

Bachelor of Education (B.Ed.)

Title of the Course: E.8: Adolescence Education

(Semester: IV)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week 15

Introduction of the Course

The course aims to develop sensitivity and knowledge about adolescence among prospective teachers. This will enable them to understand the evolution and significance of adolescent education in India. A sensitivity is also required towards adolescents who undergo a myriad of physical, cognitive, and emotional changes and struggle to cope with compelling social challenges. Rather, seeing adolescence as a stage of a storm, a perspective needs to be built that there lie great possibilities and potential for innovation and dynamism. However, they also need to be aware that there are great risks with the increased incidences of violence, discrimination, and substance abuse. The aim is to build life skills and empower adolescents to harness their young potential into constructive energies to enable them to live an enhanced and productive life.

Learning Outcomes-

After completion of the course, student will be able to:

1. Develop an understanding of healthy transitions to adulthood, including analyzing changes during adolescence and evaluating concepts related to a healthy body image.
2. Encourage learners to examine their own beliefs related to issues around sexuality through reflection and critique.
3. Acquire skills to use techniques such as question box, role play, value clarification, and case studies for enacting Adolescence Education Programmes through practice and application.
4. Build an attitude for nurturing positive and responsible relationships among adolescents with parents, peers, family, and community through collaboration and communication.
5. Promote prevention of substance misuse and support de-addiction by designing and implementing intervention strategies.
6. Inculcate a healthy attitude towards sex and sexuality, promoting respect for the opposite gender and an understanding of responsible sexual behaviour through analysis and synthesis.
7. Improve life skills and respond to real-life situations positively and responsibly by applying problem-solving and decision-making skills.
8. Continue fostering a positive and responsible attitude towards sexuality and relationships among adolescents through application and evaluation.



Head/Dean

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Number of Units: 4

Weeks 15 = 60 hours

Unit 1: Adolescence Education: Introduction

(4 weeks = 16 hours)

- Adolescence: Understanding of physiological, socio-emotional, cognitive and cultural aspects.
- Adolescence Education: Concept, Need and Relevance
- Role of Social Agencies in Adolescence Education
- School, Family, Media, Community

Issues and Challenges during Adolescence

- Social-Emotional Well-being: Identifying common issues like anxiety, depression, and substance abuse, causes, impacts and support for prevention, intervention, and coping.
- Addressing Risks: bullying, abuse, violence, and discrimination, prevention, and intervention strategies

Unit 2: Sexual and Reproductive Health

(3 weeks = 12 hours)

- Understanding Sexual and Reproductive Health
- Myths and Misconceptions
- STIs and HIV/AIDS: Causes, Prevention, Cure and Skills of Coping

Unit 3: Supporting Adolescence Education

(4 weeks = 16 hours)

- Life Skills: concepts, need, relevance, challenges, pedagogies, assessment
- Integrating Core Life Skills through Adolescent Education
- Career Engagement: career counselling and guidance to explore interests and aspirations.
- Exploring Legislation and Policies for Adolescence Education

Unit 4: Empowering Student Teachers

(4 weeks = 16 hours)

- Dealing with personal self-constraints
- Supporting Diverse Learners in Adolescence: Addressing inclusivity, cultural sensitivity, and educational equity.

Pedagogical Approaches to Adolescence Education

- Case studies and Critical Incidents, Brainstorming, Role-playing, Buzz groups, Gaming, Value clarifications, Question Boxes, Discussions and Debates, puppet shows, role reversal, walkabouts, and video shows. Leveraging technology in teaching and learning

- Engaging stakeholders, including students, parents, teachers, and community members, for the holistic development of adolescents.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Field visits to schools, community centres, and health clinics to interact with teachers, experts, and doctors and develop a comprehensive understanding of adolescent development, learning needs, and educational interventions.
2. A student needs to prepare a presentation by reviewing and analysing the work done by Government and non-government organisations (NGOs) at national and international levels.
3. A student needs to do a detailed study on any one of the following:
 - i. Conducting interviews and observing fields to understand the impact of different socio-economic settings on adolescent behaviour.
 - ii. A case study on child abuse victims to explore the reasons behind such abuses and the rehabilitation process.
 - iii. Conducting an interview and preparing a report on adolescents in drug rehabilitation centres to explore the reasons for addiction among them and its impact on their social, academic, and personal lives.
 - iv. A study on adolescents residing in the precincts of industrial areas and factory establishments exploring the various impacts on their lives due to living in such areas.
 - v. Carrying a field study to find out why adolescents in different regions show higher or lower drop-out rates.
 - vi. Analysing movies and documentaries on adolescent issues, challenges, and perspectives and discussing them in-depth in the classroom.
 - vii. Analysing the home magazines and findings, the frequently asked questions on sexuality, sexual orientation, and other issues surrounding adolescent life.
 - viii. Conducting adolescent education sessions in schools to understand the prevailing understanding of adolescent education among teachers and students.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments

Essential/ Recommended Readings:

- Anandhi, S. (2007). Sex Education Conundrum. *Economic and Political Weekly*, 42(33), 3367-3369.
- Arora, P. (2008). Sex Education in Schools. Narula Printers: New Delhi.
- ASHE (2001). Preparing For the VIBES – In the World of Sexuality- Revised Edition for Schools. Jamaica, USAID.
- CBSE (1999). Population & Adolescence Education- A Training Package, Delhi.
- Department of Education & State AIDS Control Society (2005) YUVA- School Adolescence Education Programme- Handbook for Teachers, Delhi.
- Choudhary, G. B. (2014). *Adolescence education*. PHI Learning Pvt. Ltd.
- Department of Family Welfare, Ministry of Health and Family Welfare, Govt. of India, IEC division, (June 2004). Adolescent Health: Module for Basic Health functionaries learning to work with Adolescents.
- Greenberg, Jerrold S. (1989). Preparing Teachers for Sexuality Education, Theory into practice; Sexuality Education, Lawrence Erlbaum Association, Inc., 6 (3), pp 227-232.
- Growing up in a World with HIV/AIDS, FAQ Booklet for students, Adolescence Education Programme; MHRD, NACO and UNICEF.
- Harrison, Jennifer K., (2000). Sex Education in Secondary Schools; Buckingham, Philadelphia, Open University Press.
- MHRD (2004) Life Skills Modules. *Adolescence Education Programme*, MHRD NACO & UNICEF: Delhi.
- NACO and UNICE (2005). Knowledge is Power-Adolescence Education: National framework and state action plan.
- Jitendra, N. and Divya P. (2000). Sex Education. *Encyclopaedia of Indian Education*; Rajput, J.S., Ed., Vol-II (L-Z); NCERT
- NCERT & NACO (1994). AIDS Education in School: A Training Package, Delhi.
- NCERT (1988, 2000 & 2005). *National Curriculum Framework for School Education*, New Delhi.

- NCERT (2005). Adolescence Education in Schools- Life skills Development General Framework. National Population Education Project, Deptt. Of Education in Social Science and Humanities. New Delhi: India.
- NCERT (2005). National Curricular Framework 2005. New Delhi: India Package of Lesson and Curriculum Materials. Bangkok, Thailand.
- Prabhu, Vithal, (1998). Sex Education to Adolescence: With Guidelines for Program/Curriculum: Mumbai, Majestic Prakashan.
- UNESCO (1991). Adolescence Education, UNESCO Principal Regional Office for Asia and The Pacific, Bangkok.
- UNESCO (2000). Life Skills on Adolescence Education Reproductive Health.
- Yadav, Saroj Bala, (2000). Adolescent Education. Encyclopaedia of Indian education. Rajput, J.S., Ed. Vol.I (A-K) NCERT.

Additional Readings

- Arnett, J. J. (1999). Adolescent storm and stress, reconsidered. *American Psychologist*, 54(5), 317-326. <https://doi.org/10.1037/0003-066X.54.5.317>
- Berk, L. E. (2013). Child Development. New Delhi: Prentice Hall of India. [Chapter 1 and 2] (pp 3-9 and pp 42-59).
- Berk, L. E. (2022). *Infants, Children, and Adolescents*. SAGE Publications.
- Balagopalan, S, (2010). Introduction: Children's Lives and the Indian Context. *Journal for the History of Childhood and Youth*, 18(3), 291-297.
- Bhende, A.A. (1994). *A study of the sexuality of adolescent girls & boys in underprivileged groups in Bombay*. *The Indian Journal of Social Work*, LV (4), pp 557-571.
- Carson, D. K., Foster, J. M., & Tripathi, N. (2013). Child Sexual Abuse in India: Current Issues and Research. *Psychological Studies*, 58(3), 318-325. <https://doi.org/10.1007/s12646-013-0198->
- Coleman, J. S. (1961). The adolescent society. *The School Review*, 71(3), 377-385.
- Cole, M., Cole, S.R., & Lightfoot, C. (2004). *The Development of Children* (6th ed.). New York: Worth Publishers (Chapter 12 pp 429-443)
- Dhawan J, Gupta S, Kumar B. *Sexually transmitted diseases in children in India*. *Indian J Dermatol Venereol Leprol*. 2010 Sep-Oct;76(5):489-93. doi: 10.4103/0378-6323.69056. PMID: 20826987.
- Erikson, E. H. (1968). *Identity Youth and Crisis*. W. W. Norton.
- Halpern, C. T. (2010). Reframing Research on Adolescent Sexuality: Healthy Sexual Development as Part of the Life Course. *Perspectives on Sexual and Reproductive Health*, 42(1), 6-7. <http://www.jstor.org/stable/20697089>
- Kakar, L. (2006). National Level Study on Child Abuse. Submission to UN Secretary General study on Violence against children. India.

- Robertson, E. B., David, S. L., & Rao, S. A. (2003). Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders. Second Edition. In *National Institute on Drug Abuse (NIDA)*. National Institute on Drug Abuse. <https://eric.ed.gov/?id=ED521530>

Websites and Organizations

- Comprehensive Life Skill Framework:
<https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>
- Adolescent Fertility Project: <https://www.fpaindia.org/pdf/adolescent-fertility-project.pdf>
- Menstrual Health and Hygiene <https://www.worldbank.org/en/topic/water/brief/menstrual-health-and-hygiene>
- Because I am a girl:
<https://plan-international.org/how-we-work/because-i-am-a-girl/>
- Comprehensive Life Skills Framework
<https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>
- Udaan Adolescent Education Programme: <https://www.e3india.org/udaan>
- Evaluation of the UNFPA Support to Adolescents and Youth 2008-2015 https://www.unfpa.org/sites/default/files/admin-resource/Inception_report_AY.pdf

Audio Visual Material:

- Children of Heaven. 1997. Directed by Majid Majidi. Iran: Miramax Films
- Dharm. 2007. Directed by Bhavna Talwar.
- Salaam Bombay. 1988. Directed by Mira Nair
- Smile Pinky. 2008. Directed by Megan Myla
- The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
- Stories of Girlhood. 2001. Samina Mishra
- Children of the Pyre. 2008. Rajesh. S. Jala (for a discussion on childhood/adolescence)
- Am I Next? 2023. Directed by Rahat Kazmi
- Guilty. 2020. Directed by Ruchi Narain
- Udaan. 2010. Directed by Vikramaditya Motwane

- Sixteen. 2013. Directed by Raj Purohit

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through an end-semester examination.

Key Words: Adolescence Education, Sexual Health, Pedagogical Approaches



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