

1 Appendix C –Coursework

1.11 University Coursework Grade sheet

13	107	Vaidya Madhuri Anil	Psychology	Edu & Psy	FOEDU/243	C	E	C	Pass
14	108	Debjani Ashitbaran Roy	Psychology	Edu & Psy	FOEDU/241	B	E	B	Pass
15	101	Shourya Chaturvedi	Education	Edu & Psy	FOEDU/231	B	E	B	Pass

Ph.D. Course Work - 2019
M.S. University of Baroda, Vadodara - 390 002
Mark List of Batch B (June-July, 2019)

Sl. No.	Applicant No.	Name	Department	Faculty	Registration No.	Paper I	Paper II	Paper III	Remark
1	58	Sarvag Singh	History	Arts	FOA/1408	D	E	A	Pass
2	68	Gulzarul Ghani Yashwanth	Marathi	Arts	FOA/1429	D	K	C	Pass
3	104	Jagdish Maurya	Hindi	Arts	FOA/1421	C	E	C	Pass
4	105	Shrey Kumar	Hindi	Arts	FOA/1422	B	E	D	Pass
5	106	Manish Kumar Pandey	Hindi	Arts	FOA/1447	B	E	C	Pass
6	115	Pranav Kumar Singh	Hindi	Arts	FOA/1448	C	E	B	Pass
7	30	Hansari Hanja Bala Shandeshai	Art & Vis. Mgmt	Commerce	FOC/207	B	A	A	Pass
8	34	Hapara Jaiji Manishbhai	Art & Vis. Mgmt	Commerce	FOC/264	B	A	A	Pass
9	44	Bimal Kumbharai Soni	Art & Vis. Mgmt	Commerce	FOC/269	B	C	C	Pass
10	46	Maheshbhai Manishbhai Kothari	Art & Vis. Mgmt	Commerce	FOC/302	C	A	A	Not Cleared
11	93	Justia John Stephen	Bus. Eco	Commerce	FOC/286	AB	AB	AB	Not Cleared
12	98	Sargi Parashottam Mahara	Education	Eds & Psy	PEDE/245	C	E	C	Pass
13	107	Vaidya Madhuri Anil	Psychology	Eds & Psy	PEDE/241	B	E	B	Pass
14	208	Debjani Ashitbaran Roy	Psychology	Eds & Psy	PEDE/231	B	E	B	Pass
15	207	Shourya Chaturvedi	Education	Eds & Psy	PEDE/242	B	C	A	Pass
16	225	Shubhangi Khanna-Aarthy	Art & Vis. Mgmt	Arts	FOA/170	C	E	B	Pass
17	11	Shree Raviyash Singh Yadav	Art & Vis. Mgmt	Arts	FOA/155	C	E	B	Pass
18	70	Saurav Sharma	Art History & Archaeology	Fine Arts	FOFA/50	D	E	B	Pass
19	128	Satish Mahesh Kulkarni	Art History & Archaeology	Fine Arts	FOFA/59	D	E	C	Pass
20	140	Anirudh Jyoti	Art History & Archaeology	Fine Arts	FOFA/56	C	E	A	Pass
21	38	Shweta Parth Shalendrabhai	Joint & Com.	Joint & Com.	FOJ/2	A	E	B	Pass
22	119	Evrika Sharma	Mem. Studies	Mem. Stud.	FOMS/11	C	D	B	Pass
23	65	Pallavi Pooja Yadav	Pharmaz.	Pharmaz.	FOFA/14	B	D	B	Pass
24	55	Shruti Ashishbhai Gohil	Science	FOSS/2075	C	E	B	Pass	
25	61	Pooja Rishi Jagdishbhai	Microbiology	Science	FOSS/2114	C	E	B	Pass
26	68	Pooja Nandishbhai Bhargava	Ecology	Science	FOSS/2128	D	E	B	Pass
27	71	Shri Apurva Subas	Ecology	Science	FOSS/2129	C	D	B	Pass
28	73	Shikha Pandey	Microbiology	Science	FOSS/2147	B	D	B	Pass
29	75	Mansi Parthibhai Talwar	Ecology	Science	FOSS/2038	B	E	B	Pass
30	79	Shruti Rishabh Khimabhai	Biochemistry	Science	FOSS/2109	B	D	B	Pass
31	81	Shweta Pooja	Microbiology	Science	FOSS/2121	C	E	C	Pass
32	82	Pooja Anand Parmar	Microbiology	Science	FOSS/2124	B	D	A	Pass
33	86	Shweta Anand Parmar	Microbiology	Science	FOSS/2053	B	E	D	Pass
34	89	Pooja Rishabh Arvindbhai	Microbiology	Science	FOSS/2110	D	E	B	Pass
35	103	Neha Sharma	Zoology	Science	488	C	E	C	Pass
36	111	Chaitali Rishabh Maheshbhai	Zoology	Science	FOSS/2106	C	E	C	Pass
37	4	Tanvi Ashishbhai Bhatnagar	Social Work	Social Work	FOSW/69	C	E	D	Pass
38	5	Shweta Shweta Karve	Social Work	Social Work	FOSW/71	B	A	A	Pass
39	6	Sagarbhai Poojabhai Rajput	Social Work	Social Work	FOSW/65	B	E	C	Pass
40	48	Maheshbhai Maheshbhai	App. Physics	Tec & Eng.	FOTE/972	C	E	A	Pass
41	49	Maheshbhai Maheshbhai	App. Physics	Tec & Eng.	FOTE/974	B	C	A	Pass
42	52	Rakesh Sonalika	App. Physics	Tec & Eng.	FOTE/974	C	C	A	Pass
43	53	Shruti Mohanbhai Patel	App. Physics	Tec & Eng.	FOTE/965	B	D	A	Pass
44	57	Shruti Sethi	App. Physics	Tec & Eng.	FOTE/964	AB	AB	AB	Not Cleared
45	62	Pooja Poojabhai Thakur	App. Physics	Tec & Eng.	FOTE/982	C	C	A	Pass
46	67	Anshika Maheshbhai	App. Physics	Tec & Eng.	FOTE/967	AB	AB	AB	Not Cleared
47	62	Shweta Maheshbhai	Civil Eng.	Tec & Eng.	FOTE/968	C	E	C	Pass

Prof. ASHUTOSH V. BEDIKAR
CO-ORDINATOR
Ph.D. COURSE - WORK
M.S. University of Baroda, Vadodara

1.12 Courses and Workshop attended as part of Ph.D.

Sr. No	Course Name	Date
1	Scientific Writing workshop by Sage	23 rd November 2019
2	Course on Adolescent Sexual and Reproductive Health, GFMER	12 th October to 9 th November 2020
3	Diploma in Community Mental Health	November 2020 – February 2021

Scientific Writing workshop by Sag



Course in Adolescent Sexual and Reproductive Health 2020

- <https://www.gfmer.ch/SRH-Course-2020/Adolescent-health-participants.htm>



THE GENEVA FOUNDATION FOR MEDICAL EDUCATION AND RESEARCH

ONLINE TRAINING COURSE IN ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH

“LESSONS LEARNED AND EXPERIENCES GAINED IN IMPROVING THE SRH OF ADOLESCENTS IN THE 25 YEARS SINCE THE ICPD” AND “RESPONDING TO THE SRH NEEDS OF ADOLESCENTS IN THE CONTEXT OF THE COVID-19”

12 OCTOBER – 9 NOVEMBER 2020

THIS IS TO CERTIFY THAT DEBJANI ROY UNDERTOOK THE COURSE ON ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH, AND THAT SHE COMPLETED ASSIGNMENTS FOR ALL FOUR PARTS OF THE COURSE ADEQUATELY:

1. LESSONS LEARNED AND EXPERIENCES GAINED IN IMPROVING THE SRH OF ADOLESCENTS IN THE 25 YEARS SINCE THE ICPD
2. PRIORITIES TO BUILD ON THE PROGRESS MADE FOR THE NEXT 25 YEARS, WITH A PARTICULAR FOCUS ON THE SDGs
3. THE EFFECTS OF COVID-19 ON THE LIVES OF ADOLESCENTS, AND SPECIFICALLY ON THEIR SRH
4. APPROACHES TO ENSURING THE CONTINUITY OF SRH INFORMATION AND SERVICE PROVISION TO ADOLESCENTS IN THE CONTEXT OF THE COVID-19 CRISIS; AND USING THE OPPORTUNITY OF COVID-19 TO BUILD BACK BETTER

EQUIPPED WITH THIS KNOWLEDGE AND UNDERSTANDING, SHE IS BETTER PREPARED TO CONTRIBUTE TO IMPROVING THE SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS OF ADOLESCENTS.

The time to complete the course and knowledge assessment is on average 24 hours.

Prof. Aldo Campana
Director
Geneva Foundation for Medical
Education and Research (GFMER)

Dr. Venkatraman Chandu-Mouli
Scientist, Department of Sexual and
Reproductive Health and Research, World Health
Organization/Human Reproduction Programme

Catherine Lane
Director
Adolescents and Youth
Family Planning 2020 (FP2020)

Danielle Engel
Technical Specialist, Team lead
Adolescent and Youth
United Nations Population Fund (UNFPA)



GENEVA FOUNDATION FOR MEDICAL EDUCATION AND RESEARCH

22 June 2020

Attestation

To whom it may concern

Dear madam/sir,

This is to certify that Ms. Debjani Roy has successfully completed the online training course in adolescent sexual and reproductive health 2020: "Lessons learned and experiences gained in improving the SRH of adolescents in the 25 years since the ICPD" and "Responding to the SRH needs of adolescents in the context of the COVID-19 crisis", which was organized by the Geneva Foundation for Medical Education and Research in collaboration with the World Health Organization (WHO), Family Planning 2020 (FP2020) and United Nations Population Fund (UNFPA).

The online training started from 12 October 2020 to 9 November 2020. It composed by 4 modules and the results were listed as follows:

1. Lessons learned and experiences gained in improving the SRH of adolescents in the 25 years since the ICPD. Score: 16/25
2. Priorities to build on the progress made for the next 25 years, with a particular focus on the SDGs. Score: 23/25
3. The effects of COVID-19 on the lives of adolescents, and specifically on their SRH. Score: 21/25
4. Approaches to ensuring the continuity of SRH information and service provision to adolescents in the context of the COVID-19 crisis; and using the opportunity of COVID-19 to build back better. Score: 25/25

The use of language was English. One written assignment of each of 4 modules have been reviewed and approved by Dr. Sahil Chopra, her coach assigned to support her participation during the course.

Ms. Debjani Roy has been awarded a certificate on 26 November 2020.

Chemin de Beau-Soleil 12, 1206 Geneva, Switzerland.
E-mail: info@gfmer.org Website: <http://www.gfmer.org>

Diploma in Community Mental Health - NIMHANS


National Institute of Mental Health and Neuro Sciences
(An Institute of National Importance)
NIMHANS Digital Academy

Certified that
Debjani Roy
(Registration number: NDA2020DP13B14)



has successfully completed and passed the course

**“Diploma in Community Mental Health
for Psychologists”**


Subject Expert
& Course Coordinator
NIMHANS Digital
Academy


Faculty In-Charge (NDA)
Dept. of Clinical Psychology
NIMHANS


Officer-In-Charge
NIMHANS
Digital Academy


Head
Dept. of Clinical
Psychology
NIMHANS


Director
NIMHANS

Course Completion Criteria:

Batch 13 of Psychologists' Course (November 2020 – February 2021)

- $\geq 80\%$ marks in each of the six Assignments/ Assessments (each module has 1 assignment/ assessment)
- $\geq 80\%$ participation in the six module-based, multi-point video based live discussions
- Two case submissions
- Monthly reports of the clients
- Pre and Post Assessments

March 18th ,2021, Bengaluru, INDIA

This course is approved by NIMHANS 20th Board of Studies as a part of Mental Health Informatics, Dept. of Psychiatry.
This course is not recognized by Rehabilitation Council of India(RCI)

This programme is under the Ministry of Health and Family Welfare, Government of India

nimhansdigitalacademy.ac.in

Statement of Marks for Assignments/Assessments
Diploma in Community Mental Health for Psychologists
Batch 13 of Psychologists' Course (November 2020 – February 2021)

Debjani Roy

Registration Number: **NDA2020DP13B14**


Assignment/Assessment	Percentage of Marks*	Attempt No.**	Status***
Module 1	88.3%	2 nd	Successful
Module 2	85%	1 st	Successful
Module 3	80%	1 st	Successful
Module 4	100%	2 nd	Successful
Module 5	86.6%	2 nd	Successful
Module 6	85%	1 st	Successful

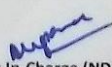
Note:

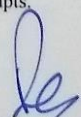
* This indicates the Percentage of Marks that the trainee scored in the 1st, 2nd, 3rd or 3rd+ (supplementary) attempt respectively. A total of 3 attempts are allowed to secure the minimum 80% marks required to successfully complete the assignment/assessment of each module. A supplementary fourth attempt (3rd+) is allowed for only one module, subject to certain conditions being fulfilled.

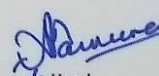
** This indicates the number of attempts for the stated Percentage of Marks.

*** This indicates whether the trainee was successful or unsuccessful in achieving 80% marks in the assignment/assessment of the module within the stipulated 3 attempts.


Subject Expert
& Course Coordinator
NIMHANS Digital
Academy


Faculty In-Charge (NDA)
Dept. of Clinical Psychology
NIMHANS


Officer-In-Charge
NIMHANS
Digital Academy


Head
Dept. of Clinical
Psychology
NIMHANS

March 18th, 2021, Bengaluru, INDIA



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NIMHANS Digital Academy
Virtual Knowledge Network

" Movement to create a Virtual Network of Skilled Health providers
in Mental health and Substance abuse disorders"

Appendix A– Conferences and Publication

Sr. No	Paper Presentation, Publication Symposium	Forum	Contribution
1	Understanding complexities of Healthcare Communication Design - Learnings from the field	ICOPH 2020, Interacnational Conference	Conference Paper
2	Speculative and critical design: a perspective for designing health communication for adolescent	Global Public Health 2021, Interacnational Conference	Conference Paper
3	Symposium -	NAOP 2023, Conference	Symposium
3	Decoding Complexities in Designing Healthcare Communication Design: Lessons the Field	Towards Excellence, E-Journal	Journal Papsr
4	They Need to Know and Learn – Gamified Social Communication Framework for Adolescent Reproductive Health and Well Being	Interact 2023, Interacnational Conference	Conference Publication
5	Social Communication Model for Reproductive Health Awareness and Wellbeing amongst Adolescent Females	Interact 2023, Interacnational Conference	Doctoral Consortium

1.1 International Conference – ICOPH2020

Understanding complexities of Healthcare Communication Design - Learnings from the field

Roy. D, Biswas. U. N, Ganju. A

The Maharaja Sayajirao University , India: Saathhealth, India

debjani.r@gmail.com, biswas.urminanada-psy@msubaroda.ac.in,

aakash@saathhealth.com

Category – (Student)

ABSTRACT

In the last few decades, the focus of healthcare has shifted from treatment and maintenance to prevention and promotion. It has become evident that it is possible to reduce disease morbidity effectively if individuals engage reliably in prevention behaviors. The forthcoming age is referred to as a digital age of health, with mobile based health messaging becoming a boon for the Public Health Sector. However, there are sociologists who debate the role, influence, possibilities, and limitations of these technologies for conceptualizing health, medicine, illness, disease and the body/self. This compels us to recognize the two faceted contradictory views of health communication, and its acceptance within the certain status quo. It has been observed that despite several efforts there is a challenge to change the perception of people regarding their health care issues. Healthcare and health promotions for behavior change are complex human endeavors. Where with penetration of mobile technology has influenced the acceptance and accessibility of health messages. The approach towards designing the interventions has remained the same. Where the studies have established the concept of “right time, right message” and its ability to create greater impact. The implications of long-term retention of messages and behavior change are still questioned. This paper

discusses the efficacy of health communication, based on the findings of three currently running mobile based healthcare programs. It focuses on the changing face of health communication, unravelling the challenges, acceptance and learning from the field.

Keywords: Healthcare, Digital Health, Health Communication, Public Health Intervention

Themes: Health Communication and Health Information Technology - Efficiency of health care and public health service delivery

Book of Abstract - <https://publichealthconference.co/publications/>

Virtual Presentation - <https://publichealthconference.co/public-health-presentations-virtual/>



1.2 International Conference - Global Public Health 2021

SPECULATIVE AND CRITICAL DESIGN: A PERSPECTIVE FOR DESIGNING HEALTH COMMUNICATION FOR ADOLESCENT

Roy. D

Biswas. U. N

The Maharaja Sayajirao University, India

debjani.r@gmail.com,

biswas.urminanada-psy@msubaroda.ac.in

Category – (Student)

ABSTRACT

Adolescence is a life phase in which opportunities for health are significant as future patterns of adult health are established. The forthcoming generation of young people will take a different path through adolescence facing new challenges with their sexual and reproductive health and wellbeing. How they negotiate these years will have a powerful effect on their future health. Since 2010, several global health communication initiatives programs have advocated adolescent sexual and reproductive health. Most of these programs have focused on specific issues rather than developing a holistic understanding. Considering the current challenges, health communication scholars, practitioners and policy makers recognize the importance of awareness and prevention through the prism of behavior change. Where studies have established the concept of “right time, right message” and its ability to create greater impact. The implications of long-term retention of messages and behavior change are still questioned. This becomes an important factor while designing for adolescents, as implications of interventions should have a long-term effect on behavior change. Speculative

and critical design has emerged as a leading way of transforming perspective, enabling people to think about the future. It encourages people to question in an imaginative, troubling, and thoughtful way. Identifying not a solution or a better way, but another way of looking at things. It helps in broadening people's mind working as a catalyst for imagining a prospective future. The paper focuses on the benefits of using Speculative and critical design as a method to design public health intervention for adolescents. A technique that would nudge the memory to create better retention leading to possible behavior change.

Keywords: Sexual and reproductive health, Speculative and critical design, Health Communication,

Public Health Intervention

Themes: Health Education, Communication and Promotion, Sexual and Reproductive Health Practices



1.3 National Conference NAOP2023 – Symposium



1.4 Towards Excellence – Journal Publication

DECODING COMPLEXITIES IN DESIGNING HEALTH COMMUNICATION: LESSONS FROM FIELD CASE STUDIES

Authors:

Urmi Nanda Biswas, Debjani Roy, Aakash Ganju

Abstract:

Health communication influences the health choices of populations, informs decision makers, and is recognized by the WHO as a “best buy.” The current age is often referred to as a digital age of healthcare and a post-COVID world has accentuated the benefits of digital health because of increased stakeholder awareness and involvement and limited physical access to health setups. This paper aims to understand and evaluate the complexities that arise in the field when designing and delivering mobile-based healthcare interventions by discussing case studies of three programs currently running in India: 1) TAMA/Maitra – an interactive voice response system for people living with HIV/AIDS; 2) mMitra – an automated voice call service for pre- and post-natal women; and 3) Saathealth – a mobile application for sending nutrition messages to families with young children. The paper critically evaluates these programs based on learnings from the field, examines issues that affect program efficacy such as sociodemographic and psychosocial factors, and focuses on the change in perspectives toward health communication in the context of COVID-19. The analysis suggests the importance of self-regulation and self-responsibility as significant contributors to health promotion strategies, indicating possible directions for building a social communication model based on health behavior frameworks.

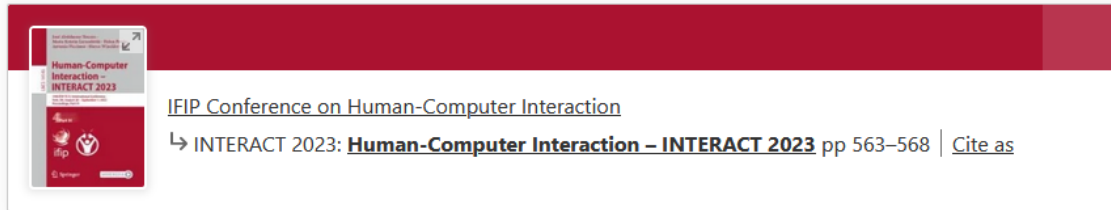
Keywords:

healthcare, digital health, health communication, public health intervention, case study

Vol & Issue:

1001-1001:1001:1001:1001

1.5 They Need to Know and Learn – Gamified Social Communication Framework for Adolescent Reproductive Health and Well Being



[Home](#) > [Human-Computer Interaction – INTERACT 2023](#) > Conference paper

They Need to Know and Learn – Gamified Social Communication Framework for Adolescent Reproductive Health and Well Being

[Debjani Roy](#)  & [Urmi Nanda Biswas](#)

Conference paper | [First Online: 26 August 2023](#)

371 Accesses

Part of the [Lecture Notes in Computer Science](#) book series (LNCS, volume 14145)

1.6 Social Communication Model for Reproductive Health Awareness and Wellbeing amongst Adolescent Girls

UNIVERSITY *of York*

SCHOOL OF ARTS &
CREATIVE TECHNOLOGIES

Baird Lane
University of York
Heslington (East)
York YO10 5GB, UK

+44 (1904) 325244
anna.bramwell-dicks@york.ac.uk

5th September 2023

To whom it may concern,

I write to certify that **Debjani Roy** attended the INTERACT 2023 Conference at the University of York, UK, August 26th to September 1st 2023, where they took part in the **Doctoral Consortium** and presented a poster "*They Need to Know and Learn – Gamified Social Communication Framework for Adolescent Reproductive Health and Well Being*".

Yours Sincerely,



Dr Anna Bramwell-Dicks
Workshops Chair Organising Committee Member, INTERACT 2023

Lecturer in Interactive Media,
School of Arts & Creative Technologies,
University of York, UK

Appendix B - Tools

1.7 ICF for Qualitative Study

Request for Participation

Dear Participant,

You are invited to take part in a short survey on understanding women's body. It has 22 questions and would take approximately 5 - 6 mins of your time.

About the study: This study is being conducted for the degree of Ph.D. by Debjani Roy under the guide ship of Prof Urmi Nanda Biswas, at the Dept. of Psychology, The Maharaja Sayajirao University of Baroda. The title of the research is 'Social Communication model for Reproductive Health and Well-Being'. The aim of this study is to understand the level of awareness about reproductive health and well-being amongst women.

Participation in the study:

Your participation in this study will significantly contribute to understand how well women know their body and the different aspects related to it. The purpose is not to evaluate but to check the awareness level. Hence some questions might have multiple correct answers. Your participation in this study is voluntary. However, if you wish to withdraw, you can do so any time. Involvement in this study has no risks. There are no monetary or other benefits for your participation in the study.

Confidentiality of the data:

The data collected is strictly for academic purpose and would follow all the confidentiality norms. No personal data would be collected or shared with anyone. The final analysis may be used in publications, reports and presentations. This would go as a group data without revealing the identity of any individual participants.

For any queries please feel free to contact debjani.r@gmail.com

Thank You for your participation

Debjani Roy

Thank you agreeing to participate in the study. Kindly fill the consent form before initiating the call. <https://forms.gle/M6GSwtLHRxJ2BhTy7>

Link to join the meeting - <https://meet.jit.si/MeetingwithDebjani>

Dear Participant,

You are invited to take part in a short discussion on understanding women's body. The discussion session would be of 20-30mins, conducted in an online platform. It could be one-on-one session, or you can invite 1-2 female friends to participate with you. It would kind of you if you can select your preferred time as it would help me plan the sessions. Once I receive your preference, I'll send you an invite and the consent form.

About the study: This study is being conducted for the degree of Ph.D. by Debjani Roy under the guide ship of Prof Urmi Nanda Biswas, at the Dept. of Psychology, The Maharaja Sayajirao University of Baroda. The title of the research is 'Social Communication model for Reproductive Health and Well-Being'. The aim of this study is to understand the level of awareness about reproductive health and well-being amongst women.

Participation in the study:

Your participation in this study will significantly contribute to understand how well women know their body and the different aspects related to it. The purpose is not to evaluate but to check the awareness level. But to get an understanding of your knowledge and experience regarding the topic. Your participation in this study is voluntary. However, if you wish to withdraw, you can do so any time, with an assurance that your data will not be used. There

are no monetary or other benefits for your participation in the study. Involvement in this study has no risks as your name and identity will not be taken anywhere.

Confidentiality of the data:

The data collected is strictly for academic purpose and would follow all the confidentiality norms. No personal data would be collected or shared with anyone. The final analysis may be used in publications, reports and presentations. This would go as a group data without revealing the identity of any individual participants.

The online video sessions will not be recorded. Separate voice recording would be done for the purpose of transcription if a consent is given.

For any queries, please feel free to contact debjani.r@gmail.com

I am above 18 years, and competent enough to give consent on my own.
--

I understand the points discussed and give consent to be part of the study
--

All the questions I have about my participation in this study have been satisfactorily answered, and all doubts that I had satisfactorily clarified by the principal investigator or his / her authorised representatives.
--

I understand that my participation in this study may not benefit me. Should I not benefit, I will not take any legal action against those who conduct or sponsor the research, on the ground that I did not benefit.
--

I have been assured that I will not have to bear any costs of investigations or procedures relevant to the research.
--

I can withdraw from the study at any time without having to give reasons for doing so.
--

I agree to allow audio recording of my interaction without revealing my identity. The information is translated in a desired format of the study, or within 90 days after the recording.
--

I also authorise the publication of the results of the study, provided due care and responsibility is taken about not revealing my identity directly, indirectly, remotely to anyone in any way.

Request for Participation - <https://forms.gle/6aibC5uYXk9opVex8>

Consent Form - <https://forms.gle/RoVxrJiwh6HC2Vxd6>

1.8 Interview Questions for Qualitative Study

Questions to study the understanding of reproductive health among women

Objective: To understand the evolution of knowledge, awareness and information seeking behavior amongst adult females of all age groups.

Age Group: 21-25 | 26-30 | 31-35 | 36-40 | 41-45 | 46-50 | 51-55 | 56-60 | 61-65 | 66-70
| 71-75

Sample: Min3 – Max5 females in each group. Convenient sampling from a diverse population.

Method: Semi-structured interview

Disclaimer:

1. Your participation in this study will significantly contribute to understand how well women know their body and the different aspects related to it.
2. The purpose is not to evaluate but to check the awareness level. But to get an understanding of your knowledge and experience regarding the topic.
3. Your participation in this study is voluntary. However, if you wish to withdraw, you can do so any time, with an assurance that your data will not be used.
4. There are no monetary or other benefits for your participation in the study. Involvement in this study has no risks as your name and identity will not be taken anywhere.
5. The data collected is strictly for academic purpose and would follow all the confidentiality norms.
6. No personal data would be collected or shared with anyone. The final analysis may be used in publications, reports and presentations. This would go as a group data without revealing the identity of any individual participants.
7. The online video sessions will not be recorded. Separate voice recording would be done for the purpose of transcription if a consent is given.

Questions:

Age?

Where did you grow up?

When did you get married?(if married)

School Education?

Current Profession?

- 1) What do you understand by the term healthy?
- 2) What do you understand by reproductive health?

- 3) What do you understand by sexual health?
- 4) Is there any difference?
- 5) What do you understand of Hormones, do you think they have any effect in your general wellbeing?
- 6) Did you have any health issues during your adolescence? Mainly during your periods.
- 7) What all health-related things were told to you as Do's and Don't while you were growing up. (eg: Horse riding, picking up heavy things, etc)
- 8) What was your lifestyle when you were young? Did you do any sort of physical activity?
- 9) What were the reasons given for those? Did you obey? Did you question?
- 10) normative cultural beliefs about reproductive health in your culture. what have been the cultural practices for better reproductive health in women.
- 11) Since when you started discussing about reproductive health or sexual practices? with whom, source etc as probes to the question. Age?
- 12) What/who were your source of information?
- 13) Were/Are you aware of any reproductive health issues? Were you concerned about them?
- 14) Some piece of advice that was given to you that you distinctly remember.
- 15) Who gave you and why do you remember that?
- 16) Most vivid memory of adolescent, anything that influenced you in some way. Positive / Negative.
- 17) Some incidences that transformed your behavior towards health significantly
- 18) Role model you would look up to as child. Why?

Glossary:

Reproductive Health - প্রজনন স্বাস্থ্য, প্রজনন স্বাস্থ্য

Sexual Health - যৌন স্বাস্থ্য, যৌন স্বাস্থ্য

Definition:

Delineating Reproductive and Sexual Health As defined by the World Health Organization (WHO)

1. Reproductive health “addresses the reproductive processes, functions and system at all stages of life. Reproductive health, therefore, implies that people are able to have a responsible, satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so.”

1. Sexual health “is a state of physical, mental and social well-being in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.”

1.9 Quantitative Survey Research Tool

Survey questions to study the understanding of reproductive health and wellbeing amongst women.

Dear Participant,

You are invited to take part in a short survey on understanding women's body. It has 22 questions and would take approximately 5 -6 mins of your time.

About the study: This study is part of my PhD research 'Social Communication model for Reproductive health and Well Being'. The aim of this study is to understand the awareness level of reproductive health and wellbeing amongst women. This study is being conducted for the degree of Ph. D. by Debjani Roy under the guideship of Prof Urmi Nanda Biswas, at the Dept. of Psychology, The Maharaja Sayajirao University of Baroda.

How will your participation help?

Your participation in this study will significantly contribute to understanding how well women understand their body and the different aspects related to it. The purpose is not to evaluate but to check the awareness level. Hence some questions might have multiple correct answers.

Participation in the study?

Your participation in this study is voluntary. Even if you agree to take part, you can withdraw

at any time. There would be no risks involved in participation in the study. There are no monetary or other tangible benefits associated with participation in the study.

Will my data be kept confidential?

The data collected would follow all the confidentiality norms, strictly for academic purpose.

No personal data would be shared with anyone. The final collected may be used in publications, reports and presentations. This would go as a group data without revealing the identity of any individual participants.

For any queries please feel free to contact debjani.r@gmail.com

Thank You for your participation

Debjani Roy

Gender *

- ☐ Female
- ☒ Male
- ☐ Prefer not to say

Marital Status *

- ☒ Married
- ☐ Unmarried
- ☐ Prefer not to say

Do you have children

- ☒ Yes
- ☐ No

Clear selection

Basic Info

Age Group *

- ☐ 21-25
- ☐ 26-30
- ☐ 31-35
- ☒ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 51-55
- ☐ 56-60
- ☐ 61-65
- ☐ 66-70

Note: Please note some questions might have multiple correct answers. The purpose is not to evaluate but check awareness

1. Reproductive and sexual health are *

- ☐ One and the same thing
- ☐ Different
- ☐ Connected with each other
- ☐ Not Sure

2. Menstruation is a *

- ☐ Reproductive health Issue
- ☐ Sexual health Issue
- ☐ Connected with each other
- ☐ None
- ☐ Not Sure

If 'Yes' how many? What age?

Eg: 2 Children. Girl 12, Boy 9

d _____

Current Location *

sd _____

Place of early education in school *

sd _____

3. White discharge is a *

- ☐ Reproductive health Issue
- ☐ Sexual health Issue
- ☐ Both
- ☐ None
- ☐ Not Sure

4. Having white discharge is *

- ☐ Normal in all ages
- ☐ Varies in every age
- ☐ Good when it is thin
- ☐ Not good when it is thin
- ☐ Not Sure

5. It is normal to have odor with white discharge *

- ☐ Yes
- ☐ No
- ☐ Not sure

6. Polycystic ovary syndrome (PCOS) is a *

- ☐ Reproductive health Issue
- ☐ Sexual health Issue
- ☐ Hormonal problem
- ☐ Disease
- ☐ Lifestyle issue
- ☐ None of the above
- ☐ Not sure

7. The purpose of the reproductive organs in women are *

- ☐ To remain sexually active
- ☐ To have babies
- ☐ To remain physically and mentally healthy
- ☐ All the above
- ☐ None of the above
- ☐ Not sure

8. Common problems related specifically to reproductive health are *

- ☐ Uterine fibroids
- ☐ Excessive white discharge
- ☐ Polycystic ovary syndrome (PCOS)
- ☐ Arthritis
- ☐ Mental health issues
- ☐ Menopause

9. The function of the ovaries are to *

- ☐ Facilitate child birth
- ☐ Maintain the physical and mental well-being in females
- ☐ Secrete hormones
- ☐ None of the above
- ☐ All the above
- ☐ Not sure

10. Estrogen is a hormone that plays important role in *

- ☐ Maintain the reproductive system
- ☐ Maintain female characteristics
- ☐ Maintain cognitive health
- ☐ Bone health
- ☐ Produce babies
- ☐ None of the above
- ☐ Not Sure

11. The uterus facilitates to *

- ☐ Bear a child during pregnancy
- ☐ Normal functioning of a women body
- ☐ Maintains hormone balance
- ☐ All the above
- ☐ None of the above
- ☐ Not Sure

12. Arthritis or bone issues are related to *

- ☐ Calcium deficiency
- ☐ Vitamin-D deficiency
- ☐ Hormonal problem
- ☐ Unhealthy lifestyle
- ☐ All the above
- ☐ None of the above
- ☐ Not Sure

13. Gestational diabetes is caused because of *

- ☐ Hormonal issues
- ☐ Pregnancy issues
- ☐ Both
- ☐ Not Sure

14. PCOS is *

- ☐ Caused due to infertility
- ☐ Leads to infertility
- ☐ Related with infertility
- ☐ None of the above
- ☐ Not Sure

15. The well-being of reproductive health is essential *

- ☐ From 12-45yrs of age
- ☐ From menarche to menopause
- ☐ All throughout the life
- ☐ Not Sure

16. Difficulty in conceiving is an *

- ☐ Age related issue
- ☐ Reproductive health issue
- ☐ Hormonal issue
- ☐ Lifestyle issue

17. Menopause is same as removal of ovaries and uterus *

- ☐ True
- ☐ False

18. Is there a connection between mental health and reproductive well-being of a women *

- ☐ Yes
- ☐ No
- ☐ Not sure

19. Removal of ovaries and uterus has nothing to do with mental and physical well-being of a women *

- ☐ Yes
- ☐ No
- ☐ Not sure

20. How much would you rate the knowledge of your reproductive health and well-^{*} being

- ☐ Know nothing about it
- ☐ Have very little knowledge
- ☐ Somewhat know about it
- ☐ Know it well
- ☐ Have thorough understanding

21. At which age did you learn about your reproductive health? ^{*}

Your answer


22. What was your source of information to understand your reproductive health ^{*}

Your answer

Survey to study understanding of reproductive health and well-being amongst women

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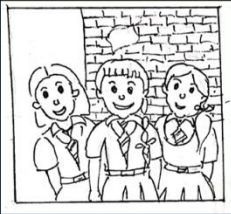



 Not shared

Thank you for your participation. :) Would you kindly share it with 10 people who would be interested to take the test.

1.10 Scenario for Toolkit explanation

Scenario







Sitara, Chanchal and Pari stay in a peri urban area located close to a metro city. They were adolescent girls, between the age 12-14 who were in their Puberty.

Every Saturday after finishing their ½ day school they had to go to the anganwadi where they were given lessons on reproductive health and well-being.


Sitara being a bright girl and would attend the sessions, Pari used to feel awkward as she had a notion that good girls don't talk about these things. She would avoid and miss these sessions.

Chanchal would go just to hang out with her friends. With no interest on what was being said there.

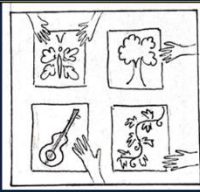





The Liberated One



The Happy-Go-Lucky

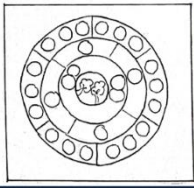

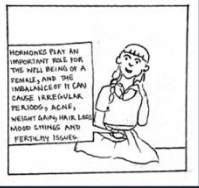


One day when they were entering the anganwadi they saw that the girls clustered together looking at something. That looked interesting. All of them were eagerly waiting for the Anganwadi Didi to come and explain it to them

Didi came and told them that it is a self-reflective toolkit that will help them understand the body and system and help them maintain their well-being. Pari being the reserved one became uncomfortable, but looking at the units of the toolkit Pari was curious to see it

Didi started the game with 5 girls by asking them to choose an avatar for themselves. The avatars had a description, based on the description that matched them they picked the avatars.

Once they had identified the avatars. The girls were asked to pick images/metaphors that they felt represented them. Where most of the girls picked. Out of 5, 2 picked butterflies, 1 picked the tree, 1 picked the instrument, and 1 Ivy.

The girls started the game moderated by Didi. The girls saw that it was a round board that had a concentric circle with different colour cards. Each one of them was asked to pick a card and were asked to read.

Chanchal's card had the text

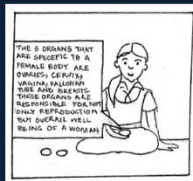
During puberty it is normal for new hair to start growing in the armpits and pubic area around the genitals. Hair on arms and legs also thickens

She reluctantly mentioned about it and confessed that she was concerned about it and have been trying to look for solutions

The card Sitara picked mentioned

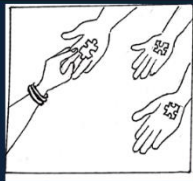
Hormones play an important role for the well-being of a female, and the imbalance of it can cause irregular periods, acne, weight gain, hair loss, mood swings, and fertility issues

Reading it she became curious and wanted to learn about it.



Pari's card had the content

The 5 organs that are specific to a female body are ovaries, uterus, cervix, vagina, fallopian tubes, and breasts. These organs are responsible for not only reproduction but overall well-being of a woman for her entire life. She read it and kept it back, without saying anything. She picked up another card of the same colour, and kept that back as well. She realised that the colour she was picking had content that she was not comfortable to read, so she picked another colour card.



Once each had picked their card, and read it. They were given a small token that seemed like a piece of a jigsaw puzzle.



This way each of them picked a few more cards, discussed amongst themselves and gained tokens. The girls realized that the tokens pieces were parts of the jigsaw puzzle that was building the metaphor that they had selected.



Once each one of them had picked at least 3 cards, they were asked to gather more information about the things they read, and come back next week. They were asked to choose the source from which they would gather the information. The options were talking to a 'circle of trust', finding out by reading or the internet, if they felt they knew the topic, then they will have to take the test to validate it.



Chanchal said that she would go and discuss it with her grandmother and sister. Not her mother as she is very strict. Sitara said that there is a traditional book that she has seen her mother referring to, she would try to get hold of it and read.



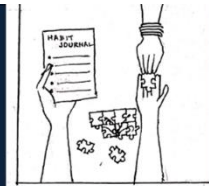
Pari said that she had sufficient knowledge and would take the quiz, which she unfortunately failed. And was asked to pick some other option, where she picked 'Circle of trust'



Next week, Chanchal and Sitara came back with more information regarding their topics and earned more tokens to complete the jigsaw puzzle.



Pari didn't discuss anything about it, hence 1 token was taken back from her. However, as Didi felt that she was feeling awkward towards such discussions she gave her a set of Memes to read that allowed her to raise her curiosity towards this topic



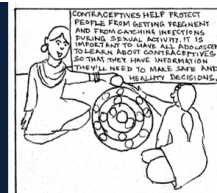
Once Chanchal, Sitara and a few others shared their knowledge, they were asked to go to the next level where they were given chits to put in what they have learnt and identified rules to take care of themselves. Like maintaining hygiene, not missing a meal, playing everyday.



This way every week they would gather information, make tiny habits for themselves, and when they would maintain those habits they would earn the tokens to build the metaphor. The building of the metaphor gave them a feeling of maintaining themselves. They also started keeping a short note book where they would write all the things that they have learnt.



One day after hearing from Pari her elder sister who was 17 yr old came with them. She was watching the group interacting with the toolkit from a distance. Didi went and started talking to her. She got a hint that Pari's sister had a boyfriend and was keen to know certain things.



Once the younger girls were gone, Didi asked her to interact with the toolkit. However for her, she pulled out another set of cards that were meant for girls who were above 15. Where she read

'Contraceptives help protect people from getting pregnant and from catching infections during sexual activity. It is important for all adolescents to learn about contraception, so they have information they'll need to make safe and healthy decisions.'

Very reluctantly she asked Didi to explain and elaborate it.

Few years later.....

All 3 were in a different place,

Pari was continuing her studies in the same place, Sitara had moved to a hostel for further studies, and Chanchal shifted to a different city because of her fathers posting

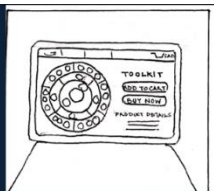


By that time Sitara had developed symptoms of PCOS having irregular and painful periods. While going through her things, Sitara came across the incomplete frame of the Metaphor

Sitara recalled all the conversations and realised that once, she was out of school and away from Aganwadi, she had not been taking care of herself. She remembered how meticulously she used to take care of herself, She opened her journal and started reading the rules that she had made for herself as a child.



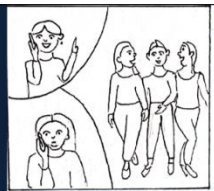
She also remembered about the book that her mother had and the conversations that she had around that. She found the notebook where she had written some notions that her mother had shared. And realised out of those several of them were untrue. The contents written in the book were also unscientific. Being a young independent liberated woman, she was modern in her thoughts, but she remained negligent towards herself. The incomplete image of the metaphor reminded her of her incomplete unhealthy self.



She started going through her notes again, and tried to find the remaining parts of the jigsaw puzzle. She found the same kit available online, so she purchased it for herself.



She contacted Pari and Chanchal. During her conversation with them, she realised that Pari was the only one amongst the 3 of them who was taking care of her health properly. This was because Pari had seen the repercussions of negligence in the mother and sister who had several health issues. And she was trying her best to keep herself safe.



Chanchal on the other hand had put on a lot of weight but hated to do any kind of exercise. Pari identified a regime for her and asked her to go for group walk with friends where she could chit chat with them and also exercise.