

DISCIPLINE SPECIFIC ELECTIVE COURSE – 9 (DSE-9): ADOLESCENT EDUCATION IN INDIA

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Adolescent Education in India (DSE 10)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To facilitate adolescence education course with respect to content, attitude, and pedagogical modes of teaching.
2. To help students to build self-esteem; take responsibility for themselves and develop skills for a better life.
3. To build an understanding of physical and psycho-social changes during adolescence
4. To develop an understanding of relationships with peers, family, and society and make informed choices with respect to relationships.
5. To enhance awareness about substance abuse, causes, prevention and role of peer group.

Learning Outcomes

After completion of the course student will be able to:

1. Understand the physical and psycho-social changes during adolescence.
2. Build understanding of gender, sexuality and stereotyped.
3. Make informed decision regarding reproductive and sexual health choices.
4. Understand the causes of and protect oneself from substance abuse
5. Develop confidence to seek help professional help in case they fall to drug addiction
6. Build awareness on right to adolescent friendly services including counselling, health services, legal and other facilities.

Signature

Total Hours: 45

Unit I: Understanding Adolescence

(10 Hours)

- Adolescence from biological, psychological, and socio-cultural perspectives within the Indian context.
- Physical, cognitive, emotional, social, and moral development during adolescence.
- Challenges and opportunities in diverse Indian Context

Unit II: Key Issues and Concerns in Indian Adolescence

(12 Hours)

- Critical issues affecting adolescents in India - identity formation, peer influence, family relationships, academic stress, career aspirations, and mental health challenges (anxiety, depression, substance abuse)
- Impact of media and technology on adolescent development and behaviour in India.
- Stereotypes, Inequalities, Discrimination in Relation to Gender and Sexuality, Sexual Health, Sexual Orientation, Responsible Behaviour, Abuses, Delinquency and prevention

Unit III: Adolescence Education

(12 hours)

- Need for Adolescence Education
- Approaches and Pedagogies for Adolescence Education - interactive methods, group work, and technology integration
- Development of Life Skills, Understanding Reproductive health, Value Education, Gender Sensitivity

Unit IV Guidance and Support for Adolescents in India

(11 hours)

- Role of teachers, parents, counsellors, and community in supporting the healthy development of adolescents.
- Strategies for providing academic, career, and personal-social guidance to adolescents in the Indian context.
- Resources and interventions for addressing adolescent mental health and behavioural issues in schools and communities.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Observe and document the developmental patterns in adolescents concerning identity and factors influencing identity development.
2. Engage in self-reflection and document the role of family, education and peer group in their development.
3. Interview five children of anyone marginalized community to explore the challenges, issues and concerns about school adjustment.
4. Watch either 'Stanley Ka Dabba' or 'I am Kalam' (Bollywood Films) and describe how childhood unfolds in them.

Sandeep
✓

5. Go through the home magazines e.g., Grihsobha, Sarita etc explore and enlist the current questions of sexuality.
6. Explore the dilemmas that adolescent students are going through concerning psycho-social changes they are going through.

Note: Based on the above, the teacher may design his/her relevant projects/ assignments.

Essential/ Recommended Readings

- Arora, P. (2008). *Sex Education in Schools*. Narula Printers: New Delhi.
- 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/s12646-013-0198-6>
- Choudhary, G. B. (2014). *Adolescence education*. PHI Learning Pvt. Ltd.
- Cole, M., Cole, S.R., & Lightfoot, C. (2004). *The Development of Children* (6th ed.). New York: Worth Publishers (Chapter 12 pp 429-443)
- Erikson, E. H. (1968). *Identity Youth and Crisis*. W. W. Norton.
- Holt, J (1974). *Escape from Childhood*. Boston: E. P. Dutton. (Chapter 1, 2 and 7)
- Kakar, L. (2006). *National Level Study on Child Abuse*. Submission to UN Secretary General study on Violence against children. India.

Additional Readings:

- Anandhi, S. (2007). Sex Education Conundrum. *Economic and Political Weekly*, 42(33), 3367–3369.

Sandhya
M

- Coleman, J. S. (1961). The adolescent society. *The School Review*, 71(3), 377–385.
- 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.
- 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>
- 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.c3india.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.

Keywords: Adolescence, Education, Life Skills, Sexuality, Responsible Behaviour, Substance Abuse, Stereotype, Informed Choice

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

Sendey
H