short films are a type of audio-visual form that provides a wide range of messages in

various styles, which can be helpful in connecting with the audience, engaging them, and provoking a response. Other than menstruation, the short films can be used to create awareness and to impart information about issues such as domestic violence, eave teasing, sexual harassment etc.

The short films used in the present study, were not only providing knowledge, but also entertained and kept the adolescent girls engaged throughout the learning process. This makes learning through such a medium easier for adolescence to grasp knowledge. The reactions of the adolescent girls related to the short films indicates that the language used in the short films were easy to understand and provided more useful information in simple manner, and it can be concluded that the short films were well-received by the selected adolescent girls.

Alternatively, it is important to note that the storyline, characters, and music used in the short films was greatly appealed to the adolescent girls, which indicates that the use of various elements can impact the audience's preferences and engagement, while also helping to effectively promote the short films. Other studies have suggested that audio and visual elements, such as music, sound effects, and colors, can influence viewers' emotions and cognitive processes. Additionally, according to the adolescent girls, the short films were able to present information in simple manner along with providing entertainment at the same time.

While using short films as intervention tool, the various other form of communication can be used such as Illustrative Talks, Flax, Charts, Posters and Educational Game. These medium can also be used which teaching the adolescent girls about menstruation health and hygiene. By using mix-methods, it will help to educate the adolescent girls with more detailed information and interactive process will lead to an open discussion among them to clear their doubts.

Hence, by considering the facts and findings of the present study it can be concluded that the selected short films were effective in imparting knowledge and motivating the adolescent girls to change practices regarding menstrual health and hygiene.

## **Suggestions for the Future Researches**

The present study suggest that there is need for more continued education and intervention are needed to bring behavioural change amongst the adolescent girls regarding menstrual health and hygiene. This kind of education should be added in the school educational curriculum to provide them more engaged and easy access of such information. The family should also provide enabling environment to the menstruating women, which will lead to an positive behaviour towards menstruation. Keeping aside all the myths and misconceptions about the menstruation, family and school should provide right information and right practices to be followed during periods. This will help menstruating bodies to improve their health and hygiene practices and these practices will lead to improved health.

Menstruation is such a topic which is still considered a taboo topic and this taboos affects the physical and mental ability of the adolescent girls while menstruating. That is why the continuing education about menstrual myths, taboos and misconception should be taken up. The use of mix method intervention would lead to some positive outcomes amongst the target group. Such taboo like not to reveal being on menstruation or not to discuss with male about it is still prevalent in our society. That is why it is equally important to open up discussion on it and even educating the male members of the family about the basic knowledge of menstruation health and hygiene can also help in creating more supportive and positive environment for the menstruating females.

Other than this, the short films can also be used as medium to create awareness on various other social issues like gender equality, domestic violence, eave teasing, human trafficking etc. This might help in changing the behaviour of the audience towards these topics in future. To create awareness and to promote the sensitivity of this topic amongst the youth will lead to a better world.

## **5.5. Recommendations for Future Researches**

1. A similar study can be conducted with adolescent girls of different age group.
2. A similar study can be conducted by selecting women as the target group.
3. The study can be conducted using short films as a medium to create awareness about social issues such as domestic violence, gender equality, self-defense, sexual harassment, eave teasing, and mental health.
4. An action project can be taken up to impart information on safe hygiene and sanitary practices.
5. A similar study can also be conducted by selecting males as the target group, which would help to create a more enabling environment for menstruating females.
6. Furthermore, a comparative experimental study could be conducted on the same topic, where the control group will be educated using traditional media and the experimental group will be educated through short films.
7. A qualitative research, including Focus Group Discussions (FGDs), can be conducted to understand the attitude of the adolescent girls regarding myths and taboos related to menstruation.

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## **APPENDICES**

## **APPENDIX 1**

### **VALIDATION LETTER OF TOOL**



**DEPARTMENT OF EXTENSION AND COMMUNICATION  
FACULTY OF FAMILY AND COMMUNITY SCIENCES  
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA, VADODARA**

Validation Letter of Tool

Date:

To,

Respected Sir/Madam,

I am Senior Master's student of the Department of Extension and Communication, Faculty for Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara, for the partial fulfilment of my master's degree, I am conducting a study on "Assessing the Effectiveness of Selected Short Films as a Medium for Gain in Knowledge and Change in Practices Regarding Menstrual Health and Hygiene amongst Adolescent Girls Studying in Government Schools of Vadodara City".

You have been selected as an expert for the validation of the research tool. Kindly check this tool for it's:

- Relevance of Content
- Response System
- Clarity of Language
- Sentence formation

Please give your valuable suggestions/ advise for necessary changes and improvements. Your suggestions will be highly appreciated.

Thanking you,  
Yours Sincerely,

**Ms. Chaitalee Chauhan**

Sr. M. Sc. Student  
(Research Scholar)

**Dr. Avani Maniar**

Head of the Department  
(Guide)

**Dr. Shivani Mehta**

Temporary Assistant Professor  
(Co-Guide)

## **APPENDIX 2**

### **VALIDATION LETTER OF SHORT FILMS**



**DEPARTMENT OF EXTENSION AND COMMUNICATION  
FACULTY OF FAMILY AND COMMUNITY SCIENCES  
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA, VADODARA**

Validation Letter of Short Films

Date:

To,

Respected Sir/Madam,

I am Senior Master's student of the Department of Extension and Communication, Faculty for Family and Community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara, for the partial fulfilment of my master's degree, I am conducting a study on "Assessing the Effectiveness of Selected Short Films as a Medium for Gain in Knowledge and Change in Practices Regarding Menstrual Health and Hygiene amongst Adolescent Girls Studying in Government Schools of Vadodara City".

You have been selected as an expert for the validation of the selected short films and the links of the short films will be shared in the email. Kindly check these short films for it's:

- Relevance of Content
- Story Line
- Language Clarity
- Dialogues
- Duration of the selected Short Films

Please give your valuable suggestions/ advice in appropriate selection of short films and the links of the short films will be shared in the email. Your suggestions will be highly appreciated.

Thanking you,  
Yours Sincerely,

**Ms. Chaitalee Chauhan**

Sr. M. Sc. Student  
(Research Scholar)

**Dr. Avani Maniar**

Head of the Department  
(Guide)

**Dr. Shivani Mehta**

Temporary Assistant Professor  
(Co-Guide)

## **APPENDIX 3**

### **TOOL FOR VALIDATION OF SHORT FILMS**

Tool for the Validation of Short Films

Q-1. Kindly rate the following selected short films and tick mark ( ✓ ) against the relevant responses.

Name of the Short Films													
		Paheli ki Saheli		Menstrual Hygiene		Panch Dino Ka Sach		Laali: A Tail of Blood		Every Girl Bleeds		Luna and Period	
Sr. No.	In terms of...	Appropriate	Not Appropriate	Appropriate	Not Appropriate	Appropriate	Not Appropriate	Appropriate	Not Appropriate	Appropriate	Not Appropriate	Appropriate	Not Appropriate
1	Relevance of Content												
2	Story Line												
3	Language Used												
4	Dialogues												
5	Duration												
6	Visuals												

Q-2. Any other Comments/Suggestions

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**APPENDIX 4**

**RESEARCH TOOL**

**(ENGLISH)**





**Department Of Extension and Communication,  
Faculty of Family and Community Sciences,  
The Maharaja Sayajirao University of Baroda, Vadodara**

**CONSENT LETTER**

**Date:**     /     /

**Dear Respondent,**

My name is Ms. Chaitalee Chauhan and I am a senior master's student of Department of Extension and communication, Faculty of family and community Sciences, The Maharaja Sayajirao University of Baroda, Vadodara. As a part of my Masters study for the partial fulfilment of dissertation, I am carrying out an action research on, "Assessing the Effectiveness of Selected Short Films as a Medium for Gain in Knowledge and Change in Practices Regarding Menstrual Health and Hygiene amongst Adolescent Girls Studying in Government Schools of Vadodara City", under the guidance of Dr. Avani Maniar, Head of the Department of Extension and Communication and Dr. Shivani Mehta, Temporary Assistant Professor. The aim of the study is to check the effectiveness of short films related to menstrual health and hygiene amongst school going adolescent girls.

The Department of Extension and Communication supports the practice of the protection of human participants in research. You can decide whether or not you want to participate in the research after reading the information provided below. You are not required to participate in the study and are completely free to decide whether you wants to answer or not answer any of the questions in the questionnaire.

In this questionnaire, the respondents will be asked to provide information related to demographic profile, about their first menstruation, knowledge and practices related to menstrual health and hygiene, knowledge related to short films.

You have been selected as a respondent for this study. There is no risking harm as well as benefit in responding to this question here. But your response and valuable

feedback will help us in check how much short films can be effective to gain in knowledge and change in practices related to menstrual health and hygiene amongst adolescent girls. These findings of the study will be only used for educational purposes.

I respect your privacy and in no circumstances, your identity will be revealed directly or indirectly at any stage of the research. The information you provide will be kept strictly confidential. I request and really hope that you take part in responding to this tool, it will take only 15 to 20 minutes of your valuable time. All questions present in the questionnaire are mandatory. Please feel free to contact us by phone or email if you have any additional questions about this study.

Your Participation is important and highly appreciated.

Thanking You.

Ms. Chaitalee Chauhan

Research Scholar

(Contact No.: 9664629703)

(E-mail I'D: [Chauhanchaitalee28@gmail.com](mailto:Chauhanchaitalee28@gmail.com))

**Dr. Avani Maniar**

(Guide)

**Dr. Shivani Mehta**

(Co-Guide)

## **[PRE-TEST TOOL]**

### **Section 1: Personal Information**

**Directions:** Following are some of the questions regarding your personal information. Please answer the questions in the given space✓ or put ( ) tick mark wherever require.

1. Name : \_\_\_\_\_

2. Age

a. 10 – 11 ☐

b. 12 – 13 ☐

c. 14 – 15 ☐

3. Name of School : \_\_\_\_\_

4. Standard

a. 7<sup>th</sup> ☐

b. 8<sup>th</sup> ☐

5. What percentage (%) did you get in your previous standard?

**(If you don't remember the answer of this questions, you can write "Do not remember" in the below blank space.)**

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6. Type of Family

a. Nuclear Family ☐

b. Single Parent Family ☐

c. Joint Family ☐

## **Exposure to Audio-Visual Medium for the Purpose of Study**

**Directions:** Please answer the questions in the space given or put ☐ tick mark wherever require.

**1.** Have you ever studied through audio-visual medium?

- a. Yes ☐
- b. No ☐
- c. Do not remember ☐

If yes, by which of the following medium? (Can choose more than 1 option)

- a. Smart TV ☐
- b. Smart Board ☐
- c. Projector ☐
- d. Laptop ☐
- e. Mobile Phone ☐
- f. Films ☐
- g. Television ☐
- h. None of the above ☐
- i. Any other: \_\_\_\_\_

Where have you studied through the audio-visual medium mentioned above?

(Can choose more than 1 option)

- a. At school program ☐
- b. At Anganwadi program ☐
- c. In classroom ☐
- d. At home ☐
- e. At public event ☐
- f. None of the above ☐
- g. Any other: \_\_\_\_\_

**2.** Have you ever studied through audio-visual medium during COVID-19 pandemic?

- a. Yes ☐
- b. No ☐
- c. Do not remember ☐

If yes, by which of the following medium? (Can choose more than 1 option)

- a. Smart TV ☐
- b. Smart Board ☐
- c. Projector ☐
- d. Laptop ☐
- e. Mobile Phone ☐
- f. Films ☐
- g. Television ☐
- h. None of the above ☐
- i. Any other: \_\_\_\_\_

Where have you studied through the audio-visual medium mentioned above?

(Can choose more than 1 option)

- a. In school program ☐
- b. In Anganwadi program ☐
- c. In classroom ☐
- d. At home ☐
- e. At public event ☐
- f. None of the above ☐
- g. Other: \_\_\_\_\_

## **Exposure to Short Films (Films of Short Duration)**

**Directions:** Following are some of the questions regarding knowledge related to short film (film of short duration). Please answer the questions in the given space or put (✓) tick mark wherever require.

1. Have you ever watched short film?

a. Yes ☐

b. No ☐

If yes, which short film have you watched?

---

2. How many short films have you watched till date?

a. 1 to 3 ☐

b. 4 to 5 ☐

c. 6 to 7 ☐

d. More than 7 ☐

e. Not even one ☐

3. Where did you watch the short film? (Can choose more than 1 option)

a. At school ☐

b. On Television (ShortsTV) ☐

c. At friends home ☐

d. At cinema house ☐

e. None of the above ☐

4. Why do you watch short film? (Can choose more than 1 option)

a. For entertainment ☐

b. For study ☐

c. For time pass ☐

d. To seek information ☐

e. To learn something new ☐

f. None of the above ☐

5. On which topic have you watched short film so far? (Can choose more than 1 option)

a. Domestic Violence ☐

b. Sexual Harassment ☐

c. Gender Equality ☐

d. Good and Bad touch ☐

e. On subject of study ☐

f. Self-Defense ☐

g. Yoga ☐

h. True Friendship ☐

i. Inspirational ☐

j. None of the above ☐

6. On which platform do you watch short film? (Can choose more than 1 option)

- a. YouTube ☐
- b. Instagram ☐
- c. Television ☐
- d. Netflix ☐
- e. Amazon Prime ☐
- f. Pica-Shaw ☐
- g. Disney TV Hotstar ☐
- h. None of the above ☐

7. What is the duration of short film?

**(If you do not know the answer of this question, you can write “Don’t Know” in given space.)**

---

8. Have you ever made any short film?

- a. Yes ☐
- b. No ☐

If yes, on which subject have you made it?

---

9. Have you ever watched short film related to menstruation?

- a. Yes ☐
- b. No ☐

If yes, which short film have you watched?

---

## **Information Regarding First Menstrual Period**

**Directions:** Following are some of the questions regarding your first period. Please put the (✓) tick mark against most appropriate answer.

1. Did you know about menstruation before getting into periods?

- a. Yes ☐
- b. No ☐
- c. Had some idea ☐

If yes, from whom did you acquire that information? (Can choose more than 1 option)

- a. Mother ☐
- b. Father ☐
- c. Brother ☐
- d. Sister ☐
- e. Grand Father ☐
- f. Grand Mother ☐
- g. Friend ☐
- h. Teacher ☐
- i. Do not remember ☐
- j. Any other: \_\_\_\_\_

From which medium did you acquired the information? (Can choose more than 1 option)

- a. Television ☐
- b. Book ☐
- c. Instagram ☐
- d. Facebook ☐
- e. Newspaper ☐
- f. Magazine ☐
- g. Do not remember ☐
- h. Any other: \_\_\_\_\_

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

- a. 10 – 11 ☐
- b. 12 – 13 ☐
- c. 14 – 15 ☐
- d. Do not remember ☐

3. Do you have regular periods?

- a. Yes ☐
- b. No ☐



If no, who did you consult?

- a. Doctor ☐
- b. ASHA Worker ☐
- c. Neighbor ☐
- d. Friend ☐
- e. Family members ☐
- f. Any other: \_\_\_\_\_

4. What was the duration (in days) of your first period?

- a. 2 – 3 ☐
- b. 4 – 5 ☐
- c. 6 – 7 ☐
- d. Do not remember ☐

5. What was your reaction when you got your first period? (Can choose more than 1 option)

- a. Felt shame ☐
- b. Got angry ☐
- c. Felt happiness ☐
- d. Got scared ☐
- e. Was confused ☐
- f. Was shocked ☐

6. What was the gap (in days) between your first two periods?

- a. 15 – 20 ☐
- b. 21 – 25 ☐
- c. 26 – 30 ☐
- d. Do not remember ☐

7. What did you used during your first period? (Can choose more than 1 option)

- a. Pad ☐
- b. Cloth ☐
- c. Grass ☐
- d. Wool ☐
- e. Nothing ☐

8. Who informed you to use the above mentioned sanitary product? (Can choose more than 1 option)

- a. Mother ☐
- b. Sister ☐
- c. Father ☐
- d. Brother ☐
- e. Grand Father ☐
- f. Grand Mother ☐
- g. Teacher ☐
- h. Friend ☐
- i. Any other: \_\_\_\_\_

**9.** How do you feel during periods? (Can choose more than 1 option)

- a. Mood swings ☐
- b. Angry ☐
- c. Sad ☐
- d. Happy ☐
- e. Do not understand ☐

**10.** Do you attend regular school during periods?

- a. Yes ☐
- b. No ☐

If no, than why? (Can choose more than 1 option)

- a. Feel ashamed ☐
- b. Due to pain ☐
- c. Worry about staining clothes ☐
- d. Due to unwillingness ☐
- e. Any other: \_\_\_\_\_

**11.** Do you participate in sports activities during menstruation?

- a. Yes ☐
- b. No ☐

If no, than why? (Can choose more than 1 option)

- a. Feel ashamed ☐
- b. Due to pain ☐
- c. Worry about spoiling clothes ☐
- d. Due to unwillingness ☐
- e. Any other: \_\_\_\_\_

## **Section 2: Knowledge Test on Menstrual Health and Hygiene**

**Directions:** Following are some of the questions regarding your knowledge about menstrual health and hygiene. Please put the (✓) tick mark against most appropriate answer.

1. What are the symptoms experienced before periods called?
  - a. Menstrual Syndrome ☐
  - b. Pre-Menstrual Syndrome ☐
  - c. Post-Menstrual Syndrome ☐
  - d. Do not know ☐
  
2. What is Menstruation?
  - a. Discharge of blood and mucosal tissue from the inner lining of the uterus ☐
  - b. Dirty blood of body ☐
  - c. Hormonal changes occur in the body ☐
  - d. Curse of god ☐
  - e. Excretion of body waste ☐
  - f. Sign of impurity ☐
  - g. Do not know ☐
  
3. From where does blood come out during menstruation? **Or** From where do girls bleed during periods?
  - a. Urethral ☐
  - b. Uterus ☐
  - c. Vagina ☐
  - d. Do not know ☐
  
4. At what age does menstruation **usually** start?
  - a. 5 – 9 ☐
  - b. 10 – 15 ☐
  - c. 16 – 20 ☐
  - d. Do not know ☐
  
5. How many days does menstruation **usually** last?
  - a. 1 – 2 ☐
  - b. 3 – 7 ☐
  - c. 8 – 10 ☐
  - d. More than 10 days ☐
  
6. **Usually**, what should be the gap (in days) between two periods?
  - a. 15 ☐
  - b. 20 ☐
  - c. 28 ☐
  - d. Do not know ☐

7. What is the gap between two periods called?
- a. Menarche ☐
  - b. Menstrual Cycle ☐
  - c. Menstruation ☐
  - d. Do not know ☐
8. Why is it important to get into periods? (Choose more than 1 option)
- a. To make body more stronger ☐
  - b. For proper development of the body ☐
  - c. To make the body able to reproduce ☐
  - d. Do not know ☐
9. What should be used during periods? (Choose more than 1 option)
- a. Pad ☐
  - b. Cloth ☐
  - c. Grass ☐
  - d. Wool ☐
  - e. Nothing ☐
10. What should be done with used pads during periods? (Choose more than 1 option)
- a. Wrap it in paper and throw in the trash ☐
  - b. Throw in open land ☐
  - c. Wash and reuse ☐
  - d. Burn it ☐
  - e. Flush in toilet ☐
  - f. Dig up and bury ☐
11. What should be done with used piece of cloth during periods? (Choose more than 1 option)
- a. Wrap it in paper and throw in the trash ☐
  - b. Throw in open land ☐
  - c. Wash and reuse ☐
  - d. Burn it ☐
  - e. Flush in toilet ☐
  - f. Dig up and bury ☐
12. Which part of the body usually pains during periods? (Choose more than 1 option)
- a. Hand ☐
  - b. Leg ☐
  - c. Lower abdomine ☐
  - d. Waist ☐
  - e. Head ☐
  - f. None of the above ☐

**13.** Why does abdominal pain usually occur during periods?

- a. Due to inadequate intake of nutritious food ☐
- b. Due to heavy work ☐
- c. Due to contraction in uterine ☐
- d. Do not know ☐

**14.** What should be done to get relief from menstrual pain? (Choose more than 1 option)

- a. Take medicine ☐
- b. Do exercise ☐
- c. Take rest ☐
- d. Do yoga ☐
- e. Consult a doctor ☐
- f. Use hot water bag ☐
- g. None of the above ☐

**15.** What should be done if the pain in gum is very severe and lasts for too long? (Choose more than 1 option)

- a. Consult a doctor ☐
- b. Consult Anganwadi worker ☐
- c. Use hot water bag ☐
- d. Take rest ☐
- e. Do nothing ☐

**16.** Which nutrient does the body loses the most during periods?

- a. Vitamin ☐
- b. Calcium ☐
- c. Iron ☐
- d. Do not know ☐

**17.** Which type of food should be consumed during periods? (Choose more than 1 option)

- a. Fruits ☐
- b. Pulses ☐
- c. Curd ☐
- d. Pickle ☐
- e. Green Leafy Vegetables ☐
- f. Eggs ☐
- g. Iron rich food (dates, sesame, millet etc.) ☐
- h. Vitamin C rich food (orange, strawberry etc.) ☐
- i. Cold Drinks (Coca, Pepsi etc.) ☐
- j. Raw papaya ☐

**18.** Regularly or at least how many times should take bath during periods?

- a. 1 ☐
- b. 2 ☐
- c. More than 3 times ☐
- d. Not even once ☐

**19.** What should be used to clean genitals during periods? (Choose more than 1 option)

- a. Only water ☐
- b. Soap ☐
- c. Body wash ☐
- d. Wet cloth ☐

**20.** What should be used to wash hands during periods? (Choose more than 1 option)

- a. Only water ☐
- b. Soap ☐
- c. Sanitizer ☐
- d. Hand wash ☐

**21.** Why is it important to maintain hygiene during periods? (Choose more than 1 option)

- a. To keep the body clean ☐
- b. To avoid serious diseases ☐
- c. To keep the genitals clean ☐
- d. Do not know ☐

**22.** Which disease is more likely to occur due to irregular hygiene practices during periods?

- a. Vaginal infection ☐
- b. Abdominal pain ☐
- c. Difficulty in breathing ☐
- d. Do not know ☐

**23.** At what age do periods usually stop?

- a. 24 – 35 ☐
- b. 36 – 44 ☐
- c. 45 – 55 ☐
- d. Do not know ☐

**24.** What kind of changes occurs in the body during adolescence? (Choose more than 1 option)

- a. Size of the breast increases ☐
- b. Facial hair growth ☐
- c. Pubic hair growth ☐
- d. Heaviness in voice ☐
- e. Acne on face ☐
- f. Weight gain ☐
- g. Height increases ☐

### **Section 3: Practices Test on Menstrual Health and Hygiene**

**Directions:** Following are some of the questions regarding practices you follow during menstruation related to menstrual health and hygiene. Please put the ( ✓ ) tick mark against most appropriate answer.

1. Do you eat nutritious food during periods?
  - a. Yes ☐
  - b. No ☐
2. Which type of food do you eat during periods? (Choose more than 1 option)
  - a. Fruits ☐
  - b. Pulses ☐
  - c. Curd ☐
  - d. Pickle ☐
  - e. Green leafy vegetables ☐
  - f. Eggs ☐
  - g. Iron rich food (dates, sesame, millet etc.) ☐
  - h. Vitamin C rich food (orange, strawberry etc.) ☐
  - i. Cold drinks (Coca Cola, Pepsi etc.) ☐
  - j. Raw papaya ☐
3. What do you do to ease pain during periods? (Choose more than 1 option)
  - a. I take medicine ☐
  - b. I do Exercise ☐
  - c. I take rest ☐
  - d. I do yoga ☐
  - e. I use hot water bag ☐
  - f. I use cold water bag ☐
  - g. Does Nothing ☐
4. What do you do if the pain in gum is very severe and lasts for too long? (Choose more than 1 option)
  - a. I consult a doctor ☐
  - b. I consult Anganwadi worker ☐
  - c. I use hot water bag ☐
  - d. I take rest ☐
  - e. Does nothing ☐
5. Do you take medicine to delay your period?
  - a. Yes ☐
  - b. No ☐

If yes, than why? (Choose more than 1 option)

- a. To attend wedding ☐
- b. To travel outside ☐
- c. To go for worship or in the temple ☐

Do you consult a doctor before taking medicine?

- a. Yes ☐
- b. No ☐

6. How many times a day do you take bath during periods?

- a. 1 ☐
- b. 2 ☐
- c. 3 ☐
- d. Not even once ☐

7. Do you wash your hands before changing used pad/cloth?

- a. Yes ☐
- b. No ☐

8. Do you wash your hands after changing used pad/cloth?

- a. Yes ☐
- b. No ☐

9. What do you use to wash your hands? (Choose more than 1 option)

- a. Only water ☐
- b. Soap ☐
- c. Sanitizer ☐
- d. Hand wash ☐

10. How many times a day do you change your used pad/cloth during periods?

- a. 1 ☐
- b. More than 2 times ☐
- c. As required ☐
- d. Not even once ☐

11. What do you do with used pads during periods? (Choose more than 1 option)

- a. Wrap it in paper and throw in the trash ☐
- b. Throw in open land ☐
- c. Wash and reuse ☐
- d. Burn it ☐
- e. Flush in toilet ☐
- f. Dig up and bury ☐



**12.** What do you do with used piece of cloth during periods? (Choose more than 1 option)

- a. Wrap it in paper and throw in the trash ☐
- b. Throw in open land ☐
- c. Wash and reuse ☐
- d. Burn it ☐
- e. Flush in toilet ☐
- f. Dig up and bury ☐

**13.** Which of the following practices do you follow during periods? (**Tick (✓) mark in the appropriate box. You can tick mark in any one box opposite to each statement.**)

**Directions:** GE (Great Extent)

SE (Some Extent)

LE (Less Extent)

Sr.No.	Practices	GE	SE	LE
1	I sit away from everyone			
2	I live in separate room			
3	I do not touch anyone			
4	I stays away especially from men			
5	I do not step out of home			
6	I do not discuss with anyone about periods			
7	I do not enter in kitchen			
8	I do not attend school			
9	I do not visit temple or any religious place			
10	I do not eat pickle			
11	I do not sleep on bed			
12	I do not wear new cloths			
13	I sit away from everyone to eat			
14	I do not participate in sports activity			
15	I set to eat with everyone			
16	I attend school regularly			
17	I participate in sports activities			

## **[REACTION SCALE]**

### **Questions related to Short Film**

#### **Short Film 1: Paheli Ki Saheli**

**Directions:** Following are some of the questions regarding “Paheli Ki Saheli” short film. Please answer the questions in the given space or put ( ✓ ) tick mark wherever require..

1. How was the short film?

- a. Very Good ☐
- b. Good ☐
- c. Average ☐
- d. Bad ☐
- e. Did not understand ☐

2. How was the subject of short film?

- a. New ☐
- b. Familiar ☐
- c. Boring ☐
- d. Entertaining ☐
- e. Enlightenment ☐
- f. Others: \_\_\_\_\_

3. How was the duration of short film?

- a. Long ☐
- b. Short ☐
- c. Appropriate ☐

4. How was the language of short film?

- a. Easy to understand ☐
- b. Difficult to understand ☐
- c. Absolutely not understandable ☐

5. How useful was the information imparted in the short film?

- a. More useful ☐
- b. Less useful ☐
- c. Not useful at all ☐

6. Did you know about the information given in the short film?

- a. Yes ☐
- b. No ☐
- c. Had some idea ☐

7. What was the type of short film shown to you?

- a. Narrative ☐
- b. Documentary ☐
- c. Animated ☐
- d. Not understood ☐

8. Which of the characters featured in the short film did you like? **(Tick mark ( ✓ ) in the most appropriate box opposite to each character's name.)**

Name of Characters	Great Extent	Some Extent	Less Extent
Rita			
Teacher			
Ruksar			
Bhabhi of Anganwali			
Rita's Mother			
Rita's Grand Mother			

9. From the option below, what do you like about the short film? **(Tick mark ( ✓ ) in the most appropriate box opposite to each option.)**

Options	Great Extent	Some Extent	Less Extent
Story			
Characters			
Dialog			
Voice of characters			
Music			
Song			
Scenes			
Colours used in cartoon			
Cloths of characters			

**10.** Which information was given in the short film? (Choose >1 option)

- a. Menstruation is a natural process. ☐
- b. Internal and external changed occurs during periods. ☐
- c. Cloth should be used during periods. ☐
- d. Dig up and bury the used cloth during periods. ☐
- e. During periods, used pads should be burnt after drying ☐
- f. It is important to maintain body hygiene during periods. ☐
- g. During periods, abdominal pain occurs due to contractions of uterus. ☐
- h. Used cloths should be kept at hygienic place. ☐
- i. Generally, the duration of menstruation cycle last till 28 days. ☐

**11.** Which of the following statements about short films do you agree with and what extent?

**Directions:** Read the following statements carefully and tick mark (✓) in the most appropriate box opposite to each statement. It is compulsory to answer each statement.

**GE:** Great Extent

**SE:** Some Extent

**LE:** Less Extent

Sr. No.	Statements	GE	SE	LE
	<b>Short film was...</b>			
1	Entertaining			
2	Boring			
3	The Picture quality of short film was blurry.			
4	The conversation between characters was so confusing.			
5	The conversation between characters was clear and easy to understand.			
6	The information presented in the short film was enlightening.			
7	The duration of showing short film was not appropriate.			
8	Short film provided both, entertainment and education			

	simultaneously.			
9	Watching short film was waste of time.			
10	Short film provides alot of information in short duration.			
11	The dialogue delivery was so fast to incorporate.			
12	The information given in the short film was difficult to understand.			
13	Short film is reliable source to gain knowledge regarding menstrual health and hygiene.			
14	I had an incomplete knowledge about menstruation before watching short film.			
15	Teacher should interact and explain about the topic while showing short film.			
16	I knew more about menstruation before watching short film.			
17	Only short film cannot create awareness related to menstruation.			
18	The information given in the short film was presented in simple manner.			
19	Other mediums should be used in conjunction with short film.			
20	The information presented in the short film was accurate.			
21	Short film can be useful medium to create awareness on any subject.			

**12.** Do you want to say something about “Paheli Ki Saheli” short film?

- a. Yes ☐
- b. No ☐

If yes, mention here.

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## **Short Film 2: Laali: A Tail of Blood**

**Directions:** Following are some of the questions regarding “Laali: A Tail of Blood” short film. Please answer the questions in the given space or put (✓) tick mark wherever require..

1. How was the short film?

- a. Very Good ☐
- b. Good ☐
- c. Average ☐
- d. Bad ☐
- e. Did not understand ☐

2. How was the subject of short film?

- a. New ☐
- b. Familiar ☐
- c. Boring ☐
- d. Entertaining ☐
- e. Enlightenment ☐
- f. Others: \_\_\_\_\_

3. How was the duration of short film?

- a. Long ☐
- b. Short ☐
- c. Average ☐

4. How was the language of short film?

- a. Easy to understand ☐
- b. Difficult to understand ☐
- c. Absolutely not understandable ☐

5. How useful was the information given in the short film?

- a. More useful ☐
- b. Less useful ☐
- c. Not useful at all ☐

6. Did you know about the information given in the short film?

- a. Yes ☐
- b. No ☐
- c. Had some idea ☐

7. What was the type of short film shown to you?

- a. Narrative ☐
- b. Documentary ☐
- c. Animated ☐
- d. Not understood ☐

8. Which of the characters featured in the short film did you like? (Tick mark ( ✓ ) in the most appropriate box opposite to each character's name.)

Name of Characters	Great Extent	Some Extent	Less Extent
Laali (Arati)			
Laali's Father (Bharat)			
Laali's Mother			
Sarpanch (Dalpat)			
Sarpanch's Daughter (Deeksha)			
Sarpanch's Wife (Daksha)			
Sarpanch's Brother (Deep)			
Villagers			

9. From the option below, what do you like about the short film? (Tick mark ( ✓ ) in the most appropriate box opposite to each option.)

Options	Great Extent	Some Extent	Less Extent
Story			
Characters			
Dialog			
Voice of characters			
Music			
Song			
Scenes			
Colours used in cartoon			
Cloths of characters			

10. Which information was given in the short film? (Choose >1 option)

- a. Beliefs and perception related to menstruation. ☐
- b. Menstruation is just a natural process, not a curse of god. ☐
- c. Girls should not be deprived of education due to beliefs and perceptions related to menstruation ☐
- d. It is not mandatory to follow beliefs and perceptions related to menstruation. ☐

**11.** Which of the following statements about short films do you agree with and what extent?

**Directions:** Read the following statements carefully and tick mark ( ✓ ) in the most appropriate box opposite to each statement. It is compulsory to answer each statement.

**GE:** Great Extent

**SE:** Some Extent

**LE:** Less Extent

Sr. No.	Statements	GE	SE	LE
	<b>Short film was...</b>			
1	Entertaining			
2	Boring			
3	The Picture quality of short film was blurry.			
4	The conversation between characters was so confusing.			
5	The conversation between characters was clear and easy to understand.			
6	The information presented in the short film was enlightening.			
7	The duration of showing short film was not appropriate.			
8	Short film provided both, entertainment and education simultaneously.			
9	Watching short film was waste of time.			
10	Short film provides alot of information in short duration.			
11	The dialogue delivery was so fast to incorporate.			
12	The information given in the short film was difficult to understand.			
13	Short film is reliable source to gain knowledge regarding menstrual health and hygiene.			
14	I had an incomplete knowledge about menstruation before watching short film.			
15	Teacher should interact and explain about the topic while showing short film.			
16	I knew more about menstruation before watching short film.			
17	Only short film cannot create awareness related to menstruation.			
18	The information given in the short film was presented in simple manner.			
19	Other mediums should be used in conjunction with short film.			



20	The information presented in the short film was accurate.			
21	Short film can be useful medium to create awareness on any subject.			
22	Short film can be used to create awareness on any subject.			

**12.** Do you want to say something about “Laali: A Tail of Blood” short film?

**a.** Yes ☐

**b.** No ☐

If yes, mention here.

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### **Short Film 3: Every Girl Bleeds**

**Directions:** Following are some of the questions regarding “Every Girl Bleeds” short film. Please answer the questions in the given space or put ( ✓ ) tick mark wherever require..

1. How was the short film?

- a. Very Good ☐
- b. Good ☐
- c. Average ☐
- d. Bad ☐
- e. Did not understand ☐

2. How was the subject of short film?

- a. New ☐
- b. Familiar ☐
- c. Boring ☐
- d. Entertaining ☐
- e. Enlightenment ☐
- f. Others: \_\_\_\_\_

3. How was the duration of short film?

- a. Long ☐
- b. Short ☐
- c. Average ☐

4. How was the language of short film?

- a. Easy to understand ☐
- b. Difficult to understand ☐
- c. Absolutely not understandable ☐

5. How useful was the information given in the short film?

- a. More useful ☐
- b. Less useful ☐
- c. Not useful at all ☐

6. Did you know about the information given in the short film?

- a. Yes ☐
- b. No ☐
- c. Had some idea ☐

7. What was the type of short film shown to you?

- a. Narrative ☐
- b. Documentary ☐
- c. Animated ☐
- d. Not understood ☐

8. Which of the characters featured in the short film did you like? (Tick mark ( ✓ ) in the most appropriate box opposite to each character's name.)

Name of Characters	Great Extent	Some Extent	Less Extent
Sakshi			
Teacher			
Students of class			
Sakshi's Friends			
Sakshi's Mother			

9. From the option below, what do you like about the short film? (Tick mark ( ✓ ) in the most appropriate box opposite to each option.)

Options	Great Extent	Some Extent	Less Extent
Story			
Characters			
Dialogue			
Voice of characters			
Music			
Song			
Scenes			
Colours used in cartoon			
Clothes of characters			

10. Which information was given in the short film? (Choose >1 option)

- a. Pre-Menstrual Syndrome. ☐
- b. Menstruation means that the body is ready to become a mother and the body is developing properly. ☐
- c. Menstruation stops at the age of 45 to 55 years, which is called menopause. ☐
- d. Girls should keep sanitary pads with them whenever going out. ☐
- e. It is very important to know the physical and mental changes that occur during menstruation. ☐
- f. To put restrictions on adolescent girls during menstruation is the result of an old belief. ☐

11. Which of the following statements about short films do you agree with and what extent?

**Directions:** Read the following statements carefully and tick mark ( ✓ ) in the most appropriate box opposite to each statement. It is compulsory to answer each statement.

**GE:** Great Extent, **SE:** Some Extent, **LE:** Less Extent

Sr. No.	Statements	GE	SE	LE
	<b>Short film was...</b>			
1	Entertaining			
2	Boring			
3	The Picture quality of short film was blurry.			
4	The conversation between characters was so confusing.			
5	The conversation between characters was clear and easy to understand.			
6	The information presented in the short film was enlightening.			
7	The duration of showing short film was not appropriate.			
8	Short film provided both, entertainment and education simultaneously.			
9	Watching short film was waste of time.			
10	Short film provides alot of information in short duration.			
11	The dialogue delivery was so fast to incorporate.			
12	The information given in the short film was difficult to understand.			
13	Short film is reliable source to gain knowledge regarding menstrual health and hygiene.			
14	I had an incomplete knowledge about menstruation before watching short film.			
15	Teacher should interact and explain about the topic while showing short film.			
16	I knew more about menstruation before watching short film.			
17	Only short film cannot create awareness related to menstruation.			
18	The information given in the short film was presented in simple manner.			
19	Other mediums should be used in conjunction with short film.			

20	The information presented in the short film was accurate.			
21	Short film can be useful medium to create awareness on any subject.			
22	Short film can be used to create awareness on any subject.			

12. Do you want to say something about “Every Girl Bleeds” short film?

a. Yes ☐

b. No ☐

If yes, mention here.

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## **[POST-TEST TOOL]**

### **Section 1: Personal Information**

**Directions:** Following are some of the questions regarding your personal information. Please answer the questions in the space given or put ( ✓ ) tick mark wherever require. It is compulsory to attend each question.

1. Name : \_\_\_\_\_

2. Age

a. 10 – 11 ☐

b. 12 – 13 ☐

c. 14 – 15 ☐

3. Name of School : \_\_\_\_\_

4. Standard

a. 7<sup>th</sup> ☐

b. 8<sup>th</sup> ☐

## **Section 2: Knowledge Test on Menstrual Health and Hygiene**

**Directions:** Following are some of the questions regarding your knowledge about menstrual health and hygiene. Please put the ( ) tick mark against most appropriate answer. It is compulsory to attend each question.

1. What are the symptoms experienced before periods called?
  - a. Menstrual Syndrome ☐
  - b. Pre-Menstrual Syndrome ☐
  - c. Post-Menstrual Syndrome ☐
  - d. Do not remember ☐
  
2. What is Menstruation?
  - a. Discharge of blood and mucosal tissue from the inner lining of the uterus ☐
  - b. Dirty blood of body ☐
  - c. Hormonal changes occur in the body ☐
  - d. Curse of god ☐
  - e. Excretion of body waste ☐
  - f. A sign of impurity ☐
  - g. Do not know ☐
  
3. From where does blood come out during menstruation? **Or** From where do girls bleed during periods?
  - a. Urethral ☐
  - b. Uterus ☐
  - c. Vagina ☐
  - d. Do not know ☐
  
4. At what age does menstruation **usually** start?
  - a. 5 – 9 ☐
  - b. 10 – 15 ☐
  - c. 16 – 20 ☐
  - d. Do not know ☐
  
5. How many days does menstruation **usually** last?
  - a. 1 – 2 ☐
  - b. 3 – 7 ☐
  - c. 8 – 10 ☐
  - d. More than 10 days ☐
  
6. **Usually**, what should be the duration (in days) between two periods?
  - a. 15 ☐
  - b. 20 ☐
  - c. 28 ☐
  - d. Do not know ☐

7. What is the duration between two periods called?

- a. Menarche ☐
- b. Menstrual Cycle ☐
- c. Menstruation ☐
- d. Do not know ☐

8. Why is it important to get into periods? (Choose more than 1 option)

- a. To make body more stronger ☐
- b. For proper development of the body ☐
- c. To make the body able to reproduce ☐
- d. Do not know ☐

9. What should be used during periods? (Choose more than 1 option)

- a. Pad ☐
- b. Cloth ☐
- c. Grass ☐
- d. Wool ☐
- e. Nothing ☐

10. What should be done with used pads during periods? (Choose more than 1 option)

- a. Wrap it in paper and throw in the trash ☐
- b. Throw in open land ☐
- c. Wash and reuse ☐
- d. Burn it ☐
- e. Flush in toilet ☐
- f. Dig up and bury ☐

11. What should be done with used piece of cloth during periods? (Choose more than 1 option)

- a. Wrap it in paper and throw in the trash ☐
- b. Throw in open land ☐
- c. Wash and reuse ☐
- d. Burn it ☐
- e. Flush in toilet ☐
- f. Dig up and bury ☐

12. Which part of the body usually pains during periods? (Choose more than 1 option)

- a. Hand ☐
- b. Leg ☐
- c. In the gum ☐
- d. Waist ☐
- e. Head ☐
- f. None of the above ☐



**13.** Why does abdominal pain **usually** occur during periods?

- a. Due to inadequate intake of nutritious food ☐
- b. Due to heavy work ☐
- c. Due to contraction in uterine ☐
- d. Do not know ☐

**14.** What should be done to get relief from menstrual pain? (Choose more than 1 option)

- a. Take medicine ☐
- b. Do exercise ☐
- c. Take rest ☐
- d. Do yoga ☐
- e. Consult a doctor ☐
- f. Use hot water bag ☐
- g. None of the above ☐

**15.** What should be done if the pain in gum is very severe and lasts for too long? (Choose more than 1 option)

- a. Consult a doctor ☐
- b. Consult Anganwadi worker ☐
- c. Use hot water bag ☐
- d. Take rest ☐
- e. Do nothing ☐

**16.** Which nutrient does the body loses the most during periods?

- a. Vitamin ☐
- b. Calcium ☐
- c. Iron ☐
- d. Do not know ☐

**17.** Which type of food should be consumed during periods? (Choose more than 1 option)

- a. Fruits ☐
- b. Pulses ☐
- c. Curd ☐
- d. Pickle ☐
- e. Green Leafy Vegetables ☐
- f. Eggs ☐
- g. Iron rich food (dates, sesame, millet etc.) ☐
- h. Vitamin C rich food (orange, strawberry etc.) ☐
- i. Cold Drinks (Coca, Pepsi etc.) ☐
- j. Raw papaya ☐

18. Regularly or at least how many times should take bath during periods?

- a. 1 ☐
- b. 2 ☐
- c. More than 3 times ☐
- d. Not even once ☐

19. What should be used to clean genitals during periods? (Choose more than 1 option)

- a. Only water ☐
- b. Soap ☐
- c. Body wash ☐
- d. Wet cloth ☐

20. What should be used to wash hands during periods? (Choose more than 1 option)

- a. Only water ☐
- b. Soap ☐
- c. Sanitizer ☐
- d. Hand wash ☐

21. Why is it important to maintain hygiene during periods? (Choose more than 1 option)

- a. To keep the body clean ☐
- b. To avoid serious diseases ☐
- c. To keep the genitals clean ☐
- d. Do not know ☐

22. Which disease is more likely to occur due to irregular hygiene practices during periods?

- a. Vaginal infection ☐
- b. Abdominal pain ☐
- c. Difficulty in breathing ☐
- d. Do not know ☐

23. At what age do periods usually stop?

- a. 24 – 35 ☐
- b. 36 – 44 ☐
- c. 45 – 55 ☐
- d. Do not know ☐

24. What kind of changes occurs in the body during adolescence? (Choose more than 1 option)

- a. Size of the breast increases ☐
- b. Facial hair growth ☐
- c. Pubic hair growth ☐
- d. Heaviness in voice ☐
- e. Acne on face ☐
- f. Weight gain ☐
- g. Height increases ☐
- h. Do not know ☐

### **Section 3: Test on Desire to Change Practices To be Followed About Menstrual Health and Hygiene**

**Directions:** Following are some of the questions regarding practices you will follow during menstruation about menstrual health and hygiene. Please put the (✓) tick mark against most appropriate answer. It is compulsory to attend each question.

**1.** Will you eat nutritious food during periods?

- a. Yes ☐
- b. No ☐

**2.** Which type of food will you eat during periods? (Choose more than 1 option)

- a. Fruits ☐
- b. Pulses ☐
- c. Curd ☐
- d. Pickle ☐
- e. Green leafy vegetables ☐
- f. Eggs ☐
- g. Iron rich food (dates, sesame, millet etc.) ☐
- h. Vitamin C rich food (orange, strawberry etc.) ☐
- i. Cold drinks (Coca Cola, Pepsi etc.) ☐
- j. Raw papaya ☐

**3.** What will you do to ease pain during periods? (Choose more than 1 option)

- a. I will take medicine ☐
- b. I will do Exercise ☐
- c. I will take rest ☐
- d. I will do yoga ☐
- e. I will use hot water bag ☐
- f. I will use cold water bag ☐
- g. I will do Nothing ☐

**4.** What will you if abdominal pain is very severe and lasts for too long? (Choose more than 1 option)

- a. I will consult a doctor ☐
- b. I will consult Anganwadi worker ☐
- c. I will use hot water bag ☐
- d. I will take rest ☐
- e. I will do nothing ☐

**5.** Will you take medicine to delay your period?

- a. Yes ☐
- b. No ☐

If yes, than why? (Choose more than 1 option)

- a. To attend wedding ☐
- b. To travel outside ☐
- c. To go to worship or in the temple ☐

Will you consult a doctor before taking medicine?

- a. Yes ☐
- b. No ☐

6. How many times a day will you take bath during periods? (Choose more than 1 option)

- a. 1 ☐
- b. 2 ☐
- c. 3 ☐
- d. Not even once ☐

7. Will you wash your hands before changing used pad/cloth?

- a. Yes ☐
- b. No ☐

8. Will you wash your hands after changing used pad/cloth?

- a. Yes ☐
- b. No ☐

9. What will you use to wash your hands? (Choose more than 1 option)

- a. Only water ☐
- b. Soap ☐
- c. Sanitizer ☐
- d. Hand wash ☐

10. How many times a day will you change your used pad/cloth during periods? (Choose more than 1 option)

- a. 1 ☐
- b. More than 2 times ☐
- c. As required ☐
- d. Not even once ☐

11. What will you do of used pad? (Choose more than 1 option)

- a. Will wrap it in paper and throw in the trash ☐
- b. Will throw it in the open land ☐
- c. Will wash it and reuse ☐
- d. Will burn it out ☐
- e. Will throw it in toilet ☐
- f. Will bury it in a hollow ☐

**12.** What will you do of used piece of cloth? (Choose more than 1 option)

- a. Will wrap it in paper and throw it in the trash ☐
- b. Will throw it in the open land ☐
- c. Will wash it and reuse ☐
- d. Will burn it out ☐
- e. Will throw it in toilet ☐
- f. Will bury it in a hollow ☐

**13.** Which of the following practices will you follow during periods? (Tick ( ✓ ) mark in the appropriate box. You can tick mark in any one box opposite to each statement.)

**Directions:** **GE** (Great Extent), **SE** (Some Extent), **LE** (Less Extent)

Sr.No.	Practices	GE	SE	LE
	<b>I will...</b>			
1	Sit away from everyone			
2	Live in separate room			
3	Not touch anyone			
4	Especially stay away from men			
5	Not step out from home			
6	Not discuss with anyone about periods			
7	Not enter in kitchen			
8	Not attend school			
9	Not visit to temple or any religious place			
10	Not eat pickle			
11	Not sleep on bed			
12	Not wear new cloths			
13	sit away from everyone to eat			
14	Not participate in sports activity			
15	Eat with everyone			
16	Attend school regularly			
17	Participate in sports activity			

**APPENDIX 5**

**RESEARCH TOOL**

**(GUJARATI)**



ડીપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કમ્યુનિકેશન  
ફેકલ્ટી ઓફ ફેમિલી એન્ડ કમ્યુનિટી સાયન્સીસ  
ધ મહારાજા સાયજીરાઓ યુનિવર્સિટી ઓફ બરોડા, વડોદરા

દિનાંક:     /     /

પ્રિય સહભાગી,

મારું નામ ચૈતાલી ચૌહાણ છે, હું ડીપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કમ્યુનિકેશન, ફેકલ્ટી ઓફ ફેમિલી એન્ડ કમ્યુનિટી સાયન્સીસ, ધ મહારાજા સાયજીરાઓ યુનિવર્સિટી ઓફ બરોડા, વડોદરા, ની વિદ્યાર્થીની છું. મારી માસ્ટરની ડિગ્રીની આશિક પરિપૂર્ણતા માટે હું, ડૉ. અવની મણિયાર, હેડ ઓફ ડિપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કમ્યુનિકેશન અને ડૉ. શિવની મેહતા, ટેમ્પરરી અસિસ્ટન્ટ પ્રોફેસર ના માર્ગદર્શન હેઠળ, “વડોદરા શહેરની સરકારી શાળાઓમાં અભ્યાસ કરતી કિશોરીઓમાં માસિક સ્વાસ્થ્ય અને સ્વચ્છતા અંગેના જ્ઞાન અને વ્યવહારમાં પરિવર્તન માટેના માધ્યમ તરીકે પસંદગીની શોર્ટ ફિલ્મોની અસરકારકતાનું મૂલ્યાંકન” ના વિષય પર અભ્યાસ કરી રહી છું. અભ્યાસનો ઉદ્દેશ્ય સરકારી શાળામાં ભણતી કિશોરીઓમાં માસિક સ્વાસ્થ્ય અને સ્વચ્છતાને લગતી ટૂંકી ફિલ્મોની અસરકારકતા ચકાસવાનો છે.

ડિપાર્ટમેન્ટ ઓફ એક્સટેન્શન એન્ડ કમ્યુનિકેશન અભ્યાસમાં સહભાગીઓ દ્વારા આપેલ માહિતીના રક્ષણની પ્રથાને સમર્થન આપે છે. તમે નીચે આપેલી માહિતી વાંચ્યા પછી અભ્યાસમાં ભાગ લેવા માંગો છો કે નહીં તે નક્કી કરી શકો છો. અભ્યાસમાં ભાગ લેવો ફરજિયાત નથી અને પ્રશ્નાવલીમાંના કોઈપણ પ્રશ્નોના જવાબ આપવા અથવા ન આપવા તે માટેનો નિર્ણય લેવા માટે સંપૂર્ણપણે સ્વતંત્ર છો.

અહીં આપેલ પ્રશ્નાવલીમાં સહભાગીઓની વ્યક્તિગત જાણકારી, તેમના પ્રથમ માસિક વિશેની જાણકારી, માસિક સ્વાસ્થ્ય તથા સ્વચ્છતા સંબંધિત જ્ઞાન અને વ્યવહારની જાણકારી, શોર્ટ ફિલ્મ સંબંધિત જ્ઞાનની ચકાસણી, તથા માસિક સંબંધિત ગેરસમજને લગતા પ્રશ્નો પૂછવામાં આવ્યા છે.

પ્રસ્તુત અભ્યાસમાં તમે એક સહભાગી તરીકે પસંદ કરાયા છો. અહીં આ પ્રશ્નના જવાબમાં કોઈ પણ નુકસાન તેમજ લાભનું જોખમ નથી, પરંતુ તમારું પ્રતિભાવ અને મૂલ્યવાન પ્રતિસાદ કિશોરીઓમાં માસિક સ્વાસ્થ્ય અને સ્વચ્છતા સંબંધિત જ્ઞાન મેળવવા અને માસિક સંબંધિત

ગેરસમજમાં ફેરફાર કરવા માટે શોર્ટ ફિલ્મો કેટલી અસરકારક છે તે તપાસવામાં અમને મદદ કરશે, અભ્યાસના તારણો માત્ર શૈક્ષણિક હેતુઓ માટે જ ઉપયોગમાં લેવાશે.

હું તમારી વ્યક્તિગત જાણકારીની ગુપ્તતાનો આદર કરું છું. કોઈ પણ સંજોગોમાં કે અભ્યાસના કોઈ પણ ભાગ રૂપે તમારી ઓળખ પ્રત્યક્ષ કે પરોક્ષ રીતે જાહેર કરવામાં આવશે નહીં. તમારા દ્વારા આપવામાં આવેલ માહિતી તદ્દન ગુપ્ત રાખવામાં આવશે હું વિનંતી કરું છું અને ખરેખર આશા રાખું છું કે તમે આ પ્રશ્નાવલી ભરશો, તે તમારા મૂલ્યવાન સમયમાંથી માત્ર ૧૫ થી ૨૦ મિનિટ લેશે. પ્રશ્નાવલીમાં હાજર તમામ પ્રશ્નો ફરજિયાત છે. જો તમને આ અભ્યાસ વિશે કોઈ પ્રશ્નો હોય, તો કૃપા કરીને ફોન અથવા ઈમેલ દ્વારા અમારો સંપર્ક કરો.

તમારી ભાગીદારી મહત્વપૂર્ણ અને ખૂબ પ્રશંસાપાત્ર છે.  
તમારો આભાર.

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વિભાગ ૧ : વ્યક્તિગત જાણકારી

નોંધ : નીચે આપેલ દરેક પ્રશ્નના યોગ્ય લાગતા વિકલ્પની સામે (✓) નું ચિન્હ મૂકો. દરેક પ્રશ્નનો જવાબ આપવો ફરજિયાત છે.

૧. નામ : \_\_\_\_\_

૨. ઉંમર (પૂર્ણ થયેલ વર્ષ)

- a. ૧૦ – ૧૧ ☐
- b. ૧૨ – ૧૩ ☐
- c. ૧૪ – ૧૫ ☐

૩. શાળાનું નામ : \_\_\_\_\_

૪. ધોરણ

- a. ૭ ☐
- b. ૮ ☐

૫. તમે તમારા પાછલા ધોરણમાં કેટલા ટકા (%) થી પાસ થયા હતા?

(જો તમને આ પ્રશ્નનો જવાબ ન યાદ હોય તો નીચેની ખાલી જગ્યામાં “નથી યાદ” એમ લખી શકો છો.)

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૬. કુટુંબનો પ્રકાર

- a. વિભક્ત કુટુંબ ☐
- b. એકલ વાલી કુટુંબ ☐
- c. સંયુક્ત કુટુંબ ☐

ઓડિયો- વિઝ્યુઅલ માધ્યમ સંબંધિત જાણકારી

નોંધ : નીચે આપેલ દરેક પ્રશ્નના યોગ્ય લાગતા વિકલ્પની સામે (✓) નું ચિન્હ મૂકો.

૧. શું તમે ક્યારેય ઓડિયો- વિઝ્યુઅલ માધ્યમથી ભણ્યા છો?

- a. હા ☐
- b. ના ☐
- c. યાદ નથી ☐

જો હા, તો કયા માધ્યમથી? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. સ્માર્ટ ટીવી ☐
- b. સ્માર્ટ બોર્ડ ☐
- c. પ્રોજેક્ટર ☐
- d. લેપટોપ ☐
- e. મોબાઈલ ફોન ☐
- f. ફિલ્મ્સ ☐
- g. ટેલિવિઝન ☐
- h. ઉપર જણાવેલ એક પણ નહીં ☐
- i. અન્ય : \_\_\_\_\_

ઉપર જણાવેલ ઓડિયો- વિઝ્યુઅલ માધ્યમથી તમે કયાં ભણ્યા છો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. શાળાના કાર્યક્રમમાં ☐
- b. આંગણવાળીના કાર્યક્રમમાં ☐
- c. વર્ગખંડમાં ☐
- d. ઘરે ☐
- e. જાહેર કાર્યક્રમમાં ☐
- f. ઉપર જણાવેલ એક પણ નહીં ☐
- g. અન્ય: \_\_\_\_\_

૨. શું તમે કોરોના કાળ દરમિયાન કોઈ ઓડિયો-વિઝ્યુઅલ માધ્યમથી ભણ્યા છો?

- a. હા ☐
- b. ના ☐
- c. યાદ નથી ☐

જો હા, તો કયા માધ્યમથી? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. સ્માર્ટ ટીવી ☐
- b. સ્માર્ટ બોર્ડ ☐
- c. પ્રોજેક્ટર ☐
- d. લેપટોપ ☐
- e. મોબાઈલ ફોન ☐
- f. ફિલ્મ્સ ☐
- g. ટેલિવિઝન ☐
- h. ઉપર જણાવેલ એક પણ નહીં ☐
- i. અન્ય : \_\_\_\_\_

ઉપર જણાવેલ ઓડિયો- વિઝ્યુઅલ માધ્યમથી તમે કયાં ભણ્યા છો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. શાળાના કાર્યક્રમમાં ☐
- b. આંગણવાળીના કાર્યક્રમમાં ☐
- c. વર્ગખંડમાં ☐
- d. ઘરે ☐
- e. જાહેર કાર્યક્રમમાં ☐
- f. ઉપર જણાવેલ એક પણ નહીં ☐
- g. અન્ય: \_\_\_\_\_

શોર્ટ ફિલ્મ (ઓછા સમયગાળાની ફિલ્મ) સંબંધિત જ્ઞાનની ચકાસણી

નોંધ : અહીં તમને શોર્ટ ફિલ્મ (ઓછા સમયગાળાની ફિલ્મ) સંબંધિત પ્રશ્નો પૂછવામાં આવ્યા છે. નીચે આપેલ દરેક પ્રશ્નના યોગ્ય લાગતા વિકલ્પની સામે (✓) નું ચિન્હ મૂકો.

૧. શું તમે શોર્ટ ફિલ્મ જોઈ છે?

a. હા ☐

b. ના ☐

જો હા, તો કઈ?

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૨. તમે કેટલી શોર્ટ ફિલ્મ જોઈ છે?

a. ૧ થી ૩ ☐

b. ૪ થી ૫ ☐

c. ૬ થી ૭ ☐

d. ૭ થી વધુ ☐

e. એક પણ નહીં ☐

૩. તમે શોર્ટ ફિલ્મ ક્યાં જોઈ હતી? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

a. શાળામાં ☐

b. ટેલિવિઝન (શોર્ટ્સ ટીવી) ☐

c. મિત્રના ઘરે ☐

d. સિનેમા ઘરમાં ☐

e. ઉપર જણાવેલમાંથી એક પણ નહીં ☐

૪. તમે શોર્ટ ફિલ્મ કેમ જુઓ છો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

a. મનોરંજન ☐

b. અભ્યાસ ☐

c. સમય પસાર કરવા માટે ☐

d. માહિતી મેળવવા ☐

e. કશું નવું શીખવા ☐

f. ઉપર જણાવેલમાંથી એક પણ નહીં ☐

૫. તમે અત્યાર સુધી કયા વિષય પર શોર્ટ ફિલ્મ જોઈ છે? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. ઘરેલુ હિંસા ☐
- b. જાતીય સતામણી ☐
- c. જાતીય સમાનતા ☐
- d. સારો અને ખરાબ સ્પર્શ ☐
- e. શાળાના અભ્યાસના વિષય પર ☐
- f. સ્વ-રક્ષણ ☐
- g. યોગા ☐
- h. સાચી મિત્રતા ☐
- i. પ્રેરણા વિષયક ☐
- j. ઉપર જણાવેલમાંથી એક પણ નહીં ☐

૬. તમે કયા પ્લેટફોર્મ પર શોર્ટ ફિલ્મ જુઓ છો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. યૂ-ટ્યૂબ ☐
- b. ઇન્સ્ટાગ્રામ ☐
- c. ટેલિવિઝન ☐
- d. નેટફ્લિક્સ ☐
- e. એમેઝોન પ્રાઇમ ☐
- f. પિકા-શો ☐
- g. ડિઝની ટીવી હોટસ્ટાર ☐
- h. ઉપર જણાવેલમાંથી એક પણ નહીં ☐

૭. શોર્ટ ફિલ્મનો સમયગાળો શું હોય છે?

(જો તમને આ પ્રશ્નનો જવાબ ન ખબર હોય તો નીચેની ખાલી જગ્યામાં “નથી ખબર” એમ લખી શકો છો.)

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૮. શું તમે ક્યારેય શોર્ટ ફિલ્મ બનાવી છે?

- a. હા ☐
- b. ના ☐

જો હા, તો કયા વિષય પર બનાવી છે?

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૯. શું તમે માસિક સંબંધિત શોર્ટ ફિલ્મ જોઈ છે?

- a. હા ☐
- b. ના ☐

જો હા, તો કઈ?

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પહેલા માસિક સંબંધિત પ્રશ્નો

નોંધ : નીચે આપેલ દરેક પ્રશ્નના યોગ્ય લાગતા વિકલ્પની સામે (✓) નું ચિહ્ન મૂકો.

૧. માસિક આવ્યા પહેલા તમને માસિક વિશેની જાણકારી હતી?

- a. હા ☐
- b. ના ☐
- c. થોડી ઘણી ☐

જો હા, તો તે જાણકારી તમને કોના પાસેથી મળી? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. મમ્મી ☐
- b. પપ્પા ☐
- c. ભાઈ ☐
- d. બહેન ☐
- e. દાદા ☐
- f. દાદી ☐
- g. મિત્ર ☐
- h. શિક્ષક ☐
- i. નથી યાદ ☐
- j. અન્ય : \_\_\_\_\_

ઉપરોક્ત જાણકારી તમને કયા મધ્યમથી મળી?

- a. ટેલિવિઝન ☐
- b. પુસ્તક ☐
- c. ઇન્સ્ટાગ્રામ ☐
- d. ફેસબુક ☐
- e. છાપું ☐
- f. મેગેઝિન ☐
- g. નથી યાદ ☐
- h. અન્ય : \_\_\_\_\_

૨. તમને કેટલા વર્ષની ઉંમરે પહેલું માસિક આવ્યું હતું?

- a. ૧૦ - ૧૧ ☐
- b. ૧૨ - ૧૩ ☐
- c. ૧૪ - ૧૫ ☐
- d. નથી યાદ ☐

૩. તમને માસિક નિયમિત આવે છે?

a. હા ☐

b. ના ☐

જો ના, તો તમે કોની સલાહ લીધી હતી?

a. ડોક્ટર ☐

b. આશાબેન ☐

c. પાડોશી ☐

d. મિત્ર ☐

e. કુટુંબના સભ્યો ☐

f. અન્ય : \_\_\_\_\_

૪. તમને પહેલું માસિક કેટલા દિવસ સુધી આવ્યું હતું?

a. ૨ - ૩ ☐

b. ૪ - ૫ ☐

c. ૬ - ૭ ☐

d. નથી યાદ ☐

૫. પેહલા માસિક દરમિયાન તમારી પ્રતિક્રિયા શું હતી? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

a. શરમ આવી ☐

b. ચીડ ચઢી ☐

c. ખુશી થઈ ☐

d. ગભરાઈ ગઈ ☐

e. મુંઝવણ થઈ ☐

f. ચોંકી ગઈ ☐

૬. શરૂઆતના બે માસિક વચ્ચે કેટલા દિવસોનું અંતર રહ્યું હતું?

a. ૧૫ - ૨૦ ☐

b. ૨૧ - ૨૫ ☐

c. ૨૬ - ૩૦ ☐

d. નથી યાદ ☐

૭. પહેલા માસિક દરમિયાન તમે શાનો ઉપયોગ કર્યો હતો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. પેડ ☐
- b. કપડું ☐
- c. ઘાંસ ☐
- d. રૂ (ઊન) ☐
- e. કંઈ જ નહીં ☐

૮. ઉપર જણાવેલ વસ્તુનો ઉપયોગ કરવા માટે તમને કોણે જણાવ્યું હતું? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. મમ્મી ☐
- b. બહેન ☐
- c. પપ્પા ☐
- d. ભાઈ ☐
- e. દાદા ☐
- f. દાદી ☐
- g. શિક્ષક ☐
- h. મિત્ર ☐
- i. અન્ય : \_\_\_\_\_

૯. માસિક દરમિયાન તમારો સ્વભાવ કેવો રહે છે? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. વારંવાર બદલાય છે ☐
- b. ગુસ્સા વાળો ☐
- c. દુઃખી ☐
- d. ખુશ ☐
- e. નથી સમજાતું ☐

૧૦. શું તમે માસિક દરમિયાન નિયમિત શાળાએ જાવ છો?

- a. હા ☐
- b. ના ☐

જો ના, તો કેમ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. શરમ આવે છે ☐
- b. શરીરમાં દુખાવાને કારણે ☐
- c. કપડા બગડવાની ચિંતાથી ☐
- d. ઈચ્છા નથી થતી ☐
- e. અન્ય : \_\_\_\_\_



૧૧. શું તમે માસિક દરમિયાન ખેલ-કુદની પ્રવૃત્તિઓમાં ભાગ લો છો?

a. હા ☐

b. ના ☐

જો ના, તો કેમ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

a. શરમ આવે છે ☐

b. શરીરમાં દુખાવાને કારણે ☐

c. કપડા બગડવાની ચિંતાથી ☐

d. ઈચ્છા નથી થતી ☐

e. અન્ય : \_\_\_\_\_

વિભાગ ૨ : માસિક સ્વાસ્થ્ય અને સ્વચ્છતાને લગતા જ્ઞાનની ચકાસણી

નોંધ : નીચે આપેલ દરેક પ્રશ્નના યોગ્ય લાગતા વિકલ્પની સામે (✓) નું ચિહ્ન મૂકો.

૧. માસિક પહેલા અનુભવાતા લક્ષણોને શું કહે છે?

- a. મેન્સટ્રુઅલ સિંડ્રોમ ☐
- b. પ્રી-મેન્સટ્રુઅલ સિંડ્રોમ ☐
- c. પોસ્ટ-મેન્સટ્રુઅલ સિંડ્રોમ ☐
- d. નથી ખબર ☐

૨. માસિક શું છે?

- a. ગર્ભાશયમાં બનેલી પોષણપરત તૂટવાના કારણે થતો રક્તસ્રાવ ☐
- b. શરીરનું ગંદુ લોહી ☐
- c. શરીરમાં થતો હોર્મોન્સનો બદલાવ ☐
- d. ભગવાનનો શ્રાપ ☐
- e. શરીરનો કચરો બહાર નીકળવો ☐
- f. અપવિત્રતાની નિશાની ☐
- g. નથી ખબર ☐

૩. માસિક દરમિયાન રક્તસ્રાવ ક્યાંથી થાય છે?

- a. મૂત્રમાર્ગ ☐
- b. ગર્ભાશય ☐
- c. યોનિમાર્ગ ☐
- d. નથી ખબર ☐

૪. સામાન્ય રીતે કઈ ઉંમરમાં માસિકની શરૂઆત થાય છે?

- a. ૫ - ૯ ☐
- b. ૧૦ - ૧૫ ☐
- c. ૧૬ - ૨૦ ☐
- d. નથી ખબર ☐

૫. સામાન્ય રીતે માસિક કેટલા દિવસો સુધી આવે છે?

- a. ૧ - ૨ ☐
- b. ૩ - ૭ ☐
- c. ૮ - ૧૦ ☐
- d. ૧૦ દિવસથી વધુ ☐

૬. સામાન્ય રીતે બે માસિક વચ્ચે કેટલા દિવસોનું અંતર હોવું જોઈએ?

- a. ૧૫ ☐
- b. ૨૦ ☐
- c. ૨૮ ☐
- d. નથી ખબર ☐

૭. બે માસિક વચ્ચેના સમયગાળાને શું કહેવાય છે?

- a. માસિક ☐
- b. માસિકચક્ર ☐
- c. માસિકસ્રાવ ☐
- d. નથી ખબર ☐

૮. માસિક આવવું કેમ જરૂરી છે? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. શરીરને મજબૂત બનાવવા માટે. ☐
- b. શરીરના યોગ્ય વિકાસ માટે ☐
- c. શરીરને માતા બનવા લાયક બનાવવા માટે. ☐
- d. નથી ખબર ☐

૯. માસિક દરમિયાન શેનો ઉપયોગ કરવો જોઈએ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. પેડ ☐
- b. કપડું ☐
- c. ઘાંસ ☐
- d. રૂ (ભિન) ☐
- e. કંઈ જ નહીં ☐

૧૦. માસિક દરમિયાન વાપરેલ પેડનું શું કરવું? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. પેપરમાં વાળીને કચરાપેટીમાં ફેંકવું ☐
- b. ખૂલામાં ફેંકી દેવું ☐
- c. ઘોઈને ફરી વાપરવું ☐
- d. સુકાઈ ગયા બાદ સળગાવી દેવું ☐
- e. ટોઇલેટમાં ફેંકી દેવું ☐
- f. ખાળો કરીને દાટી દેવું ☐

૧૧. માસિક દરમિયાન વાપરેલ કાપડનું શું કરવું? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. પેપરમાં વાળીને કચરાપેટીમાં ફેંકવું ☐
- b. ખૂલામાં ફેંકી દેવું ☐
- c. ઘોઈને ફરી વાપરવું ☐
- d. સુકાઈ ગયા બાદ સળગાવી દેવું ☐
- e. ટોઇલેટમાં ફેંકી દેવું ☐
- f. ખાળો કરીને દાટી દેવું ☐

૧૨. સામાન્ય રીતે માસિક દરમિયાન શરીરના કયા અંગમાં દુખાવો થાય છે?(એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. હાથ ☐
- b. પગ ☐
- c. પેઢામાં ☐
- d. કમર ☐
- e. માથામાં ☐
- f. ઉપર જણાવેલમાંથી એક પણ નહીં ☐

૧૩. સામાન્ય રીતે માસિક દરમિયાન પેટમાં દુખાવો કેમ થાય છે?

- a. અપૂરતા પૌષ્ટિક આહારના સેવનથી ☐
- b. વધુ પડતું કામ કરવાથી ☐
- c. પોષણપરતને બહાર કાઢવા માટે ગર્ભાશયમાં થતાં સંકોચનથી ☐
- d. નથી ખબર ☐

૧૪. માસિક દરમિયાન થતા દુખાવામાં આરામ મેળવવા માટે શું કરવું જોઈએ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. દવા લેવી ☐
- b. કસરત કરવી ☐
- c. આરામ કરવો ☐
- d. યોગા કરવા ☐
- e. ડોક્ટરની સલાહ લેવી ☐
- f. ગરમ પાણીનો શેક કરવો ☐
- g. ઉપર જણાવેલમાંથી કઈ જ નહીં ☐

૧૫. જો પેઢાનો દુખાવો ખૂબ વધુ અને લાંબા સમય સુધી રહે તો શું કરવું જોઈએ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. ડોક્ટરની સલાહ લેવી ☐
- b. આંગણવાળીના બહેનની સલાહ લેવી ☐
- c. પેટ પર ગરમ પાણીનો શેક કરવો ☐
- d. આરામ કરવો ☐
- e. કંઈ જ નહીં કરવું ☐

૧૬. માસિક દરમિયાન શરીરમાં શેની ઉણપ(ખામી) વધુ રહે છે?

- a. વીટામીન ☐
- b. કેલ્સિયમ ☐
- c. આર્યન ☐
- d. નથી ખબર ☐

૧૭. માસિક દરમિયાન કયો આહાર લેવો જોઈએ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. ફળ-ફળાદી ☐
- b. કઠોળ ☐
- c. દહીં ☐
- d. અથાણું ☐
- e. લીલા શાકભાજી ☐
- f. ઈંડા ☐
- g. આર્યન યુક્ત આહાર (ખજૂર, તલ, બાજરી વગેરે) ☐
- h. વિટામિન સી યુક્ત (નારંગી, સ્ટ્રોબેરી વગેરે) ☐
- i. ઠંડા પીણાં (કોક, પેપ્સી વગેરે) ☐
- j. કાચું પપૈયું ☐

૧૮. માસિક દરમિયાન નિયમિત રીતે અથવા ઓછામાં ઓછું કેટલી વાર સ્નાન કરવું જોઈએ?

- a. ૧ ☐
- b. ૨ ☐
- c. ૩ થી વધુ ☐
- d. એક પણ વાર નહીં ☐

૧૯. માસિક દરમિયાન શેનાથી ગુપ્તાંગ સાફ કરવું જોઈએ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. ફક્ત પાણીથી ☐
- b. સાબુથી ☐
- c. બોડી વોશથી ☐
- d. ભીના કપડાથી ☐

૨૦. માસિક દરમિયાન શેનાથી હાથ ધોવા જોઈએ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. ફક્ત પાણીથી ☐
- b. સાબુથી ☐
- c. સેનેટાઇઝરથી ☐
- d. હેન્ડ વોશથી ☐

૨૧. માસિક દરમિયાન સ્વચ્છતા જાળવવી કેમ જરૂરી છે? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. શરીરને સાફ રાખવા માટે ☐
- b. ગંભીર બિમારીઓથી બચવા માટે ☐
- c. ગુપ્તાંગને સ્વચ્છ રાખવા માટે ☐
- d. નથી ખબર ☐

૨૨. માસિક દરમિયાન અનિયમિત સ્વચ્છતાને કારણે કઈ બિમારી થવાની સંભાવના વધુ રહે છે?

- a. યોનિમાર્ગમાં ચેપ થવાની ☐
- b. પેટમાં દુખાવાની ☐
- c. શ્વાસ લેવામાં તકલીફ થવી ☐
- d. નથી ખબર ☐

૨૩. સામાન્ય રીતે કઈ ઉંમરમાં માસિક આવવાનું બંધ થઈ જાય છે?

- a. ૨૪ - ૩૫ ☐
- b. ૩૬ - ૪૪ ☐
- c. ૪૫ - ૫૫ ☐
- d. નથી ખબર ☐

૨૪. કિશોરાવસ્થા દરમિયાન શરીરમાં કેવા પ્રકારના બદલાવ થાય છે?(એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. સ્તનનો વિકાસ થવો ☐
- b. ચહેરા પર વાળ ઊગવા ☐
- c. ગુપ્તાંગમાં વાળ ઊગવા ☐
- d. અવાજ જાડો થવો ☐
- e. ચહેરા પર ખીલ થવા ☐
- f. વજન વધવું ☐
- g. ઊંચાઈ વધવી ☐
- h. નથી ખબર ☐

વિભાગ ૩ : માસિક સ્વાસ્થ્ય અને સ્વચ્છતાને લગતા વ્યવહારની ચકાસણી

નોંધ : નીચે આપેલ દરેક પ્રશ્નના યોગ્ય લાગતા વિકલ્પની સામે (✓) નું ચિન્હ મૂકો.

૧. શું માસિક દરમિયાન તમે પોષણ યુક્ત આહાર લો છો?

a. હા ☐

b. ના ☐

૨. માસિક દરમિયાન તમે કયો આહાર લો છો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

a. ફળ-ફળાદી ☐

b. કઠોળ ☐

c. દહીં ☐

d. અથાણું ☐

e. લીલા શાકભાજી ☐

f. ઈંડા ☐

g. આર્યન યુક્ત આહાર (ખજૂર, તલ, બાજરી વગેરે) ☐

h. વિટામિન સી યુક્ત (નારંગી, સ્ટ્રોબેરી વગેરે) ☐

i. ઠંડા પીણાં (કોક, પેપ્સી વગેરે) ☐

j. કાચું પપૈયું ☐

૩. માસિક દરમિયાન થતાં દુખાવાને ઓછો કરવા માટે તમે શું કરો છો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

a. દવા લઉં છું ☐

b. કસરત કરું છું ☐

c. આરામ કરું છું ☐

d. યોગા કરું છું ☐

e. ગરમ પાણીનો શેક કરું છું ☐

f. ઠંડા પાણીનો શેક કરું છું ☐

g. કંઈ જ નથી કરતી ☐

૪. જો પેઢાનો દુખાવો ખૂબ વધુ અને લાંબા સમય સુધી રહે તો તમે શું કરો છો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

a. ડોક્ટરની સલાહ લઉં છું ☐

b. આંગણવાળીના બહેનની સલાહ લઉં છું ☐

c. પેટ પર ગરમ પાણીનો શેક કરું છું ☐

d. આરામ કરું છું ☐

e. કંઈ જ નથી કરતી ☐

૫. માસિકની તારીખ પાછળ ઠેલવવા માટે તમે દવા લો છો?

a. હા ☐

b. ના ☐

જો હા, તો શા માટે?

a. લગ્ન પ્રસંગમાં જઈ શકાય તે માટે ☐

b. બહાર ફરવા જઈ શકાય તે માટે ☐

c. પૂજામાં કે મંદિરમાં જઈ શકાય તે માટે ☐

શું તમે દવા લેતા પહેલા ડોક્ટરની સલાહ લો છો?

a. હા ☐

b. ના ☐

૬. માસિક દરમિયાન તમે દિવસમાં કેટલી વાર સ્નાન કરો છો?

a. ૧ ☐

b. ૨ ☐

c. ૩ ☐

d. એક પણ વાર નહીં ☐

૭. માસિક દરમિયાન પેડ/કાપડ બદલતા પહેલા હાથ ધુઓ છો?

a. હા ☐

b. ના ☐

૮. માસિક દરમિયાન પેડ/કાપડ બદલ્યા પછી હાથ ધુઓ છો?

a. હા ☐

b. ના ☐

૯. તમે શેનાથી હાથ ધુઓ છો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

a. ફક્ત પાણીથી ☐

b. સાબુથી ☐

c. સેનેટાઇઝરથી ☐

d. હેન્ડ વોશથી ☐

૧૦. માસિકસ્રાવ દરમિયાન વાપરેલ પેડ/કાપડને કેટલી વાર બદલો છો?

a. ૧ ☐

b. ૨ થી વધુ ☐

c. જરૂરિયાત પ્રમાણે ☐

d. એક પણ વાર નહીં ☐



૧૧. માસિક દરમિયાન વાપરેલ પેડનું શું કરો છો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. પેપરમાં વાળીને કચરાપેટીમાં ફેંકું છું ☐
- b. ખૂલામાં ફેંકી દઉં છું ☐
- c. ઘોઈને ફરી વાપરું છું ☐
- d. સુકાઈ ગયા બાદ સળગાવી દઉં છું ☐
- e. ટોઇલેટમાં ફેંકી દઉં છું ☐
- f. ખાળો કરીને દાટી દઉં છું ☐

૧૨. માસિક દરમિયાન વાપરેલ કાપડનું શું કરો છો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. પેપરમાં વાળીને કચરાપેટીમાં ફેંકું છું ☐
- b. ખૂલામાં ફેંકી દઉં છું ☐
- c. ઘોઈને ફરી વાપરું છું ☐
- d. સુકાઈ ગયા બાદ સળગાવી દઉં છું ☐
- e. ટોઇલેટમાં ફેંકી દઉં છું ☐
- f. ખાળો કરીને દાટી દઉં છું ☐

૧૩. માસિક દરમિયાન તમે નીચેનામાંથી કઈ પદ્ધતિઓનું પાલન કરો છો? (તમને યોગ્ય લાગતા ખાનામાં

(✓) નું ચિન્હ મૂકો.)

	પદ્ધતિઓ	હમેશાં	કોઈક વાર	ક્યારેય નહીં
૧.	બધાથી દૂર બેસું છું			
૨.	અલગ રૂમમાં રહું છું			
૩.	કોઈને અડતી નથી			
૪.	ખાસ કરીને પુરુષોથી દૂર રહું છું			
૫.	ઘરની બહાર નથી નીકળતી			
૬.	કોઈ પણ વ્યક્તિ સાથે માસિક વિશેની ચર્ચા નથી કરતી			
૭.	રસોડામાં નથી જતી			
૮.	શાળાએ નથી જતી			
૯.	મંદિર કે ધાર્મિક સ્થળો પર નથી જતી			
૧૦.	અથાણું નથી ખાતી			
૧૧.	ખાટલા પર નથી સૂતી			
૧૨.	નવા કપડાં નથી પહેરતી			
૧૩.	બધાથી અલગ જમવા બેસું છું			
૧૪.	રમત-ગમતની પ્રવૃત્તિઓમાં ભાગ નથી લેતી			
૧૫.	બધા સાથે બેસીને જામું છું			
૧૬.	નિયમિત શાળાએ જાવ છું			
૧૭.	રમત-ગમતની પ્રવૃત્તિઓમાં ભાગ લઉં છું			

શોર્ટ ફિલ્મ સંબંધિત પ્રશ્નો

શોર્ટ ફિલ્મ ૧ : પહેલી કી સહેલી

નોંધ : નીચે આપેલ દરેક પ્રશ્નના યોગ્ય લાગતા વિકલ્પની સામે (✓) નું ચિન્હ મૂકો.

૧. શોર્ટ ફિલ્મ કેવી લાગી?

- a. ખૂબ સારી ☐
- b. સારી ☐
- c. સાધારણ ☐
- d. ખરાબ ☐
- e. ન સમજાઈ ☐

૨. શોર્ટ ફિલ્મનો વિષય કેવો હતો?

- a. નવો ☐
- b. જાણીતો ☐
- c. કંટાળાજનક ☐
- d. મનોરંજક ☐
- e. જ્ઞાનવર્ધક ☐
- f. અન્ય : \_\_\_\_\_

૩. શોર્ટ ફિલ્મનો સમયગાળો કેવો હતો?

- a. ટુંકો ☐
- b. લાંબો ☐
- c. યોગ્ય ☐

૪. શોર્ટ ફિલ્મની ભાષા કેવી હતી?

- a. સમજવામાં સરળ ☐
- b. સમજવામાં અઘરી ☐
- c. બિલકુલ ન સમજાય એવી ☐

૫. શોર્ટ ફિલ્મમાં સમજાવવામાં આવેલ માહિતી કેટલી ઉપયોગી છે?

- a. વધુ ☐
- b. ઓછી ☐
- c. બિલકુલ ઉપયોગી નથી ☐

૬. શું તમે શોર્ટ ફિલ્મમાં આપેલ માહિતી વિશે પહેલેથી જાણતા હતા?

- a. હા ☐
- b. ના ☐
- c. થોડો ખ્યાલ હતો ☐

૭. તમને બતાવવામાં આવેલ ફિલ્મ કેવા પ્રકારની હતી?

- a. વર્ણનાત્મક, કે જે કાલ્પનિક ઘટનાઓનું વાર્તા તરીકે વર્ણન કરે. ☐
- b. ડોક્યુમેન્ટ્રી, જેમાં વાસ્તવિક સ્થિતિનું વર્ણન કરવા માટે વાસ્તવિક પાત્રોને દર્શાવવામાં આવે છે. ☐
- c. એનિમેટેડ અથવા કાર્ટૂન, કે જેમાં વ્યક્તિ, વસ્તુ અને પ્રાણીઓને કાલ્પનિક અને કાર્ટૂનના સ્વરૂપમાં દર્શાવવામાં આવે છે. ☐
- d. ન સમજાયું ☐

૮. શોર્ટ ફિલ્મમાં બતાવવામાં આવેલ પાત્રોમાંથી તમને કયા પાત્રો ગમ્યા? (યોગ્ય લાગતા ખાનામાં (✓) નું ચિન્હ કરો. પાત્રના નામની સામેના કોઈ પણ એક જ ખાનામાં તમે ચિન્હ મૂકી શકો છો.)

પાત્રો	વધુ ગમ્યું	ઓછું ગમ્યું	બિલકુલ ન ગમ્યું
રીટા			
શિક્ષક			
રુકસાર			
આંગણવાડી ના ભાભી			
રીટાની મમ્મી			
રીટાની દાદી			

૯. નીચે આપેલ વિકલ્પોમાંથી તમને શોર્ટ ફિલ્મ વિશે શું ગમ્યું? (યોગ્ય લાગતા ખાનામાં (✓) નું ચિન્હ કરો. વિકલ્પની સામેના કોઈ પણ એક જ ખાનામાં તમે ચિન્હ મૂકી શકો છો.)

વિકલ્પ	વધુ ગમ્યું	ઓછું ગમ્યું	બિલકુલ ન ગમ્યું
સ્ટોરી (વાર્તા)			
પાત્રો			
સંવાદ (ડાયલોગ)			
પાત્રોના આવાજ			
સંગીત			
ગીત			
દ્રશ્યો			
કાર્ટૂનમાં ઉપયોગ કરાયેલ રંગો			
પાત્રોના કપડાં			

૧૦. શોર્ટ ફિલ્મમાં કઈ માહિતી આપવામાં આવી હતી? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. માસિક એક કુદરતી પ્રક્રિયા છે. ☐
- b. માસિક દરમિયાન શરીરમાં બાહ્ય અને આંતરિક ફેરફાર થાય છે. ☐
- c. માસિક દરમિયાન કાપડનો ઉપયોગ કરવો જોઈએ ☐
- d. વાપરેલ પેડ/કાપડને ખાડો કરીને દાટી દેવું ☐
- e. વાપરેલ પેડને સુકાઈ ગયા બાદ સળગાવી દેવું ☐
- f. માસિક દરમિયાન શરીરની સાફ સફાઈ રાખવી ખૂબ જરૂરી છે. ☐
- g. ગર્ભાશયમાં સંકોચનના કારણે માસિક દરમિયાન પેટમાં દુખાવો થાય છે. ☐
- h. માસિક બાદ કાપડને સ્વચ્છ જગ્યાએ મૂકવું ☐
- i. સામાન્ય રીતે માસિકચક્ર ૨૮ દિવસોનું હોય છે. ☐

૧૧. તમને બતાવવામાં આવેલ શોર્ટ ફિલ્મ વિશે નીચે આપેલ કયા વાક્ય સાથે તમે સહમત છો?

નીચે આપેલા વાક્યોને ધ્યાનથી વાંચો અને તમને સાચા લાગતા વિકલ્પની સામેના કોઈ પણ એક ખાનામાં (✓) નું ચિહ્ન કરો.

ક્રમાંક	વાક્યો	સહમત છું	મધ્યમ રીતે સહમત છું	બિલકુલ સહમત નથી
	શોર્ટ ફિલ્મ...			
૧.	મનોરંજક હતી.			
૨.	કંટાળાજનક હતી.			
૩.	ચિત્ર જામું દેખાતું હતું.			
૪.	પાત્રોની વાત સમજવામાં ખૂબ મુંઝવણ થતી હતી.			
૫.	પાત્રોની વાત એકદમ સ્પષ્ટ અને સમજણ પડે તેવી હતી.			
૬.	આપવામાં આવેલ માહિતી જ્ઞાનવર્ધક હતી.			
૭.	શોર્ટ ફિલ્મ બતાવવાનો સમયગાળો યોગ્ય ન હતો.			
૮.	એક જ સમયે મનોરંજન અને શિક્ષણ બંને પ્રદાન કરે છે.			
૯.	શોર્ટ ફિલ્મ જોવી એ માત્ર સમયનો બગાડ છે.			
૧૦.	ઓછા સમયમાં ઘણી માહિતી મળે છે.			
૧૧.	પાત્રો ઝળપથી ડાયલોગ બોલતા હતા, જેથી શું કહેવા માંગે છે તે સમજાયું નહીં.			
૧૨.	સમજાવવામાં આવેલ માહિતી અટપટી હતી.			
૧૩.	માસિક સ્વાસ્થ્ય અને સ્વચ્છતા સંબંધિત જ્ઞાન મેળવવા માટે વિશ્વસનીય સ્ત્રોત છે.			

૧૪.	જોતા પહેલા મને માસિક વિશે અધૂરી જાણકારી હતી.			
૧૫.	જોતી વખતે શિક્ષકે વચ્ચે વચ્ચે તે વિષય પર ચર્ચા કરવી જોઈએ અને સમજાવવું જોઈએ.			
૧૬.	જોતા પહેલા મને માસિક વિશે વધુ જાણકારી હતી.			
૧૭.	માત્ર શોર્ટ ફિલ્મ માસિક વિશે જાગૃત્તા ફેલાવી શકતી નથી.			
૧૮.	સમજાવવામાં આવેલ માહિતી સરળ હતી.			
૧૯.	શોર્ટ ફિલ્મ સાથે અન્ય માધ્યમનો ઉપયોગ કરવો જરૂરી છે.			
૨૦.	શોર્ટ ફિલ્મમાં આપેલ માહિતી સાચી હતી.			
૨૧.	શોર્ટ ફિલ્મ કોઈ પણ પ્રકારની જાગૃતિ ફેલાવવા માટે અસરકારક મધ્યમ બની શકે છે.			

૧૨. “પહેલી કી સહેલી” શોર્ટ ફિલ્મ વિશે તમે કંઈ કહેવા ઈચ્છો છો?

a. હા ☐

b. ના ☐

જો હા, તો અહીં જણાવો.

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શોર્ટ ફિલ્મ ૨ : લાલી : અ ટેલ ઓફ બ્લડ

નોંધ : નીચે આપેલ દરેક પ્રશ્નના યોગ્ય લાગતા વિકલ્પની સામે (✓) નું ચિન્હ મૂકો.

૧. શોર્ટ ફિલ્મ કેવી લાગી?

- a. ખૂબ સારી ☐
- b. સારી ☐
- c. સાધારણ ☐
- d. ખરાબ ☐
- e. ન સમજાઈ ☐

૨. શોર્ટ ફિલ્મનો વિષય કેવો હતો?

- a. નવો ☐
- b. જાણીતો ☐
- c. કંટાળાજનક ☐
- d. મનોરંજક ☐
- e. જ્ઞાનવર્ધક ☐
- f. અન્ય : \_\_\_\_\_

૩. શોર્ટ ફિલ્મનો સમયગાળો કેવો હતો?

- a. ટુંકો ☐
- b. લાંબો ☐
- c. યોગ્ય ☐

૪. શોર્ટ ફિલ્મની ભાષા કેવી હતી?

- a. સમજવામાં સરળ ☐
- b. સમજવામાં અઘરી ☐
- c. બિલકુલ ન સમજાય એવી ☐

૫. શોર્ટ ફિલ્મમાં સમજાવવામાં આવેલ માહિતી કેટલી ઉપયોગી છે?

- a. વધુ ☐
- b. ઓછી ☐
- c. બિલકુલ ઉપયોગી નથી ☐

૬. શું તમે શોર્ટ ફિલ્મમાં આપેલ માહિતી વિશે પહેલેથી જાણતા હતા?

- a. હા ☐
- b. ના ☐
- c. થોડો ખ્યાલ હતો ☐

૭. તમને બતાવવામાં આવેલ ફિલ્મ કેવા પ્રકારની હતી?

- a. વર્ણનાત્મક, કે જે કાલ્પનિક ઘટનાઓનું વાર્તા તરીકે વર્ણન કરે. ☐
- b. ડોક્યુમેન્ટ્રી, જેમાં વાસ્તવિક સ્થિતિનું વર્ણન કરવા માટે વાસ્તવિક પાત્રોને દર્શાવવામાં આવે છે. ☐
- c. એનિમેટેડ અથવા કાર્ટૂન, કે જેમાં વ્યક્તિ, વસ્તુ અને પ્રાણીઓને કાલ્પનિક અને કાર્ટૂનના સ્વરૂપમાં દર્શાવવામાં આવે છે. ☐
- d. ન સમજાયું ☐

૮. શોર્ટ ફિલ્મમાં બતાવવામાં આવેલ પાત્રોમાંથી તમને કયા પાત્રો ગમ્યા? (યોગ્ય લાગતા ખાનામાં (✓) નું ચિન્હ કરો. પાત્રના નામની સામેના કોઈ પણ એક જ ખાનામાં તમે ચિન્હ મૂકી શકો છો.)

પાત્રો	વધુ ગમ્યું	ઓછું ગમ્યું	બિલકુલ ન ગમ્યું
લાલી (આરતી)			
લાલીના પપ્પા (ભરત)			
લાલીની માતા			
સરપંચ (દલપત)			
સરપંચની છોકરી (દીક્ષા)			
સરપંચની પત્ની (દક્ષા)			
સરપંચનો છોકરો (દીપ)			
ગામના લોકો			

૯. નીચે આપેલ વિકલ્પોમાંથી તમને શોર્ટ ફિલ્મ વિશે શું ગમ્યું? (યોગ્ય લાગતા ખાનામાં (✓) નું ચિન્હ કરો. વિકલ્પના સામેના કોઈ પણ એક જ ખાનામાં તમે ચિન્હ મૂકી શકો છો.)

વિકલ્પ	વધુ ગમ્યું	ઓછું ગમ્યું	બિલકુલ ન ગમ્યું
સ્ટોરી (વાર્તા)			
પાત્રો			
સંવાદ (ડાયલોગ)			
પાત્રોના આવાજ			
સંગીત			
ગીત			
દ્રશ્યો			
કાર્ટૂનમાં ઉપયોગ કરાયેલ રંગો			
પાત્રોના કપડાં			

૧૦. શોર્ટ ફિલ્મમાં કઈ માહિતી આપવામાં આવી હતી? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. માસિક સંબંધિત માન્યતાઓ અને રિવાજો ☐
- b. માસિક માત્ર એક કુદરતી પ્રક્રિયા છે, ભગવાને આપેલ શ્રાપ નહીં. ☐
- c. માસિક સંબંધિત માન્યતાઓ અને રિવાજોના કારણે છોકરીઓને ભણતરથી વંચિત ન રાખી શકાય ☐
- d. માસિક સંબંધિત માન્યતાઓ અને રિવાજોનું પાલન કરવું અનિવાર્ય નથી ☐

૧૧. તમને બતાવવામાં આવેલ શોર્ટ ફિલ્મ વિશે નીચે આપેલ કયા વાક્ય સાથે તમે સહેમત છો?

નીચે આપેલા વાક્યોને ધ્યાનથી વાંચો અને તમને સાચા લાગતા વિકલ્પની સામેના કોઈ પણ એક ખાનામાં (✓) નું ચિન્હ કરો.

ક્રમાંક	વાક્યો	સહમત છું	મધ્યમ રીતે સહમત છું	બિલકુલ સહમત નથી
	શોર્ટ ફિલ્મ...			
૧.	મનોરંજક હતી.			
૨.	કંટાળાજનક હતી.			
૩.	ચિત્ર જાખું દેખાતું હતું.			
૪.	પાત્રોની વાત સમજવામાં ખૂબ મુંઝવણ થતી હતી.			
૫.	પાત્રોની વાત એકદમ સ્પષ્ટ અને સમજણ પડે તેવી હતી.			
૬.	આપવામાં આવેલ માહિતી જ્ઞાનવર્ધક હતી.			
૭.	શોર્ટ ફિલ્મ બતાવવાનો સમયગાળો યોગ્ય ન હતો.			
૮.	એક જ સમયે મનોરંજન અને શિક્ષણ બંને પ્રદાન કરે છે.			
૯.	શોર્ટ ફિલ્મ જોવી એ માત્ર સમયનો બગાડ છે.			
૧૦.	ઓછા સમયમાં ઘણી માહિતી મળે છે.			
૧૧.	પાત્રો ઝળપથી ડાયલોગ બોલતા હતા, જેથી શું કહેવા માંગે છે તે સમજાયું નહીં.			
૧૨.	સમજાવવામાં આવેલ માહિતી અટપટી હતી.			
૧૩.	માસિક સ્વાસ્થ્ય અને સ્વચ્છતા સંબંધિત જ્ઞાન મેળવવા માટે વિશ્વસનીય સ્ત્રોત છે.			
૧૪.	જોતા પહેલા મને માસિક વિશે અધૂરી જાણકારી હતી.			



૧૫.	જોતી વખતે શિક્ષકે વચ્ચે વચ્ચે તે વિષય પર ચર્ચા કરવી જોઈએ અને સમજાવવું જોઈએ.			
૧૬.	જોતા પહેલા મને માસિક વિશે વધુ જાણકારી હતી.			
૧૭.	માત્ર શોર્ટ ફિલ્મ માસિક વિશે જાગૃક્તા ફેલાવી શકતી નથી.			
૧૮.	સમજાવવામાં આવેલ માહિતી સરળ હતી.			
૧૯.	શોર્ટ ફિલ્મ સાથે અન્ય માધ્યમનો ઉપયોગ કરવો જરૂરી છે.			
૨૦.	આપવામાં આવેલ માહિતી સાચી હતી.			
૨૧.	માસિક વિશેની માન્યતાઓ અને ધારણાઓ વિશે જાગૃતિ ફેલાવવા માટે યોગ્ય મધ્યમ છે.			
૨૨.	કોઈ પણ પ્રકારની જાગૃતિ ફેલાવવા માટે અસરકારક મધ્યમ બની શકે છે.			

૧૨. “લાલી : અ ટેલ ઓફ બ્લડ” શોર્ટ ફિલ્મ વિશે તમે કંઈ કહેવા ઈચ્છો છો?

a. હા ☐

b. ના ☐

જો હા, તો અહીં જણાવો.

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### શોર્ટ ફિલ્મ ૩ : એવરી ગર્લ બ્લિડ્ઝ

નોંધ : નીચે આપેલ દરેક પ્રશ્નના યોગ્ય લાગતા વિકલ્પની સામે (✓) નું ચિન્હ મૂકો.

૧. શોર્ટ ફિલ્મ કેવી લાગી?

- a. ખૂબ સારી ☐
- b. સારી ☐
- c. સાધારણ ☐
- d. ખરાબ ☐
- e. ન સમજાઈ ☐

૨. શોર્ટ ફિલ્મનો વિષય કેવો હતો?

- a. નવો ☐
- b. જાણીતો ☐
- c. કંટાળાજનક ☐
- d. મનોરંજક ☐
- e. જ્ઞાનવર્ધક ☐
- f. અન્ય : \_\_\_\_\_

૩. શોર્ટ ફિલ્મનો સમયગાળો કેવો હતો?

- a. ટુંકો ☐
- b. લાંબો ☐
- c. યોગ્ય ☐

૪. શોર્ટ ફિલ્મની ભાષા કેવી હતી?

- a. સમજવામાં સરળ ☐
- b. સમજવામાં અઘરી ☐
- c. બિલકુલ ન સમજાય એવી ☐

૫. શોર્ટ ફિલ્મમાં સમજાવવામાં આવેલ માહિતી કેટલી ઉપયોગી છે?

- a. વધુ ☐
- b. ઓછી ☐
- c. બિલકુલ ઉપયોગી નથી ☐

૬. શું તમે શોર્ટ ફિલ્મમાં આપેલ માહિતી વિશે પહેલેથી જાણતા હતા?

- a. હા ☐
- b. ના ☐
- c. થોડો ખ્યાલ હતો ☐

૭. તમને બતાવવામાં આવેલ ફિલ્મ કેવા પ્રકારની હતી?

- a. વર્ણનાત્મક, કે જે કાલ્પનિક ઘટનાઓનું વાર્તા તરીકે વર્ણન કરે. ☐
- b. ડોક્યુમેન્ટ્રી, જેમાં વાસ્તવિક સ્થિતિનું વર્ણન કરવા માટે વાસ્તવિક પાત્રોને દર્શાવવામાં આવે છે. ☐
- c. એનિમેટેડ અથવા કાર્ટૂન, કે જેમાં વ્યક્તિ, વસ્તુ અને પ્રાણીઓને કાલ્પનિક અને કાર્ટૂનના સ્વરૂપમાં દર્શાવવામાં આવે છે. ☐
- d. ન સમજાયું ☐

૮. શોર્ટ ફિલ્મમાં બતાવવામાં આવેલ પાત્રોમાંથી તમને કયા પાત્રો ગમ્યા? (યોગ્ય લાગતા ખાનામાં (✓) નું ચિન્હ કરો. પાત્રના નામની સામેના કોઈ પણ એક જ ખાનામાં તમે ચિન્હ મૂકી શકો છો.)

પાત્રો	વધુ ગમ્યું	ઓછું ગમ્યું	બિલકુલ ન ગમ્યું
સાક્ષી			
શિક્ષક			
કલાસની વિદ્યાર્થિનિઓ			
સાક્ષિની સાહેલીઓ			
સાક્ષીની મમ્મી			

૯. નીચે આપેલ વિકલ્પોમાંથી તમને શોર્ટ ફિલ્મ વિશે શું ગમ્યું? (યોગ્ય લાગતા ખાનામાં (✓) નું ચિન્હ કરો. વિકલ્પના સામેના કોઈ પણ એક જ ખાનામાં તમે ચિન્હ મૂકી શકો છો.)

વિકલ્પ	વધુ ગમ્યું	ઓછું ગમ્યું	બિલકુલ ન ગમ્યું
સ્ટોરી (વાર્તા)			
પાત્રો			
સંવાદ (ડાયલોગ)			
પાત્રોના આવાજ			
સંગીત			
ગીત			
દ્રશ્યો			
કાર્ટૂનમાં ઉપયોગ કરાયેલ રંગો			
પાત્રોના કપડાં			

૧૦. શોર્ટ ફિલ્મમાં કઈ માહિતી આપવામાં આવી હતી? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. પ્રી-મેન્સટ્રુઅલ સિંડ્રોમ ☐
- b. માસિક આવવાનો અર્થ છે કે શરીર માતા બનવા લાયક થઈ ગયું છે અને શરીરનો યોગ્ય વિકાસ થઈ રહ્યો છે. ☐
- c. માસિક ૪૫ થી ૫૫ વર્ષની ઉંમરમાં આવવાનું બંધ થઈ જાય છે, જેને મેનોપોઝ કહે છે. ☐
- d. માસિક દરમિયાન સેનિટરી નેપકિન હમેશાં સાથે રાખવું જોઈએ. ☐
- e. માસિક દરમિયાન થતાં શારીરિક અને માનસિક બદલાવોની જાણકારી હોવી ખૂબ જરૂરી છે. ☐
- f. માસિક દરમિયાન રોક-ટોક કરવી તે એક જૂની વિચારધારણાનું પરિણામ છે. ☐

૧૧. તમને બતાવવામાં આવેલ શોર્ટ ફિલ્મ વિશે નીચે આપેલ કયા વાક્ય સાથે તમે સહેમત છો?

નીચે આપેલા વાક્યોને ધ્યાનથી વાંચો અને તમને સાચા લાગતા વિકલ્પની સામેના કોઈ પણ એક ખાનામાં (✓) નું ચિહ્ન કરો.

ક્રમાંક	વાક્યો	સહમત છું	મધ્યમ રીતે સહમત છું	બિલકુલ સહમત નથી
	શોર્ટ ફિલ્મ...			
૧.	મનોરંજક હતી.			
૨.	કંટાળાજનક હતી.			
૩.	ચિત્ર જાખું દેખાતું હતું.			
૪.	પાત્રોની વાત સમજવામાં ખૂબ મુંઝવણ થતી હતી.			
૫.	પાત્રોની વાત એકદમ સ્પષ્ટ અને સમજણ પડે તેવી હતી.			
૬.	આપવામાં આવેલ માહિતી જ્ઞાનવર્ધક હતી.			
૭.	શોર્ટ ફિલ્મ બતાવવાનો સમયગાળો યોગ્ય ન હતો.			
૮.	એક જ સમયે મનોરંજન અને શિક્ષણ બંને પ્રદાન કરે છે.			
૯.	શોર્ટ ફિલ્મ જોવી એ માત્ર સમયનો બગાડ છે.			
૧૦.	ઓછા સમયમાં ઘણી માહિતી મળે છે.			
૧૧.	પાત્રો ઝળપથી ડાયલોગ બોલતા હતા, જેથી શું કહેવા માંગે છે તે સમજાયું નહીં.			
૧૨.	સમજાવવામાં આવેલ માહિતી અટપટી હતી.			
૧૩.	માસિક સ્વાસ્થ્ય અને સ્વચ્છતા સંબંધિત જ્ઞાન મેળવવા માટે વિશ્વસનીય સ્ત્રોત છે.			

૧૪.	જોતા પહેલા મને માસિક વિશે અધૂરી જાણકારી હતી.			
૧૫.	જોતી વખતે શિક્ષકે વચ્ચે વચ્ચે તે વિષય પર ચર્ચા કરવી જોઈએ અને સમજાવવું જોઈએ.			
૧૬.	જોતા પહેલા મને માસિક વિશે વધુ જાણકારી હતી.			
૧૭.	માત્ર શોર્ટ ફિલ્મ માસિક વિશે જાગૃક્તા ફેલાવી શકતી નથી.			
૧૮.	સમજાવવામાં આવેલ માહિતી સરળ હતી.			
૧૯.	શોર્ટ ફિલ્મ સાથે અન્ય માધ્યમનો ઉપયોગ કરવો જરૂરી છે.			
૨૦.	આપવામાં આવેલ માહિતી સાચી હતી.			
૨૧.	માસિક વિશેની માન્યતાઓ અને ધારણાઓ વિશે જાગૃતિ ફેલાવવા માટે યોગ્ય મધ્યમ છે.			
૨૨.	કોઈ પણ પ્રકારની જાગૃતિ ફેલાવવા માટે અસરકારક મધ્યમ બની શકે છે.			

૧૨. “એવરી ગર્લ બ્લિંડઝ” શોર્ટ ફિલ્મ વિશે તમે કંઈ કહેવા ઈચ્છો છો?

- a. હા ☐
- b. ના ☐

જો હા, તો અહીં જણાવો.

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વિભાગ ૧ : વ્યક્તિગત જાણકારી

નોંધ : નીચે આપેલ દરેક પ્રશ્નના યોગ્ય લાગતા વિકલ્પની સામે (✓) નું ચિન્હ મૂકો. દરેક પ્રશ્નનો જવાબ આપવો ફરજિયાત છે.

૧. નામ : \_\_\_\_\_

૨. ઉંમર (પૂર્ણ થયેલ વર્ષ)

a. ૧૦ – ૧૧ ☐

b. ૧૨ – ૧૩ ☐

c. ૧૪ – ૧૫ ☐

૩. શાળાનું નામ : \_\_\_\_\_

૪. ધોરણ

a. ૭ ☐

b. ૮ ☐

વિભાગ ૨ : માસિક સ્વાસ્થ્ય અને સ્વચ્છતાને લગતા જ્ઞાનની ચકાસણી

નોંધ : નીચે આપેલ દરેક પ્રશ્નના યોગ્ય લાગતા વિકલ્પની સામે (✓) નું ચિહ્ન મૂકો.

૧. માસિક પહેલા અનુભવાતા લક્ષણોને શું કહે છે?

- a. મેન્સ્ટ્રુઅલ સિંડ્રોમ ☐
- b. પ્રી-મેન્સ્ટ્રુઅલ સિંડ્રોમ ☐
- c. પોસ્ટ-મેન્સ્ટ્રુઅલ સિંડ્રોમ ☐
- d. નથી ખબર ☐

૨. માસિક શું છે?

- a. ગર્ભાશયમાં બનેલી પોષણપરત તૂટવાના કારણે થતો રક્તસ્રાવ ☐
- b. શરીરનું ગંદુ લોહી ☐
- c. શરીરમાં થતો હોર્મોન્સનો બદલાવ ☐
- d. ભગવાનનો શ્રાપ ☐
- e. શરીરનો કચરો બહાર નીકળવો ☐
- f. અપવિત્રતાની નિશાની ☐
- g. નથી ખબર ☐

૩. માસિક દરમિયાન રક્તસ્રાવ ક્યાંથી થાય છે?

- a. મૂત્રમાર્ગ ☐
- b. ગર્ભાશય ☐
- c. યોનિમાર્ગ ☐
- d. નથી ખબર ☐

૪. સામાન્ય રીતે કઈ ઉંમરમાં માસિકની શરૂઆત થાય છે?

- a. ૫ - ૯ ☐
- b. ૧૦ - ૧૫ ☐
- c. ૧૬ - ૨૦ ☐
- d. નથી ખબર ☐

૫. સામાન્ય રીતે માસિક કેટલા દિવસો સુધી આવે છે?

- a. ૧ - ૨ ☐
- b. ૩ - ૭ ☐
- c. ૮ - ૧૦ ☐
- d. ૧૦ દિવસથી વધુ ☐

૬. સામાન્ય રીતે બે માસિક વચ્ચે કેટલા દિવસોનું અંતર હોવું જોઈએ?

- a. ૧૫ ☐
- b. ૨૦ ☐
- c. ૨૮ ☐
- d. નથી ખબર ☐

૭. બે માસિક વચ્ચેના સમયગાળાને શું કહેવાય છે?

- a. માસિક ☐
- b. માસિકચક્ર ☐
- c. માસિકસ્રાવ ☐
- d. નથી ખબર ☐

૮. માસિક આવવું કેમ જરૂરી છે? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. શરીરને મજબૂત બનાવવા માટે. ☐
- b. શરીરના યોગ્ય વિકાસ માટે ☐
- c. શરીરને માતા બનવા લાયક બનાવવા માટે. ☐
- d. નથી ખબર ☐

૯. માસિક દરમિયાન શેનો ઉપયોગ કરવો જોઈએ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. પેડ ☐
- b. કપડું ☐
- c. ધાંસ ☐
- d. રૂ (ઊન) ☐
- e. કંઈ જ નહીં ☐

૧૦. માસિક દરમિયાન વાપરેલ પેડનું શું કરવું? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. પેપરમાં વાળીને કચરાપેટીમાં ફેંકવું ☐
- b. ખૂલામાં ફેંકી દેવું ☐
- c. ધોઈને ફરી વાપરવું ☐
- d. સુકાઈ ગયા બાદ સળગાવી દેવું ☐
- e. ટોઇલેટમાં ફેંકી દેવું ☐
- f. ખાળો કરીને દાટી દેવું ☐



૧૧. માસિક દરમિયાન વાપરેલ કાપડનું શું કરવું? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. પેપરમાં વાળીને કચરાપેટીમાં ફેંકવું ☐
- b. ખૂલામાં ફેંકી દેવું ☐
- c. ઘોઈને ફરી વાપરવું ☐
- d. સુકાઈ ગયા બાદ સળગાવી દેવું ☐
- e. ટોઇલેટમાં ફેંકી દેવું ☐
- f. ખાળો કરીને દાટી દેવું ☐

૧૨. સામાન્ય રીતે માસિક દરમિયાન શરીરના કયા અંગમાં દુખાવો થાય છે?(એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. હાથ ☐
- b. પગ ☐
- c. પેઢામાં ☐
- d. કમર ☐
- e. માથામાં ☐
- f. ઉપર જણાવેલમાંથી એક પણ નહીં ☐

૧૩. સામાન્ય રીતે માસિક દરમિયાન પેટમાં દુખાવો કેમ થાય છે?

- a. અપૂરતા પૌષ્ટિક આહારના સેવનથી ☐
- b. વધુ પડતું કામ કરવાથી ☐
- c. પોષણપરતને બહાર કાઢવા માટે ગર્ભાશયમાં થતાં સંકોચનથી ☐
- d. નથી ખબર ☐

૧૪. માસિક દરમિયાન થતા દુખાવામાં આરામ મેળવવા માટે શું કરવું જોઈએ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. દવા લેવી ☐
- b. કસરત કરવી ☐
- c. આરામ કરવો ☐
- d. યોગા કરવા ☐
- e. ડોક્ટરની સલાહ લેવી ☐
- f. ગરમ પાણીનો શેક કરવો ☐
- g. ઉપર જણાવેલમાંથી કઈ જ નહીં ☐

૧૫. જો પેઢાનો દુખાવો ખૂબ વધુ અને લાંબા સમય સુધી રહે તો શું કરવું જોઈએ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. ડોક્ટરની સલાહ લેવી ☐
- b. આંગણવાળીના બહેનની સલાહ લેવી ☐
- c. પેટ પર ગરમ પાણીનો શેક કરવો ☐
- d. આરામ કરવો ☐
- e. કંઈ જ નહીં કરવું ☐

૧૬. માસિક દરમિયાન શરીરમાં શેની ઉણપ(ખામી) વધુ રહે છે?

- a. વીટામીન ☐
- b. કેલ્સિયમ ☐
- c. આર્યન ☐
- d. નથી ખબર ☐

૧૭. માસિક દરમિયાન કયો આહાર લેવો જોઈએ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. ફળ-ફળાદી ☐
- b. કઠોળ ☐
- c. દહીં ☐
- d. અથાણું ☐
- e. લીલા શાકભાજી ☐
- f. ઈંડા ☐
- g. આર્યન યુક્ત આહાર (ખજૂર, તલ, બાજરી વગેરે) ☐
- h. વિટામિન સી યુક્ત (નારંગી, સ્ટ્રોબેરી વગેરે) ☐
- i. ઠંડા પીણાં (કોક, પેપ્સી વગેરે) ☐
- j. કાચું પપૈયું ☐

૧૮. માસિક દરમિયાન નિયમિત રીતે અથવા ઓછામાં ઓછું કેટલી વાર સ્નાન કરવું જોઈએ?

- a. ૧ ☐
- b. ૨ ☐
- c. ૩ થી વધુ ☐
- d. એક પણ વાર નહીં ☐

૧૯. માસિક દરમિયાન શેનાથી ગુપ્તાંગ સાફ કરવું જોઈએ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. ફક્ત પાણીથી ☐
- b. સાબુથી ☐
- c. બોડી વોશથી ☐
- d. ભીના કપડાથી ☐

૨૦. માસિક દરમિયાન શેનાથી હાથ ધોવા જોઈએ? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. ફક્ત પાણીથી ☐
- b. સાબુથી ☐
- c. સેનેટાઇઝરથી ☐
- d. હેન્ડ વોશથી ☐

૨૧. માસિક દરમિયાન સ્વચ્છતા જાળવવી કેમ જરૂરી છે? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. શરીરને સાફ રાખવા માટે ☐
- b. ગંભીર બિમારીઓથી બચવા માટે ☐
- c. ગુપ્તાંગને સ્વચ્છ રાખવા માટે ☐
- d. નથી ખબર ☐

૨૨ . માસિક દરમિયાન અનિયમિત સ્વચ્છતાને કારણે કઈ બિમારી થવાની સંભાવના વધુ રહે છે?

- a. યોનિમાર્ગમાં ચેપ થવાની ☐
- b. પેટમાં દુખાવાની ☐
- c. શ્વાસ લેવામાં તકલીફ થવી ☐
- d. નથી ખબર ☐

૨૩. સામાન્ય રીતે કઈ ઉંમરમાં માસિક આવવાનું બંધ થઈ જાય છે?

- a. ૨૪ – ૩૫ ☐
- b. ૩૬ – ૪૪ ☐
- c. ૪૫ – ૫૫ ☐
- d. નથી ખબર ☐

૨૪. કિશોરાવસ્થા દરમિયાન શરીરમાં કેવા પ્રકારના બદલાવ થાય છે?(એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. સ્તનનો વિકાસ થવો ☐
- b. ચહેરા પર વાળ ઊગવા ☐
- c. ગુપ્તાંગમાં વાળ ઊગવા ☐
- d. અવાજ જાડો થવો ☐
- e. ચહેરા પર ખીલ થવા ☐
- f. વજન વધવું ☐
- g. ઊંચાઈ વધવી ☐
- h. નથી ખબર ☐

વિભાગ ૩ : માસિક સ્વાસ્થ્ય અને સ્વચ્છતાને લગતા વ્યવહારની ચકાસણી

નોંધ : નીચે આપેલ દરેક પ્રશ્નના યોગ્ય લાગતા વિકલ્પની સામે (✓) નું ચિન્હ મૂકો.

૧. શું માસિક દરમિયાન તમે પોષણ યુક્ત આહાર લેશો?

a. હા ☐

b. ના ☐

૨. માસિક દરમિયાન તમે કયો આહાર લેશો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

a. ફળ-ફળાદી ☐

b. કઠોળ ☐

c. દહીં ☐

d. અથાણું ☐

e. લીલા શાકભાજી ☐

f. ઈંડા ☐

g. આર્યન યુક્ત આહાર (ખજૂર, તલ, બાજરી વગેરે) ☐

h. વિટામિન સી યુક્ત (નારંગી, સ્ટ્રોબેરી વગેરે) ☐

i. ઠંડા પીણાં (કોક, પેપ્સી વગેરે) ☐

j. કાચું પપૈયું ☐

૩. માસિક દરમિયાન થતાં દુખાવાને ઓછો કરવા માટે તમે શું કરશો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

a. દવા લઈશ ☐

b. કસરત કરીશ ☐

c. આરામ કરીશ ☐

d. યોગા કરીશ ☐

e. ગરમ પાણીનો શેક કરીશ ☐

f. ઠંડા પાણીનો શેક કરીશ ☐

g. કંઈ જ નહીં કરું ☐

૪. જો પેઢાનો દુખાવો ખૂબ વધુ અને લાંબા સમય સુધી રહે તો તમે શું કરશો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

a. ડોક્ટરની સલાહ લઈશ ☐

b. આંગણવાળીના બહેનની સલાહ લઈશ ☐

c. પેટ પર ગરમ પાણીનો શેક કરીશ ☐

d. આરામ કરીશ ☐

e. કંઈ જ નહીં કરું ☐

૫. માસિકની તારીખ પાછળ ઠેલવવા માટે તમે દવા લેશો?

a. હા ☐

b. ના ☐

જો હા, તો શા માટે?

a. લગ્ન પ્રસંગમાં જઈ શકાય તે માટે ☐

b. બહાર ફરવા જઈ શકાય તે માટે ☐

c. પૂજામાં કે મંદિરમાં જઈ શકાય તે માટે ☐

શું તમે દવા લેતા પહેલા ડોક્ટરની સલાહ લેશો?

a. હા ☐

b. ના ☐

૬. માસિક દરમિયાન તમે દિવસમાં કેટલી વાર સ્નાન કરશો?

a. ૧ ☐

b. ૨ ☐

c. ૩ ☐

d. એક પણ વાર નહીં ☐

૭. શું તમે માસિક દરમિયાન પેડ/કાપડ બદલતા પહેલા હાથ ધોશો?

a. હા ☐

b. ના ☐

૮. શું તમે માસિક દરમિયાન પેડ/કાપડ બદલ્યા પછી હાથ ધોશો?

a. હા ☐

b. ના ☐

૯. તમે શેનાથી હાથ ધોશો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

a. ફક્ત પાણીથી ☐

b. સાબુથી ☐

c. સેનેટાઇઝરથી ☐

d. હેન્ડ વોશથી ☐

૧૦. માસિકસ્રાવ દરમિયાન વાપરેલ પેડ/કાપડને કેટલી વાર બદલશો?

a. ૧ ☐

b. ૨ થી વધુ ☐

c. જરૂરિયાત પ્રમાણે ☐

d. એક પણ વાર નહીં ☐

૧૧. માસિક દરમિયાન વાપરેલ પેડનું શું કરશો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. પેપરમાં વાળીને કચરાપેટીમાં ફેંકીશ ☐
- b. ખૂલામાં ફેંકી દઇશ ☐
- c. ઘોઈને ફરી વાપરીશ ☐
- d. સુકાઈ ગયા બાદ સળગાવી દઇશ ☐
- e. ટોઇલેટમાં ફેંકી દઇશ ☐
- f. ખાળો કરીને દાટી દઇશ ☐

૧૨. માસિક દરમિયાન વાપરેલ કાપડનું શું કરશો? (એક થી વધુ વિકલ્પ પસંદ કરી શકો.)

- a. પેપરમાં વાળીને કચરાપેટીમાં ફેંકીશ ☐
- b. ખૂલામાં ફેંકી દઇશ ☐
- c. ઘોઈને ફરી વાપરીશ ☐
- d. સુકાઈ ગયા બાદ સળગાવી દઇશ ☐
- e. ટોઇલેટમાં ફેંકી દઇશ ☐
- f. ખાળો કરીને દાટી દઇશ ☐

૧૩. માસિક દરમિયાન તમે નીચેનામાંથી કઈ પદ્ધતિઓનું પાલન કરશો? (તમને યોગ્ય લાગતા ખાનામાં (✓) નું ચિહ્ન મૂકો.)

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૩.	કોઈને નહીં અડું			
૪.	ખાસ કરીને પુરુષોથી દૂર રઈશ			
૫.	ઘરની બહાર નહીં નિકળું			
૬.	કોઈ પણ વ્યક્તિ સાથે માસિક વિશેની ચર્ચા નહીં કરું			
૭.	રસોડામાં નહીં જવ			
૮.	શાળાએ નહીં જાવ			
૯.	મંદિર કે ધાર્મિક સ્થળો પર નહીં જાવ			
૧૦.	અથાણું નાખી ખવ			
૧૧.	ખાટલા પર નહીં સુવ			
૧૨.	નવા કપડાં નહીં પહેરું			
૧૩.	બધાથી અલગ જમવા બેસીશ			
૧૪.	રમત-ગમતની પ્રવૃત્તિઓમાં ભાગ નહીં લવ			
૧૫.	બધા સાથે બેસીને જમીશ			
૧૬.	નિયમિત શાળાએ જઈશ			
૧૭.	રમત-ગમતની પ્રવૃત્તિઓમાં ભાગ લઈશ			

## **APPENDIX 6**

### **ETHICAL CONSIDERATION CERTIFICATE**





Institutional Ethics  
Committee for Human  
Research  
(IECHR)

FACULTY OF FAMILY AND COMMUNITY SCIENCES,  
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA,  
VADODARA

**Ethical Compliance Certificate 2022-2023**

This is to certify that Ms. Chaitalee Chauhan's study titled, "Assessing the Effectiveness of Selected Short Films as a Medium for Gain in Knowledge and Change in Practices Regarding Menstrual Health and Hygiene Amongst the Adolescent Girls Studying in Government Schools of Vadodara City" has been approved by the institutional Ethics Committee for Human Research (IECHR), Faculty of Family & Community Sciences, The maharaja Sayajirao University of Baroda, Vadodara. The study has been allotted the ethical approval number IECHR/FCSc/M.Sc./2022/15

Prof. Shagufa Kapadia  
Chairperson ,  
IECHR

Prof. Mini Sheth  
Member Secretary  
IECHR

**Chair Person  
IECHR**

Faculty of Family & Community Sciences  
The Maharaja Sayajirao University of Baroda

## **APPENDIX 7**

### **iThenticate REPORT OF PLAGIARISM**

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