



# Adolescence Education Programme In India : Evolution and Implementation

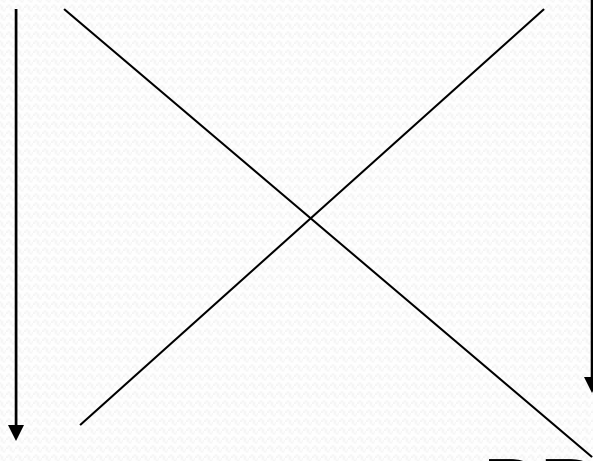
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# AE FRAMEWORK

**SKILL  
APPLICATION  
ABILITY**

**CONTEXT — CONTENT**

**ACTIVITIES ← PROCESS**



# The Realities of Youth in India Today

- India has 243 million young people (10-19) as per 2011 Census.
- Adverse Sex Ratio (0-6 years): 914 females per 1000 males. Sex Ratio is 940.
- Gender role attitudes still conservative
- Both tobacco and alcohol consumption more prevalent in rural married youth with less/no education
- One in every 1000 youth is HIV positive (prevalence of 0.1% in females and 0.09% in males) (NFHS 3)
- Only 28% of young women and 54% of young men in the age group of 15-24 had comprehensive knowledge about HIV/AIDS
- Over 35% of all reported AIDS cases in India occur among young people in the age group of 15-24 years and more than 50% of the new HIV infections occur also among young people (NACO, 2005).



## Needs and Concerns of Adolescents

- ▶ Eighty three percent young men and 78% young women in the age group 15-24 expressed that they perceived family life education to be important (*IIPS: Pop Council Youth survey, 2006-07*)
- ▶ Young people (45% boys and 27% girls) voted for teacher as the most appropriate person to transact education on family life matters (*IIPS: Pop Council Youth survey, 2006-07*)

# What do Adolescents Require?

- Education in Process of Growing up, Substance Abuse and HIV and AIDS;
- Life Skills for self protection: (Risky behavior: Substance abuse, early sexual debut, conflict resolution, violence);
- Safe and Supportive Environment;
- Better communication with adults and society at large.
- Adolescent Friendly Health Services (AFHS) – easily accessible and “barrier free”;



# Evolution of Adolescence Education Programme

- ❖ National Population Education Project (NPEP) initiated in 1980 implemented by NCERT on behalf of MHRD.
- ❖ Focus on demographic Aspects and Family Life Education with support from UNFPA and Technical Assistance from UNESCO
- ❖ National Policy on Education (adopted in 1986) identified NPEP as a thrust area with 6 major themes.
- ❖ The National Council of Educational Research and Training organized a ***National Seminar on Adolescence Education*** in 1993 to respond to this need
- ❖ Five Regional Seminars organized during 1995-96,



# Educational Response

Urgent need was felt for incorporating the critical concerns related to

- ❖ The process of growing up.
- ❖ Prevention HIV and AIDS
- ❖ Prevention from Drug/Substance abuse

## Educational Response

- Accordingly it was made a major component of NPEP during 1998-2004
- As a follow up of the recommendations of this Seminar, NCERT developed the General Framework and Materials (*A Package on Adolescence Education*)
- These materials were widely used in 30 States and UTs during 1998-2002 under National Population Education Project.
- Apart from integration of Adolescence Education elements in the Syllabi and Textbooks, Co-curricular Activities focused on Life Skills Development have been organized in Schools in different States/UTs.



# Number of Schools

Stage	No. of Schools
Primary School (in Million)	0.82
Upper Primary (in Million)	0.36
Secondary (in Million)	0.12
Higher Secondary (in Million)	0.06

# Number of Teachers

Stage	Number of Teachers (in Million)		
	Male	Female	Total
Primary School	1.33	1.14	2.48
Upper Primary	1.11	0.80	1.91
Secondary	0.8	0.49	1.31
Higher Secondary	0.62	0.40	1.02
			6.72

# Drop Out Rate

Stage	Percentage		
	Boys	Girls	Total
Primary School	30.25	27.25	28.86
Upper Primary	40.59	44.39	42.39
Secondary	53.38	51.97	52.76
I-VIII	50.59	51.99	51.25
I-X	58.47	59.71	59.03



# MAJOR COMPONENTS OF AE

## I. PROCESS OF GROWING UP

- Physical Development
- Psychological Development: Sex drive, Body Image
- Social Development: Changing relations -- Parents, Peer group, Opposite sex, Gender Roles
- Adolescent Girls: Specific Issues - Concepts of gender and sexuality, Irrationality of roles, and stereotypes related to gender and sexuality, Myths related to gender and sexuality

## II. Prevention of HIV and AIDS

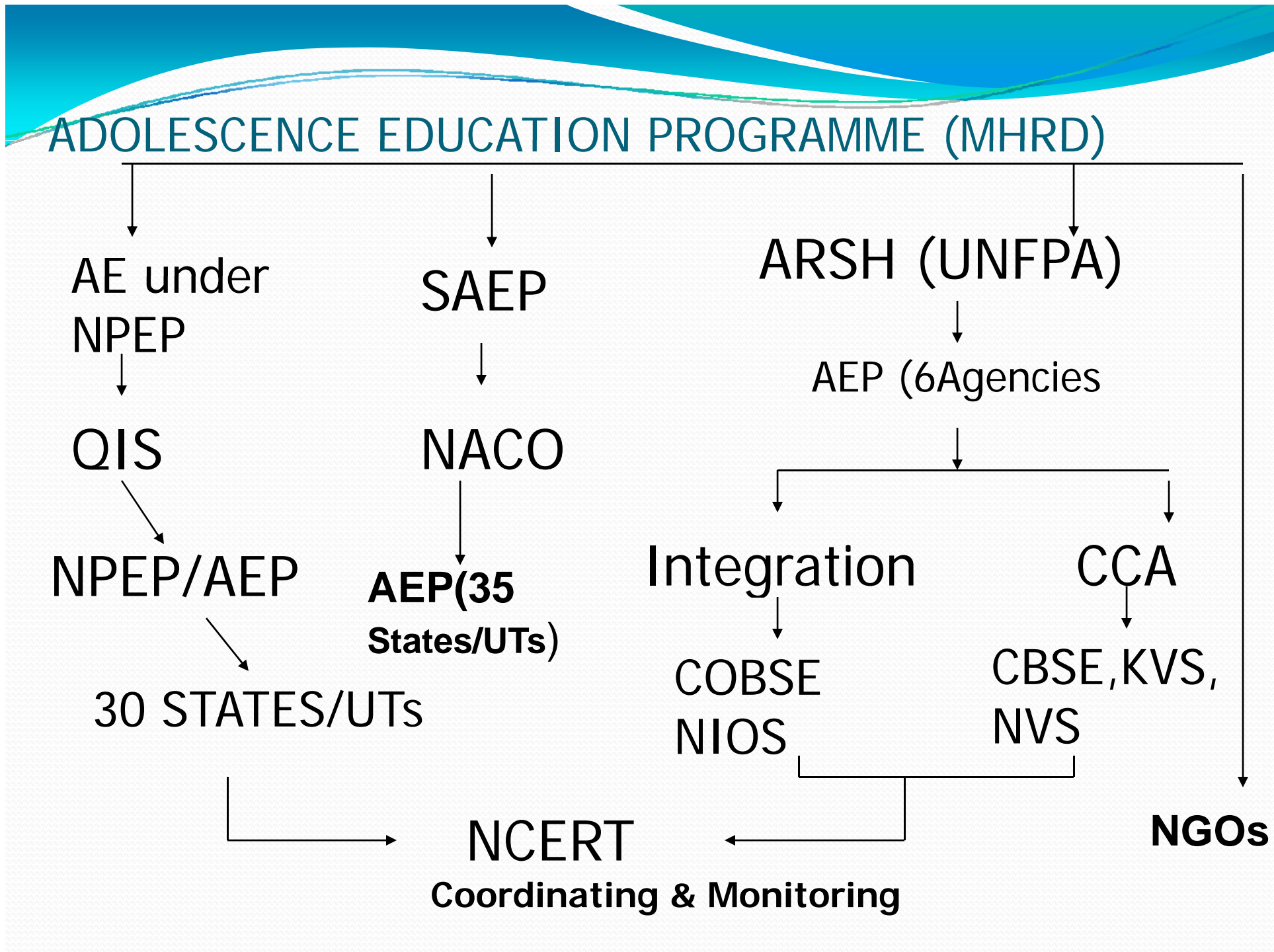
- Major Routes of HIV Infection and its consequences
- AIDS: Medical, Individual, Social and Interpersonal Implications
- Prevention from HIV Infection
- Social and Individual responsibilities in respect of HIV+/ AIDS patients

### III. Prevention of SUBSTANCE/DRUG ABUSE

- Drug Use, Misuse and Abuse: Types, Factors for Drug Abuse; Drug Dependence
- Consequences of Drug Abuse
- Personal, Social
- Prevention/Cure: Medical De-addiction Rehabilitation, Personal and Social Responsibilities

# Life Skills Development and Education

- Life skills are psycho-social abilities that enable individuals to respond to real-life situations in positive and responsible ways
- Education and particularly school education plays a vital role in life skills development:
  - Exposes learners to varied experiences in their formative years,
  - Has abundant potential to provide them with relevant simulated situations to learn and practice
- The purpose of life skills development is in alignment with the larger goals of education







# Adolescence Education Programme (AEP)

## **OUTPUTS OF AEP**

Life skills based CCA in IX-XI

Integration of AE in school curriculum.

Integration of AE in pre-service and in-service teacher education

Integration of AE in adult literacy materials and programmes for out of school

Incorporating measures to prevent stigma and discrimination young persons

# Status of Implementation

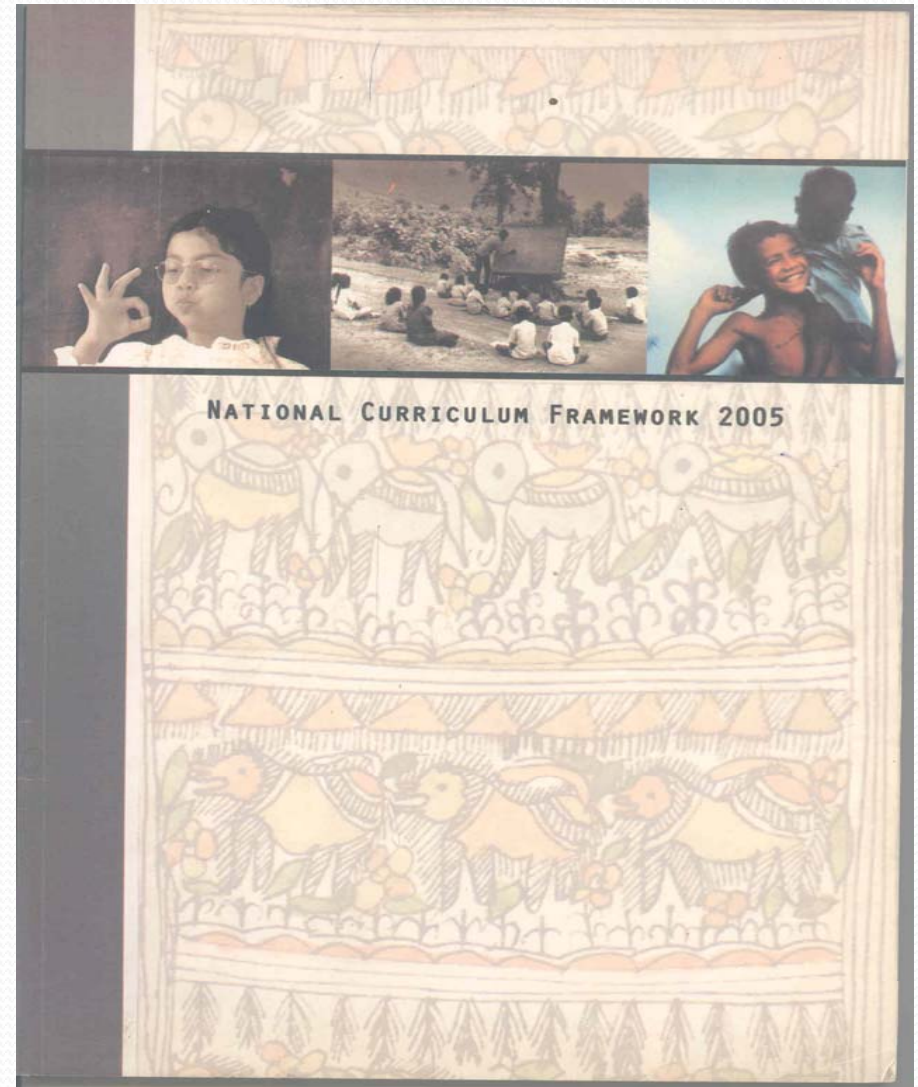
- There are certain state which have suspended the implementation of AEP in Response to the Controversy
- Chhattisgarh
- Gujarat
- Karnataka
- Maharashtra
- Madhya Pradesh
- Rajasthan
- Uttar Pradesh



# ACHIEVEMENTS OF AEP

# Integrated in Policy Documents

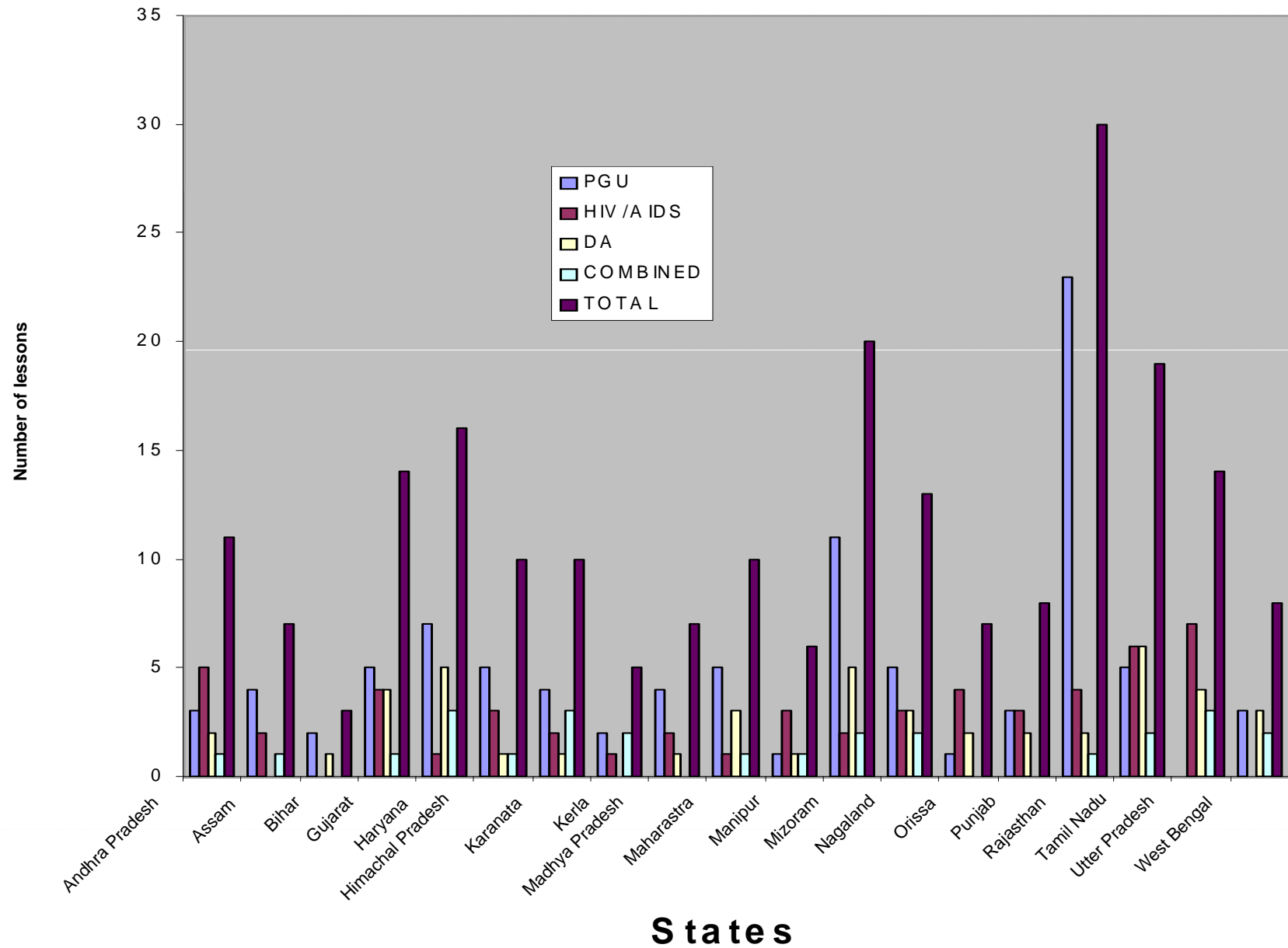
Concerns of  
Adolescence  
Education  
integrated into  
the National  
Curriculum  
Framework  
2005, Syllabi  
and Textbooks



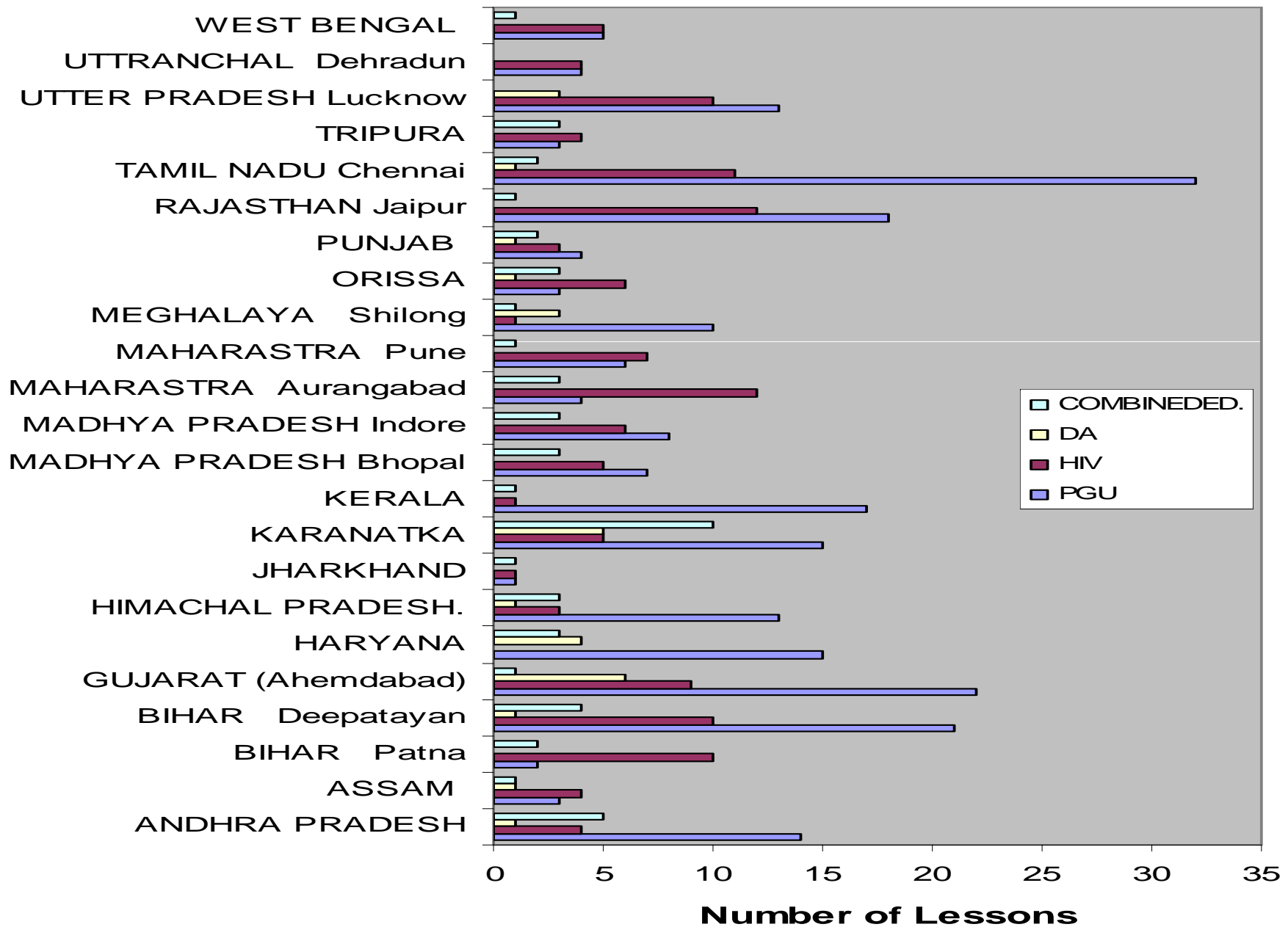
## **Efforts made for overcoming Adolescence Education Opposition**

- Organized National Seminar in consultation with UNFPA involving various stakeholders.
- Organized Regional Seminars in consultation with UNFPA involving various stakeholders including boards at the regional level.
- Re-conceptualized Adolescence Education Framework.
- Revised Scheme of Content.
- Invited comments widely by putting on NCERT website.
- Organized National Competitions like Role Plays, Youth Festivals, Poster Competitions etc.

# Number of Lessons in School Textbooks



## AE Content in Adult Literacy Materials of SRCs





National Role  
Play/ Folk  
Dance  
Competition  
2009 organized  
by 21  
States and UTs  
in 256 districts  
and in 2010-11  
in 344 districts  
in 25 States  
and UTs and  
2011-12 in 337  
Districts





# National Folk Dance





# Learning's from **UNFPA** Partnerships

## UNFPA Partnerships for Reaching Young People in Educational Institutions

- Supported *MHRD National Adolescence Education Program (AEP) Implemented by National Agencies.*
- Build on existing momentum through existing system and structures.
- National Curriculum Framework (2005) prescribed shift to skill building through experiential learning and UNFPA supported the revision of AE material
- Supported COBSE and NIOS for curricular integration using curricular approach. NIOS through Open Schooling System catering to 400,000 secondary school learners.
- Supported CBSE, NVS, KVS for training at least two nodal teachers organizing activities in schools of five States (*Bihar, Rajasthan, Madhya Pradesh, Maharashtra and Orissa*) .

Training and  
resource  
material  
developed in  
consultation  
with UNFPA

*Strictly Experimental Edition*

**ADOLESCENCE EDUCATION  
PROGRAMME**

***TRAINING AND RESOURCE  
MATERIALS***



**National Population Education Project  
Department of Education in Social Sciences & Humanities  
National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi 110 016  
2011**

## Learning contd.

- ❑ Helped in creating a cadre of master trainers. Initially used external master trainers to train nodal teachers, from 2009, focused on creating master trainers within the schooling systems. Training teachers and encouraging peer learning
- ❑ Providing feedback by conducting evaluation. Concurrent evaluation of AEP 2010-11 (UNFPA NCERT) find improvement in knowledge and attitude regarding physical changes, nutrition, HIV and substance abuse but modest in the development of life skills.
- ❑ Training of staff nurses in NVS schools as counselors across 5 UNFPA priority states.
- ❑ Building abilities for transacting life skills



# Way Forward

- ❖ Institutionalization of AE in school education including vocational and teacher education with long term focus on curricular integration both horizontally and vertically
- ❖ Sensitization of officials in the department of education at all levels and other stakeholders including media and parents and SMC members in view of sensitivity of the subject
- ❖ Need a critical mass of trained functionaries within schooling systems
- ❖ Web based learning
- ❖ Coverage of schools, children and teachers as a follow up of RTE Act 2009 and RMSA



## Way Forward

- ❖ Convergence of AEP and coordination
- ❖ Capacity building of teachers
- ❖ Linkages of school and health services
- ❖ Data on adolescents needs- age disaggregated .

# Current Partnerships for Reaching Young People in Educational Institutions

The Adolescence Education Program (AEP) Implemented with the Ministry of Human Resource Development (MHRD)

**Co-ordinating agency:** National Council of Educational Research and Training (NCERT)

**Implementing agencies:** Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Central Board of Secondary Education (CBSE), National Institute of Open Schooling (NIOS) and Council of Boards for School Education (COBSE)



The image features a 3D rendering of the word "THANKS" in a bold, sans-serif font. The letters are yellow with a vertical gradient, transitioning to orange at the base. They are positioned on a white background with a fine, repeating dot pattern. Above the text, a blue wavy banner spans the width of the image, with a thin white line separating it from the white background.

**THANKS**