**MODULE 2: ADOLESCENCE EDUCATION PROGRAMME IN INDIA**

**Introduction:**

This module is devoted to building an overarching understanding of Adolescence Education Programme (AEP) that was launched by the Ministry of Human Resource Development (MHRD), Government of India in 2005. AEP is being implemented in States and Union Territories through State Council of Educational Research and Training (SCERTs) /State Boards with support of State AIDS Control Society (SACS). AEP is also being supported by United Nations Population Fund (UNFPA), and implemented by national agencies including Kendriya Vidyalaya Sangathan (KVS), Central Board of Secondary Education (CBSE), Navodaya Vidyalaya Samiti (NVS), National Institute of Open Schooling (NIOS) and Council of Boards of Secondary Education (COBSE). National Council of Educational Research and Training (NCERT) is the coordinating agency on behalf of MHRD. The objective of the AEP is to provide young people with accurate, age appropriate and culturally relevant information; promote healthy attitudes and develop skills to enable them to respond to real-life situations effectively.

The following activities will provide opportunities for interactive learning to acquire comprehensive understanding of AEP, its components and strategies for effective implementation.

It requires certain special transaction strategies for life skills development in the existing education system. The strategies and methods of curriculum transaction need to be focused. The traditional methodologies are otherwise also being questioned, notably by National Curriculum Framework (NCF) 2005. Through this program, the learners will be enabled to appreciate new methodologies and develop competencies to use such methods.

**Learning Objectives:**

To enable participants to:

- Understand the rationale for Adolescence Education Program as an educational response to the needs and concerns of adolescents;
- Critically analyze the Adolescence Education Program and approaches and strategies of its implementation;
- appreciate roles and responsibilities of concerned organizations and individuals for attaining the objectives of AEP;
- understand the need to use innovative methods, which emphasize experiential learning, for the transaction of AEP sessions;
- appreciate effective co-curricular activities and process of conducting the activities, focused on life skills development.
Activity 1: Need for Educational Interventions to Respond to Adolescents’ Concerns

Time required: 30 minutes

Materials required: Fact Sheets, Writing Board, Chalk/Marker, and Rolling Chart

Learning Objectives:

To enable participants to:
• Understand the rationale for Adolescence Education Program as an educational response to the critical needs and concerns of adolescents;

Note to Facilitator:

• Have a brainstorming session on the need for educational interventions focused on the critical concerns of adolescents;
• Ask every participant to note down on a slip those critical concerns about which students need to have knowledge, but are not getting it in schools.
• Make four columns on the writing board or rolling chart, the first column having a heading on the ‘process of growing up,’ the second on ‘prevention of HIV and AIDS,’ and the third on ‘prevention of substance/drug abuse,’ and the fourth column specifying ‘any other concerns;’
• Ask them to note down in the respective columns the concerns they have written on their slips;
• Add the concerns that participants might have missed out; and
• Make a power-point presentation or oral presentation on the rationale for Adolescence Education based on the Fact Sheet. Clarify that adolescence education focuses on concerns related to the process of growing up, prevention of HIV and AIDS, prevention of Substance/Drug Abuse, because the school curriculum deals with other important concerns that adolescents may have.

Summing Up:

• Adolescence Education Program is an educational intervention designed to provide information and skills to address concerns of adolescents;
• AEP enables young persons to be equipped with accurate information, knowledge and skills in the content areas of the process of growing up, prevention of HIV/AIDS and prevention of substance abuse.
Activity 2: Adolescence Education Program: Approach and Strategies

Time required: 30 minutes

Materials required: Fact Sheets, Writing Board, Chalk/Marker, Rolling Chart

Learning Objectives:

To enable participants to:
• critically analyze the Adolescence Education Program and approaches and strategies of its implementation; and
• appreciate roles and responsibilities of concerned organizations and individuals for attaining the objectives of AEP

Notes to facilitator:

• In the large group, ask the learners if they know about the Adolescence Education Program, and if ‘yes’ what they know about it?
• Note down on the writing board all the points made by the participants; and
• Make a power-point presentation or oral presentation based on Fact Sheet on Adolescence Education Program – its objectives; strategies and modalities of implementation; types of program activities (material development, training, advocacy, facilitating integration of adolescence education elements in school curriculum and teacher education courses, co-curricular activities, teaching methods and organizing of sessions in schools, research and evaluation, monitoring); and roles and responsibilities of Implementing Agencies.
• Provide details about MHRD’s AEP supported by UNFPA and implemented by national agencies, CBSE, KVS, NVS, NIOS and COBSE and NCERT as the Coordinating Agency.
• Also provide details about AEP being implemented by States and Union Territories through SCERTs/State Boards with the needed support from State AIDS Control Society (SACS) and National Population Education Project, especially its component on adolescence education.

Summing Up:

• The AEP ensures that schools will provide accurate and age appropriate life skills based adolescence education in a sustained manner to young people
• The AEP was launched by the Ministry of Human Resource Development (MHRD) in 2005
• The AEP has two major facets:
  o AEP being implemented by States and Union Territories through SCERTs and State Boards with support of State AIDS Control Society (SACS).
  o AEP being co-ordinated by National Council of Educational Research and Training (NCERT) and implemented by national agencies, including Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), National Institute of Open Schooling (NIOS) and Council of Boards of School Education in India (COBSE).
• The AEP aims to provide opportunities for enhancement of life skills and reinforcement of positive behaviors to enable young people to grow up healthy, cope with challenges and optimize opportunities in positive and responsible ways
• AEP provides for life skills development focused i) co-curricular activities in schools; and ii) **curricular integration** in school curriculum
• Almost all the institutions engaged in school education, teacher education, adult literacy programmes, innovative education schemes at national, state and district levels are involved in implementation of this Program
• Some of the major activities under the program include, material development, training of relevant officials, advocacy at different levels, organization of activities and monitoring and evaluation of the program

**Activity 3: Understanding Transaction Methods**

**Time required:** 45 Minutes

**Material required:** Fact Sheets, Writing Board, Chart Paper, Chalk/Marker

**Learning Objectives:**

At the end of this session, learners will be able to:
• Understand the need to use innovative experiential learning methods;
• Identify (at least) three major innovative strategies and methods for transaction of adolescence education in schools;
• Appreciate effective co-curricular activities and the process of conducting those activities focused on life skills development

**Notes to facilitator:**

• This is a session in which an interactive presentation is to be made on the transaction strategies and methodologies of adolescence education, ensuring maximum participation of participants. This will be followed by practice sessions.
• Begin the session by asking learners to express their views on the traditional teaching methods based on their experiences in classrooms. Do they feel these methods are effective in developing needed competencies among learners?
• Also elicit their views on co-curricular activities in schools and the modality and extent of their use in teaching-learning process;
• Note down on the writing board or rolling sheets the points made by the participants; and
• Make a power-point or oral presentation on Transaction Methods/ Teaching Methods and Co-curricular Activities, based on the Fact Sheets. Assimilate the points made by the learners.
• After the presentation, divide learners into small groups, each group consisting of not more than 3-4 members.
• Groups may be assigned the task of preparing outlines of the lesson plans based on innovative teaching methods like enquiry/discovery method, value clarification method, or any other participatory and interactive experiential learning method. Alternatively, groups may prepare outlines of the process of conducting activities, such as Question Box, Role Play, Case Study/Situation Analysis, Group discussion, Value Clarification.
• Based on the outlines, groups will conduct mock practice sessions that may be followed by comments and suggestions.

Summing Up:

• Traditional teaching methods may not be effective for this curricular area. It requires truly interactive, participatory and responsive transaction methods, raising questions rather than providing ready-made answers. Non-conventional methods are being adopted wherever transaction of this curricular area is being attempted.
• To transact the content of adolescence education effectively, the following transaction methodologies are being used: role play, situation analysis and case studies, group discussion, brainstorming, value clarification, debate, quiz contest, visualization, presentations and question box and anything else that engages the learners to think, analyze and infer in a participatory, non-judgmental manner.
FACT-SHEET

Adolescence Education Programme is focused on the needs and concerns that are faced during adolescence. These elements are yet to be adequately reflected in the school curriculum. This Programme aims at facilitating the process of comprehensive integration of these needs and concerns in the school education curriculum and teacher education system.

Adolescence Education Program (AEP):

The Adolescence Education Program (AEP) was launched by Ministry of Human Resource Development, Government of India in 2005, as a follow up of the decisions of the Inter-Ministerial Group. This Program has two major facets: (i) AEP being implemented in States and Union Territories through SCERTs/State Boards with support of SACS; and (ii) AEP supported by United Nations Population Fund (UNFPA), being implemented by national agencies Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), National Institute of Open Schooling (NIOS) and Council of Boards of School Education in India (COBSE). National Council of Educational Research and Training (NCERT) is the coordinating agency on behalf of MHRD. The ultimate goal of the Programme is to empower adolescent learners to have knowledge of their needs and concerns related to the period of adolescence and develop in them life skills that will enable them to practice informed and responsible behavior.

The objectives of AEP are being addressed in yet another way through a different program, known as the National Population Education Project under which various activities are conducted to facilitate the integration of adolescence education in the content and process of school education and teacher education.

Implementing Agencies:

At the national level, the National Core Committee under the Chairmanship of Education Secretary is the highest policy making and monitoring body. NCERT is coordinating the implementation of AEP launched by MHRD, including the component supported by UNFPA, and also providing technical backstopping. Implementing partners of the UNFPA supported component of the AEP are COBSE, NIOS, KVS, NVS and CBSE. COBSE and NIOS are conducting activities for effective integration of adolescence education elements in syllabi, textbooks, curricula, study materials, and evaluation process. CBSE, KVS and NVS are conducting activities for organizing life skills based co-curricular activities in adolescence education in their respective schools. Indira Gandhi National Open University (IGNOU), National Council of Teacher Education (NCTE), Directorate of Adult Education are involved in the implementation of AEP for facilitating integration of adolescence education elements in the content and process of Open University system, pre-service and in-service teacher education and adult education system respectively.

At the State level, State Core Committee under the Chairmanship of the state Education Secretary is the highest policy making and monitoring body.
SCERTs/SIEs/Directorates of Education are implementing AEP at the state level. State Boards are also involved in this programme. District Education Office/District Institutes of Education and Training (DIETs) are engaged in organization of activities and monitoring and evaluation of AEP.

Aims and Objectives of AEP:

The Adolescence Education Programme (2005) aims to:

- Reinforce/support development of behaviours that will empower adolescents to make healthy choices
- Provide opportunities for enhancement of life skills and reinforcement of positive behaviors to enable young people to grow up healthy, cope with challenges and optimize opportunities in positive and responsible ways

The Program aims to ensure that:

- All schools provide accurate age appropriate life skills based adolescence education in a sustained manner to young people (10-18 yrs) in schools;
- School-going and out-of-school (through NIOS) adolescents are equipped with accurate information, knowledge and skills in the specific contexts of the process of growing up, prevention if HIV/AIDS and prevention of substance (drug) abuse;
- Effective integration of Adolescence Education components in school curriculum as well as the teacher education courses, adult literacy programmes and alternative innovative education schemes; and
- Facilitate linkages with youth friendly services and easy access to resources for additional and reliable information.

Target Group:

The mandate of the Adolescence Education Program is to cover all secondary and senior secondary schools, rural, urban and transitional across the country. It covers all learners studying at the secondary and senior secondary level in i) government, local body and government–aided schools, ii) educational guarantee schemes (alternative innovative schemes, across the country) iii) all out-of-school children and adolescents being catered to by the adult literacy programs, and iv) learners of open schooling/open university systems.

Components of the Program:

Support for activities under the Program is provided under two main components – i) Life skills development focused co-curricular activities in schools; and ii) Curricular integration in school curriculum, curricula and study materials of out-of-school target audiences and teacher education courses and materials.
Adolescence education is a new and a distinct curricular area. The life skills approach as its integral part makes it a unique program. Special efforts are required to introduce transaction strategies for life skills development in the existing education system.

**Strategies:**

In view of the above, the following strategies may be adopted to facilitate the institutionalisation of this curricular area in the content and process of school education and teacher education:

**Awareness Building:**

The first and foremost step is to create a favourable environment for accepting the need to impart adolescence education in schools. Past experience has indicated that in most cases the resistance to adolescence education has been because of the lack of proper appreciation of the needs of adolescents in the changing context and also of this educational area. This requires organization of awareness building activities with a wide variety of stakeholders, including, policy framers, opinion leaders, media persons, curriculum developers, teacher educators, teachers and parents. Judicious and thoughtful utilization of strategies such as increasing use of mass media, particularly electronic media and interactions with media persons will also prove to be useful.

**Integration in the School Curriculum:**

Adolescence education can be effectively transacted only when its elements are integrated in the school curriculum. With a view to facilitating effective integration of adolescence education in the content and process of school education, it is necessary that the framework of adolescence education reflects adolescent reproductive and sexual health concerns relevant to various cultural settings comprehensively. The nature of the existing school curriculum will also be a key determinant.

In this context, the following steps may be functional:

- The Conceptual Framework of Adolescence Education developed at the national level needs to be contextualized based on the findings of the needs assessment studies to be conducted in different cultural settings;
- School syllabi and textbooks of all the subjects have to be reviewed to identify the scope of integration of elements of adolescence education and also the relevant entry points in each subject;
- Prototype materials for facilitating effective integration may have to be prepared;
- Intensive orientation of curriculum framers, textbook writers, teacher educators and other concerned educational functionaries will make great contribution;
- The adolescence education contents may then be suitably incorporated in the syllabi and textbooks when they are revised; and
- These elements and the needed transactional methods may be integrated in the teacher education courses.
Use of Co-Curricular Modalities to Promote the Objectives of AE:

The integration of elements of adolescence education in syllabi and textbooks may have to wait till they are revised in due course of time. Furthermore, the schools system throughout the country is not ready to absorb all the components of adolescent concerns in their true spirit. Participatory and experiential learning approaches to actualize life skills development are yet to assume their rightful place in the school curriculum. There is also an overall paucity of teachers and specifically trained teachers in the education departments. In order to address youth concerns expeditiously, the implementation of adolescence education cannot not be postponed until all its elements are integrated in syllabi and textbooks. Therefore, the teaching learning process may be initiated forthwith by utilizing co-curricular modalities. Co-curricular activities, especially designed for life skills focused adolescence education, may be organized in schools as early as possible. Activities like Question-Box, Group Discussion, Value Clarification, Role Play, Case Study, Painting/Poster Competition, Essay Competition and Quiz Contest may prove very effective in not only providing accurate and adequate information to learners but also inculcating in them positive attitude and more importantly developing the ability to apply the needed life skills.

Major Categories of Program Activities:

In order to facilitate the implementation of AEP, the following major categories of activities are conducted:

- **Material Development:**
  It is essential to develop various types of materials to facilitate integration of adolescence education in the content and process of school education and teacher education. Therefore, curricular, textual and other materials for advocacy, training, co-curricular activities, research and evaluation and monitoring are developed under the Programme.

- **Training:**
  Since this is an innovative curricular area and contains contents related to sexual development during adolescence that have been a taboo, teacher preparation is a critical element in its transaction in schools. Teachers therefore are being trained through in-service training programmes. To conduct teacher training programs Masters Trainers are trained at the national, state and district levels who in turn train the teachers. They also train other functionaries like the Curriculum and Materials Developers, Educational Supervisors and Peer Educators.

- **Advocacy:**
  As part of awareness building, advocacy programmes for different target groups are organized by the trained personnel at different levels. Advocacy of parents and local community is mandatory.

- **Organisation of Activities:**
  As stated above, classroom transaction and organization of co-curricular activities for students is core to the attainment of program objectives. These are to be made an integral part of the school time table.
• Monitoring and Evaluation:
In order to ensure effective implementation of AEP, it is important to monitor the program at all levels. The program should be monitored at the school, district, state and national levels. Monitoring indicators at input, process and outcome levels will help in tracking the project progress.

Monitoring and evaluation are an integral part of the process of institutionalization of adolescence education. All the aspects of evaluation – context evaluation, process evaluation and product evaluation – are equally crucial. The context evaluation may be conducted for identifying needs and requirements of adolescents in different cultural settings and content analyzing syllabi and textbooks in order to identify gaps and suitable entry points for integration of adolescence education elements. Evaluation may be made an integral part of material development, advocacy, training and organization of activities. Suitable designs have to be evolved to evaluate the outcomes of this educational intervention.

Transaction Methods:
Adolescence education is a new and a distinct curricular area. The life skills approach which is an integral part makes it a still more innovative area. Special efforts are required to introduce the transaction strategies for life skills development in the existing education system. The strategies and methods of curriculum transaction need to be carefully identified, primarily because of the following characteristics of this area:

• Since adolescence education focused primarily on life skills development has emerged as a curricular area in response to the pressing demands emanating from outside the education system, it is often given a marginal role within the curriculum.
• It deals with content that are very sensitive in nature and there is an in-built resistance to these elements.
• This educational area focuses on problems confronted by adolescents who have been traditionally treated as a homogeneous group which they are not. Variations in their age, and socio-cultural settings indicate their heterogeneous nature.
• Adolescence education is primarily aimed at influencing the non-cognitive domain and developing life skills among the learners. This needs transactional strategies that create experiential learning situations and are basically interactive.
• Although there is an increasing realisation of the urgency for adolescence education and empowering adolescents to make informed and responsible decisions; the age-old inhibitions and apprehensions in the adult world would require persistent efforts aimed at creating enabling environment for this educational intervention in schools.

The traditional teaching methods need to be replaced by new and innovative methods of transaction. It requires a truly participatory, interactive and responsive methodology, raising questions rather than providing ready-made answers. The provisions of the National Curriculum Framework (NCF) 2005 that promote participatory learning and teaching will make it much
easier to institutionalize teaching-learning methods that promote development of life skills in mainstream curriculum. The following non-conventional and participatory teaching methods are being adopted in the transaction of AE content: Enquiry or discovery method; value clarification; case study, role plays, debates, group discussion, question box; counselling and peer education; and use of audio-visual/print materials.

Suitable pedagogical methods are a key to the development of life skills among the learners. Educational intervention directed towards developing life skills should focus on enabling the learners to apply appropriate skills in a specific context e.g., countering a myth, questioning discrimination, resisting bullying or negative peer pressure etc. It is therefore necessary to employ a methodology or pedagogy that frames the development of life skills as an educational process.

Unless participatory and experiential learning approaches become part of the mainstream teaching, it is unrealistic to expect that teachers will transact a radically different curriculum in life skills development after being exposed to a minimal package of in-service training, often delivered through a cascade approach.

It is recognized that the conventional pedagogical methods may not be effective for life skills development among the learners. Only those methods are expected to be effective that are primarily interactive and participatory and are focused on providing knowledge and developing positive attitudes and interpersonal skills. It is very important to lay special emphasis on experiential learning. Learners need to be engaged in a dynamic teaching learning process, so that the learning leads to an active acquisition, processing and structuring of experiences. In passive learning situations, the teacher passes on knowledge mostly through a didactic teaching method and the learner is the recipient of information. But education for life skills development requires the teaching learning process to be both active and experiential.

The following pedagogical methods, focused on group work and discussion, are recommended as they are likely to be effective:

**Question Box:**

Question Box is an important activity through which anonymous questions asked by students are answered by teachers, experts or professionals. It is an effective interactive process for acquiring authentic and accurate information about any curricular area. It may provide them opportunities to discuss even sensitive issues with their teachers or experts who may be invited to interact with them in the school. It will provide them with information which adolescents are not receiving presently through any authentic source. Question Box activity will also create an enabling environment and is a good entry point for organisation of learning experiences on adolescence education in schools.

**Role play:**

Role play is an activity presenting a small spontaneous play which describes possible real life situations. In this activity learners imitate another person’s character. A situation is given to the
group and they take on the roles of the characters involved. Role play allows students to simulate real-life situations with the aim of preparing them to handle similar situations in life. It also gives them an opportunity to have experiences in the application of life skills that are important to protect them from risky situations. As an educational activity it provides opportunities to students for a truly experiential learning. It is different from the one-act-play, as role play is conducted without any script, whereas the one-act-play has to have a script.

**Situation-Analysis and Case Studies:**

Situation analysis allows learners to think, analyze and discuss situations they might encounter. Case-Studies may be based on real cases or hypothetical situations but should raise real issues. The purpose of a case study is to present learners with a situation, giving sufficient background information to analyze and compute the outcome of events, or to provide solutions to specific problems. Case study is an effective tool as it focuses on a particular problem and leads the persons to understand all the aspects of that problem. By developing a comprehensive appreciation of various aspects of the case study, the activity results in skill development among students.

**Value Clarification:**

Value Clarification may be used as a potential educational activity aimed at skill development. Values are normative standards and criteria, which determine how people act upon choices. Values influence the way an individual thinks, behaves and takes decisions on different issues. It is important to note that a value cannot be perceived as right or wrong, good or bad. For example, marriage among close relations is a preferred value in some communities but a forbidden value in others. Any issue, therefore, can be adequately and appropriately appreciated only when it is perceived in a value-fair manner and all options are considered. Value clarification approach provides this kind of opportunity where the learners can evaluate all the available options of a given issue. They can explore, examine and clarify varied value positions.

**Group discussion:**

Group discussion as an educational activity provides opportunities to involve learners in an interactive process of experiential learning. It enables relatively a greater number of students to have animated discussion on a critical topic. Whereas in a debate, each team consists of two members, one speaking for the motion and the other against the motion, in a group discussion each group or every member of the group examines a problem or an issue intensively and comprehensively. While participating in this activity every member not only interacts with others in their own group but also with members of the other groups. This activity also activates serious thinking among the audience.
Debate:

Debate is an interesting activity for probing into controversial issues. In a debate the pros and cons of an issue are presented. It provides a proper setting for individuals to be logical in verbal and written communication and helps them in taking a rational position on any issue. Debate is useful when an attempt is made to explore a topic or an issue from more than one point of view. The issue to be debated should have more than one dimension that can be argued for and against by learners. The process of the activity helps them appreciate different dimensions of the issue, and leads them to acquire thinking and communication skills.

Quiz contest:

Quiz has been a very popular activity both within and outside educational institutions. It enables students and other learners to gather varied information on the selected theme or topic and understand the implications of different aspects of the concerned issues. It provides opportunities to learners to be exposed to various dimensions of different issues and acquire authentic knowledge about them. This activity creates a motivated environment for the audience and learning takes place in a very involved manner.

Brain-storming:

Brainstorming is a method used for problem solving or generating different possible solutions to a problem. The purpose of brainstorming is to come up with as many ideas as possible without regard to quality, with as many team members as possible contributing their thoughts.

Visualization in Participatory Programmes (VIPP) Exercises:

VIPP is an attempt to break down the formal seminar culture that exists. It is a collection of techniques applied to encourage people to participate and cooperate with their colleagues. In VIPP processes, a whole range of participatory techniques is used: card collection (one idea per card), brainstorming, drawing exercises and debates.

Presentation:

This method is effective when a substantial amount of information is required to be shared in a short period of time. However, an effective presentation allows for interaction between the Facilitator and the learners. Presentations should follow. It can also serve as a good summative activity to emphasize key learning from a session.

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