

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 3-HSC:
ADOLESCENT DEVELOPMENT AND CHALLENGES**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Adolescent Development and Challenges	4	2	0	2	Class XII	NIL

Learning Objectives

- To understand adolescence as a development transition stage.
- To learn about the biological, cognitive and socio-emotional changes in this stage
- To examine the developmental challenges and support systems

Learning Outcomes

The students would be able to:

- Understand the process of development in the stage of adolescence.
- Learn about the biological, cognitive and socio-emotional changes during adolescence.
- Identify the developmental challenges and support systems.

THEORY
(Credits:2, Periods: 30)

Unit I: Understanding Adolescence

8 Hours

The unit will introduce key themes in the area of adolescence period.

- Meaning, Characteristics and stages (Early, middle and late adolescence)
- Developmental task of adolescence and transition from childhood
- Theoretical perspective on adolescence (Psycho- social theory, cognitive development)

Unit II: Physical and Cognitive Development

8 Hours

The unit will introduce physical and cognitive development that occurs in the adolescence age group.

- Puberty and hormonal changes
- Body image and self-esteem
- Cognitive changes: reasoning, problem solving, decision making

Unit III: Socio-Emotional Development

6 Hours

This unit will introduce about the socio-emotional development that occurs in the adolescence age group.

- Identity and Self concept
- Relationship with Peers
- Parent adolescent relationship

Unit IV: Challenges, risks and support-systems

8 Hours

This unit will introduce regarding the challenges and risks faced by adolescent age group along with the required support systems.

- Stress, Anxiety, Depression
- Bullying and other behavioural risk
- Role of School, Family and Community in positive development
- Guidance, Counselling and Life Skill Education

PRACTICAL (Credit:2, Periods:60)

1. Narrative account on adolescent years to understand development of self.
2. Interview an adolescent to understand peer / parent -child relationship.
3. Design a workshop on Life- Skill Education (pick any one) and discuss
 - a) Learning objectives
 - b) Session plans
 - c) Activities
 - d) Reflection and evaluation
4. Checklist on characteristics of stages of adolescence (early, middle and late)
5. Group reflection activity to document friendship, school and family and self in adolescence.
6. Depiction of behavioural risks of adolescence in media and their critique.
7. Hypothetical perspective taking debates linked to real life (e.g., *mobile phone use in class*) and documentation of multiple view points and development of cognitive changes in adolescence.

Essential Readings

UNIT I

This unit discusses the main characteristics and developmental tasks of adolescence. It also briefly covers the key theoretical perspectives on adolescence.

- **Shaffer, D.R. and Kipp, K.** (2013). *Developmental Psychology: Childhood and Adolescence*. Cengage Learning.
- **Chaube, S. P.** (2002). *Psychology of adolescents in India*. New Delhi: Concept Publishing Company.
- **Berk, L.** (1993). *Infants, children and adolescents*. Boston: Allen & Bacon.
- **Sharma, N.** (2011). *Understanding adolescence*. India: NBT.
- **Patra, S. (Ed.).** (2022). *Adolescence in India: Issues, Challenges and Possibilities*. Springer.

UNIT II

This unit focuses on the physical and physiological changes in adolescence. It also discusses the cognitive changes in reasoning, problem solving and decision-making during adolescence.

- **Lerner, R. M., & Steinberg, L. (Eds.).** (2004). *Handbook of adolescent psychology*

(3rd ed.). Hoboken, NJ: Wiley.

UNIT III

This unit elaborates on the development of identity during adolescence. It also discusses the relationships with significant others such as peers and parents during adolescence.

- **Conger, J. J.** (1977). *Adolescence and youth: Psychological development in a changing world* (2nd ed.). Oxford, England: Harper & Row.
- **Newman, B. M., & Newman, P. R.** (2020). *Theories of Adolescent Development* (1st ed.).

UNIT IV

This unit discusses some of the behavioural risks during adolescence. It elaborates on the role of school, family and community in positive development. It further discusses the significance of guidance and counselling to develop life skills.

- **Ed. Ranganathan, N.** (2025). *Contemporary Perspectives on Childhood and Adolescence: Development, Diversity and Inclusion*. Routledge. Routledge & CRC Press.
- **Vhora, A.** (2024). *किशोरियों का मानसिक विकास: Mental Development of Adolescent Girls*. Subodh Publications, Delhi.
- **Government of India.** (2014). *Rashtriya Kishor Swasthya Karyakram (RKSK): Strategy handbook*. New Delhi: Ministry of Health and Family Welfare.

Suggested Readings

- **Berk, L. E.** (2017). *Development through the lifespan* (7rd edition). US: Pearson Education.
- **Sebald, H.** (1984). *Adolescence: a social psychological analysis*. Prentice Hall.
- **Seifert, K. and Hoffnung, R.** (1991). *Child and adolescent development*. Houghton Mifflin.
- **Verma, P., Srivastava, D. N. and Singh, A.** (1996). *Socio-economic and health status of adolescents and young adults*. Agra: Agrawal Publication.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.