

## DAY 1 : Session - II

**Chairperson** : Mr. U.K. Samal, Chairman Board of Secondary Education, MP  
**Co-Chair:** : Ms Dechen Chime, National Programme Associate, UNFPA Bhutan  
**Rapporteur** : Dr. Sandhya Kumar, Astt. Director, NIOS  
 : Ms. Edith Xalxco, Astt. Project Officer, KVS

### The India Experience...

Prof. Saroj Yadav from National Council of Educational Research & Training (NCERT)



*Prof. Saroj Yadav, NCERT recounting the Indian Experience on Adolescence Education*

presented the India Experience related to Adolescence Education (AE). She began her presentation by stating the need for AE in the country was owing to certain significant socio-economic developments such as education, employment, urbanization, increasing age of marriage and the advancing onset of puberty. It was emphasized that adolescence may be defined in terms of growth rather than changes as a result of number of years.

Prof. Yadav identified various reasons for building Adolescence Education into general education such

as an urgent need to provide knowledge through authentic sources, growing incidence of sex crimes, waning impact of traditional values, impact of media and ambience, increasing incidence of smoking and use of alcohol and drugs and apprehensions of adults/teachers, and significant changes in perceptions.

The National Youth Policy, 2003 included provision of information on health issues like Reproductive Health and HIV/AIDS in the curriculum. Taking this initiative forward, National Curriculum Framework (NCF) 2005 had advocated integration of AE in school education, focusing on the development of life skills such as critical thinking, interpersonal communication, negotiation skills, and concerns related to social aspects of change and development of relationship with parents, peers and the opposite sex.

According to NCERT, the major components of AE include the process of growing up, information about HIV/AIDS and substance/drug abuse.

Prof. Yadav then explained about the generic life skills that have been developed for students and teachers' empowerment within the context of AE.

These pertain to thinking, interpersonal, communication and negotiation skills.

Outlining the historical perspective of AEP, Prof. Yadav said that AE had been a component of National Population Education Project (NPEP) since 1998 in 30 states and Union Territories. The NPEP has been implemented by the MHRD supported by NACO and UNFPA respectively.

NACO started by identifying the minimum core competencies, followed by curricular integration in NCF, syllabi and textbooks for both elementary and secondary school education as well as teacher education programme. This was followed by the integration of AE in adult literacy materials and other innovative educational programmes like the Sarva Shiksha Abhiyan. UNFPA also advocated organization of life skills based co-curricular activities for minimum 16 hours in the classroom in one year and other co-curricular activities like debates, role plays, essay writing etc.

NCERT coordinates the activities of five national agencies namely Council of Boards of School Education (COBSE), National Institute of Open Schooling (NIOS), Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS) and Central Board of Secondary Education (CBSE) under the second segment of the NPEP supported by UNFPA. Prof. Yadav listed the achievements of the various agencies beginning with NIOS and said that AE issues had been successfully integrated into syllabi and learning materials of NIOS and an Interactive Voice Response System (IVRS) had been developed. In

the formal system, various schools had organized life skills based co-curricular activities for adolescents as well as activities for teacher counselling and peer educators. Simultaneously, advocacy programmes for officials at the national and regional levels and educational administrators at state level were being organized.

The thrust areas indicated by Prof. Yadav were strong advocacy at all levels, training of more number of school teachers, institutionalisation of life skills based co-curricular activities in the school education system and strengthening the monitoring and management of the AE programme, specially the development of management information system (MIS).

In the discussion that followed the presentation, delegates wanted to know how many teachers had been trained so far and what methodology had been adopted. Prof. Yadav indicated that 80% teachers had already been trained. Regarding the methodology, it was reiterated that the orientation of teachers towards AE was necessary failing which they might avoid teaching the lesson even though integration may have already been carried out. Regarding the involvement of stakeholders, Prof. Yadav agreed that the parents of adolescents need to be increasingly involved in AE implementation as several problems would be solved by empowering them with adequate information. The delegates from Bhutan suggested the development of a Teacher's Guide to augment and supplement training imparted to the teachers.

## The Technical Agencies' Experience...

The second presentation of the session was made by the Technical Agencies pertaining to their role and involvement in the implementation of AEP in India, namely,



*Delegates Expressions, India, listening to the presentations*

development of advocacy materials, training of master trainers and nodal teachers and strengthening the capacities of the implementing agencies. A comprehensive package containing advocacy manual for principals and facilitators, a facilitator's handbook for training of resource persons and nodal teachers, teacher's workbook for conducting student activities and reference materials for the various agencies have been developed by Expressions, an NGO running school mental health programmes in Delhi and funded by the WHO.

Ms. Geetanjali Kumar from Expressions, India, informed the house of the inferences drawn, based on the feedback received from the advocacy programmes. She said that the

workshops received an overwhelming acceptance from school principals and that the advocacies provided immense knowledge of adolescent concerns and a commitment from the principals to the development of AE in their schools.

The issues confronting the agency were the appropriate selection of the Nodal Teachers, master trainers for the TOTs (Training Of Trainers), periodic reorientation of the Nodal Teachers, mode of monitoring the implementation and sharing of observations at the headquarters.

Dr. M.M. Sharma also from Expressions, concluded the presentation by emphasizing the importance of evaluation of the programme, which could be evaluation of the process and/or the outcomes. Life skills are evaluated by observation, group discussions, interviews, questionnaires, etc. Process evaluation could be undertaken by documenting what was done, when and by whom. Whereas outcome evaluation was done by noting and comparing the differences (effective and affective) identified as a result of training. Further, monitoring and assessment can be done through consolidation and evaluation of the feedback received from Nodal Teachers and adolescents on the basis of pre and post test measures.

In the discussion that followed the presentations, delegates wanted to know about

the tools used to evaluate life skills developed in adolescents. Dr. Sharma replied that no specific tool was employed but that development of life skills was a long-term process and was usually evaluated by observation and situational analysis.

Mr. P.K. Kaul from the Zonal Institute of Education and Training, Gwalior, emphasised the importance of bringing about attitudinal changes in all stakeholders. Mr. Samuel Diwakar from the Navodaya Vidyalaya Samiti informed the house that the NVS mainly served the rural population and had residential schools where the teachers take on the role of parents of adolescents. So it was important to orient and train the teachers as well as induct the parents as and when they visited the school. He shared the fact that the Question Box activity had proved to be quite popular with the adolescents and had helped the school authorities in dealing effectively with many a sensitive issue. This was an experience that could be replicated in other parts of the country.

In his concluding remarks Mr. U.K. Samal complimented the presentations made by Prof. Saroj Yadav from NCERT and by Expressions, India. He remarked that the formal sector and the NGOs could work very well by complementing each others efforts for the overall development of adolescents. Mr. Samal appreciated the fact that while efforts were being made to impart and develop life skills, the concept of evaluation of these life skills as conceptualized by expressions, needed to be tested in conjunction with other partnering agencies.

Ms. Dechen Chime, National Programme Officer, UNFPA laid stress on the fact that no amount of printed materials could replace face-to-face, hands-on training of functionaries involved in implementation of life skills programme. She emphasized on the importance of development of a sustainable training programme by further reiterating the need to share all resources pertaining to AE with other SAARC nations.

In his concluding remarks, Mr. Amod Kanth, General Secretary, PRAYAS stressed on the importance of ODL in developing countries primarily due to their role in bringing the marginalized groups within the fold of education. He stressed upon the role of education in empowering these youngsters along socially useful and productive lines. He said that due emphasis should be laid on incorporating vocational subjects along with subjects of general education. Mr. Kanth further stressed on building linkages between NGOs and other educational agencies both in formal and open education sectors in order to mainstream even the most neglected groups of society.

Special efforts need to be made to identify such children, to bring them into the fold of education and to retain them in the system by giving them meaningful and vocational education. This required the synergistic efforts of both the formal educational institutional open schooling and NGOs.