CHAPTER - 6

DEVELOPMENT OF ADOLESCENT EDUCATION PROGRAMME
6.1 INTRODUCTION:

In chapter-III the review of researches related to the present study in India and abroad had been thoroughly described which would help the investigator not only in acquiring the knowledge on the adolescent education but also in deciding the planning of the procedure and appropriate research design and its execution for the study under investigation.

Planning is one of the essential steps in the process of research. In brief, planning is a mapping strategy. As Mc Grath (1970, P.115) puts it, "The activities related to design in research are comparable to those of the architect in designing an intricate structure. As the architect does his designing before construction, activities get underway. So should the researcher do his designing before he gets his project underway?"

A good research work cannot just happen. It includes a number of operations carried out with patience and accuracy. For such a serious work, planning requires almost core and insight with wide knowledge of adolescent education, its problems and its awareness.

6.2 OBJECTIVES OF THE PROGRAMME:

Objective of the adolescent education programme are as under:

General objectives:

Following are the General objectives of the adolescent education programme.
1. To develop understanding of adolescent awareness of the students.
2. To develop positive attitude towards their role in family, society and school.
3. To develop understanding of adolescent problems and its solution.
4. To develop the skills of problem solving.
5. To develop awareness towards content of its problems and its role in relation to adolescent awareness.

Specific objectives:

Following are the specific objectives of the adolescent education programme.
1. To make the adolescents aware of the information about adolescence period.
2. To make adolescents to understand about personal adjustment.
3. To make adolescents familiar with their problems in terms of class-room dynamics.
4. To make adolescents informed about sexual problems.
5. To make adolescents informed about knowledge and understanding about family related problems.

6. To make adolescents informed about knowledge and understanding of problem in the social context.

7. To provide authentic information about the process of growth and development.

8. To make adolescents consistence with the socio-cultural values for developing sound and positive attitudes towards self, others and towards opposite sex.

9. To make adolescents aware about physical development and related psychological aspects.

10. To help adolescents to understand sexually transmitted disease (STDs).

11. To guide adolescents about physical and mental development in terms of socio-cultural context and to make them able to solve their problems in a rational way.

12. To educate adolescents for the formation of positive and sound attitudes.

The next caption deals with the first part i.e. planning and procedure for the preparation of the adolescent education programme for the adolescents.

6.3 PLANNING THE ADOLESCENT EDUCATION PROGRAMME:

Investigator thought about the study and gave first priority for planning to prepare the adolescent education programme.

Some existing works regarding adolescent education were referred to as review in the previous chapter-iii with an intention to prepare the base for the types of the programme to be included in the present study.

The certain people in the world to be cared for their present life and to make them able mentally and physically for the future. Naturally they are young people passing today through their most critical, delicate and sensitive period of adolescence. The education of this period is a badly needed. It must have a scientific view and coverage of all related important aspects. It requires a programme well developed in terms of processes, phases and capable forming and attitude through right understanding. The authentic information well divided and analysed that gradually increase understanding of the secondary school students in the real context that make and inclusion of socio-cultural aspects and vital information.
The Adolescent Education Programme was prepared by the investigator keeping in view the information problems of adolescent and how to solve it. The programme of the Adolescent Education was prepared in brief and concise on the bases of the goals and objectives of the adolescent education.

While preparing the Adolescent Education Programme the following in major components of adolescent problems in six parts were kept in mind.

A. Adolescent Awareness  
B. Personal Adjustment  
C. Class-room Problem  
D. Physical Development  
E. Homo-hetero Relation  
F. Home-Social Problem

Keeping in view the above mentioned heads the investigator decided to prepare sub A.E. Programme for adolescents under study. The content of each subprogramme was discussed in detail with the experts, who working in the academic field and teaching at different stages from secondary school and social fields.

Guilford (1967, P-155) had suggested to provide minimum one month training to get significant change in the creativity of teenagers, according to Torrance (1971, P-208) at least two month training is necessary for a definite change in the thinking level of any person. Such different views of the scientists were taken into consideration for the development of training programme under reference. The above said references indicated that training period to develop further strengthened through the discussion with the experts concluded thorough arbitrarily to consider the programme period of six week. So the number of sub-programme to be developed for the enhancement of adolescent awareness was six.

The present study is for training programme to be awarded keeping in view the information problems of adolescent and how to solve the adolescent. So to know the adolescent awareness level of the adolescents, the investigator has prepared the scale entitled “Adolescent Awareness Scale.” Keeping in view the requirements of the content it was decided to construct exercises under four different heads. The investigator made the selection of the content from the syllabus of adolescent education. The aspects of the content are mentioned below:

A. Adolescent stage
   * Characteristics of Adolescence
   * Phases of Adolescence
   * Changes in Adolescence Boys and Girls
* Characteristics of Pre-adolescence Period
* Characteristics of Post-adolescence Period
* Need of Adolescence Education
* Behaviour changes during Adolescence

**B. Personal Adjustment**
* Attitudes of Adolescents
* Change in Personality during Pre-adolescence Period
* Patterns of Social Behaviour
* Post-adolescence and Changes in Personality
* Adjustment
* Addiction-
  - Characteristics of Addictions: Drugs
  - Diseases due to Addictions
  - Short term and Long term Effects
  - Causes responsible for Addictions
  - Addictions and Consequences

**C. school-life and Class-room related Problem**
* Deviated Behaviour
* Social Adjustment
* The Process of learning, Control over Impulsive Behaviour
* Step to remove General bias in the Class-room

**D. Physical Development**
* Adolescence Period and Physical Growth
* Interest in Sexual Matters
* Physical Growth during Pre-teenage Period
* Physical Growth during Post-teenage Period
* Phases of physical growth
  - Adolescence: Initial Stage
  - Adolescence: Middle Stage
  - Adolescence: Upper Stage
* Development of secondary characteristics
  - Periodic Cycle of a Boy
  - Periodic Cycle of a Girl
* Pregnancy during Adolescence
* Nutrition Education
* Diseases due to life style

E. Homo-hetero Relation
* Culturally imposed Sexual Role
* Desirable Sexual Role
* Socialization during teenage
* Sex Interests and Behaviour
* Peers groups Relations
* Attraction towards Opposite Sex
* AIDS
  - Mean of HIV and AIDS
  - Symptoms and identifications of STD
  - Testing of HIV, advantages and social considerations
  - Chance to be AIDS
  - Care to be taken by the Persons suffering from HIV-AIDS
  - Precautions
  - Personal and Social understanding for AIDS Patients

F. Home-Social Problem
* Family and relations
* Freedom
* Opposing Dominances
* Social Development
* Sensitivity towards Gender Bias
* Social relations
* Life cycle in a Family
* Responsibility of a Community for Social responding in terms of Care and Understanding for teenagers

For detailed AEP (programme) see Appendix -4.
6.4 STRUCTURE OF ADOLESCENT EDUCATION PROGRAMME:

The first phase of AEP is an introductory part that provides motivation to the participants. The second phase of AEP shows the situation of the surrounding adolescent. The third phase on the merit of the surrounding and fourth phase pinpoints the derer:erits or disadvantage to the human life. The fifth phase of the AEP directs the solution of the problems arose during interaction.

6.5 PREPARATION OF THE ADOLESCENT EDUCATION PROGRAMME:

While studying the review of the past researches, the various concepts of adolescent education were categorized for the enhancement of awareness about the teenagers around the living beings. On the basis of three heads as mentioned ahead, the investigator prepared the AEP initially exercises were prepared from the content of the programme.

All these exercises were developed keeping in view the following components.

- Content Points
- Questions for Discussion or activity
- Exercises

Adolescent education programme and its exercises are as under:

A. Adolescent Stage:

Content Points:

* Characteristics of Adolescence
* Phases of Adolescence
* Changes in Adolescence Boys and Girls
* Characteristics of Pre-adolescence Period
* Characteristics of Post-adolescence Period
* Need of Adolescence Education
* Behaviour changes during Adolescence

Questions for Discussion or Activity

* When do you feel stress and anxiety?
* What do you do at home and in the school to establish your identity?
* What are the affects of climate and food on adolescents?
* What do you think when your parents talk to you about your faults?
* When do you to preface to live lonely at home?
* When do you aspects respect and esteem?
What do you mean ‘to be matured’ or ‘to be grown up’?
* What do you think when you are mentally stressful?
* How do you behave when you feel in the sense of security?
* What type of changes you experience both physically and mentally?
* Which type of problems or issues felt by you?
* State the thoughts and situation that disturbs you?
* What do you think when others do not give honour to you?
* When your friends enforced you for a particular type of expected behaviour?
* How do you face when your friends compel you to behave in a particular way?
* How do you feel due to stress?
* When do you feel complex about your status or age?
* When do you do different work than spoken by your parents?
* When did you think or determine to break the relationship with your family and elders?
* How will you react when your values come in clash moving with your friends?
* When do you think to establish new relationship?
* When do you think about freedom from home and elders?
* What are you doing for the steadiness in thoughts and actions?
* Give the external changes came in yourself.
* Give the internal changes came in yourself.
* Which types of skills do you think to come in your learning?
* What do you like to learn nowadays?
* Why is the Adolescence Education essential to you?
* Which problems and confusions made you victim in school and society?
* Why do you not adjust yourself with others?
* How do you behave with your family members?

Exercises:
- Record a list of mentally and physical changes that you experience.
- Differentiate and discuss immature and matured teenagers.
- Why do you feel difficulty in understanding your problems?
- Why is the preadolescent age a problematic age?
- Explain in detail about the characteristics of post-adolescent age.
- Differentiate the pre-adolescent and post-adolescent stage.
Write a note on aroused occasion of different problems.

Give the importance of adolescence penis competency.

**B. Personal Adjustment**

**Content Points:**

* Attitudes of Adolescents
* Change in Personality during Pre-adolescence Period
* Patterns of Social Behaviour
* Post-adolescence and Changes in Personality
* Adjustment
* Addiction

**Questions for Discussion or Activity:**

* Which type of book you like to read?
* What are you doing to show yourself fair?
* When do you hope to be alone?
* When do you feel upset or tired in your life?
* What matters make you frightened? When?
* What will you do to be free from it?
* Which type of personality you shall have for acceptance of your existence by the society?
* What are the incidents happen for ending your life or sorrow towards life?
* In which matters have you firmness in selection of different things?
* Which types of opportunities will you want to catch for the service of the society?
* Which type of leader will you prefer?
* Which type of care should be taken for good first impression on your colleagues?
* How will you want to be? Which type of personality will build for it?
* What are the positive and negative aspects in your and others lives?
* What are the essential matters to do good adjustment?
* What are you doing to overcome tiredness and idleness and to get strength?
* When do you think to take drugs?
* What will you do to prevent smoking from the society?
* Describe your attempts to remove Alcohol addiction.
* Discuss about short term and long term effects of drugs.
* Give the reasons of becoming drug addicted.
* What will you do to prevent drug addiction?
* Which type of activities will you arrange to prevent drug addiction?

**Exercises:**

=ax. What are the matters of the arisen of fear and anxiety?
=ax. Prepare a list about tendency observed in you.
=ax. Prepare a list of essential behaviour and attitude for leader and social acceptance.
=ax. How will you develop your behaviour for self-concept and self-acceptance?
=ax. Prepare a list of drug addictions.
=ax. Prepare a list of characteristics of drugs.
=ax. What are the effects of addiction on an individual?
=ax. Explain the short term and long term effects of Alcoholism.

**C. School-life and Class-room related Problem:**

**Content Points:**
- Deviated Behaviour
- Social Adjustment
- The Process of learning Control over Impulsive Behaviour

**Questions for Discussion or Activity:**

* When do you feel mental stress into the classroom?
* When do you not pay attention in study?
* What are your behaviour dislike by the teacher and classmates into school?
* What should be done to discard?
* How do you control your excitement into school?
* How do you select heterogeneous friends into school?

**Exercises:**

=ax. Prepare a list of matters like or dislike by you into classroom or playground?

**D. Physical Development:**

**Content Points:**
- Adolescence Period and Physical Growth
- Interest in Sexual Matters
- Physical Growth during Pre-teenage Period
Questions for Discussion or Activity:
* Describe about physical changes in yourself.
* What are the physical changes in the pre-adolescence stage?
* Which type of external changes are observed in the post-adolescent stage?
* How do the steps of physical changes of adolescence differ from each other?
* Which gland works in the development of secondary characteristics in you?
* What does the physical development and growth unequal in every child?
* Give the causes of changes in the period of physical development of adolescent males and females.
* What are the problems and risks faced in pregnancy during adolescence?
* Give the importance of genetics for knowing the gender of child.
* How to procure from the disease affected by a life-cycle?
* What are the causes responsible for sexual disease?
* What to do for prevention of sexual disease?

Exercises:
* Prepare a list of changes in the post-adolescent stage.
* Prepare a note on the cycle of adolescent male and female.
* Prepare a list of physical changes in adolescent male and female.
* What care should be taken by a woman before and after delivery?
* What is the mediator organ of the body for the virus of STDs?
* What is the sexual disease? How do they spread?

E. Homo-hetero Relation:

Content Points:
* Culturally imposed Sexual Role
* Desirable Sexual Role
* Socialization during Teenage
* Sex Interests and Behaviour
Questions for Discussion or Activity:
* Should there difference in boy and girl into the society? Why?
* Why are you giving less importance to homo-sex and move to hetero-sex?
* Will you prefer to participate actively in group activities?
* Which type of hetero-sex individual will prefer by you?
* In which type of party will you like to go?
* Which type of films will you prefer to see?
* What matters arouse curiosity in you?
* How do you satisfy your curiosity?
* Why do you feel difficulty in establishing adjustment with opposite sex individual?
* Which types of pressure done from your friends?
* What should be done to maintain friendship?
* How does the HIV virus enter into the body?
* What is the vehicle of AIDS according to you?
* What is the carrying vehicle of AIDS according to you?
* Which test will be use for testing presence of HIV?
* What is the reason for testing the present of HIV?
* Which type of care should be taken by the HIV infected individual?
* What care should be taken before taking syringe or blood?
* Which type of care should be taken to prevent from HIV?
* How do you behave with the AIDS patients?

Exercises:
1. What will you do to give equal importance to boy and girl?
2. Give your interests of entertainment.
3. Where do you go with the hetero-sex individual?
4. Why do you believe the characteristics of terrible disease as danger?
5. Prepare a list of characteristics of AIDS.
6. Give merits and demerits of testing HIV.
7. Prepare a list of persons having more possibility of becoming HIV infectec.
F. Home-Social Problem:

Content Points:
* Family and Relations
* Freedom
* Opposing Dominances
* Opposing Dominances
* Opposing Dominances
* Sensitivity towards Gender Bias
* Social Relations
* Life cycle in a Family
* Social responding in terms of Care and Understanding for Teenagers

Questions for Discussion or Activity:
* What are the responsibilities given by parents to you?
* When do you disappoint from the work hand over to you?
* When do you prefer to be far from your parents?
* What should be done to maintain unity among all member of the family?
* When do you feel about your acceptance into the society?
* Which type of persons do you like into the society?
* What are you doing to be in continuous contact with such persons?
* What will you do to establish your identity into the society?
* What will you do to show yourself adult and mature to the society?
* How does the society differentiate male and female?
* Is the inequality proper into the society?
* How do you oppose the society?
* What will you do to discard the difference of opinion with the society?

Exercises:
Æ. What care should be taken to maintain family relationship?
Æ. When do you oppose the talk or authority of your parents?
Æ. What are you doing to show yourself adult and mature to the society?
Æ. Which types of exploitation of women done by the society?
6.6 FORMAT OF THE PROGRAMME:

According to experts suggestions investigator has decided the following format of the programme. The whole AEP was distributed in six chapter-major components of adolescent and each component was distributed in subcomponents according to its content. Chapter or major component of the programme and periods are given below in Table 6.1

Table: 6.1
COMPONENTS OF AEP

<table>
<thead>
<tr>
<th>No.</th>
<th>COMPONENTS</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adolescent Stage</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Personal Adjustment</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Class-room Problem</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Physical Development</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>Homo-hetero Relation</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>Home and Social Problem</td>
<td>4</td>
</tr>
</tbody>
</table>

It is observed from the Table 6.1 that there were six main components of the AEP. The entire component was distributed in periods according to its content. In the lesson plan there was a data sheet, in which objectives of the topic, teaching-learning process, students activities, activities of the programme executor’s and expected time limit was prepared.

In the programme there was concept and necessary information regarding sub-component of adolescent. Questions of discussion regarding the usefulness of adolescent in day to day life, points of discussion and learner’s activities were given.

The format of the AEP was discussed in detail in the foregoing captions viz. (a) Adolescent Stage, (b) Personal Adjustment, (c) Class-room Problem, (d) Physical Development, (e) Homo-hetero Relation, (f) Home and Social Problem. To read the programme before the subjects of experimental group effectively, the expression of ideas were arranged logically and written in simple way so that one can communicate the ideas with proper pause and tone, for proper intention to convince the teachers. Each exercise includes some questions regarding the knowledge of adolescents in day to day life and hence as a result more questions are added by the participants in a series of given questions in each exercise. In the last part of the exercise there is a list
of some adolescents' activities that can be suggested by the subjects. The person in-charge i.e. programme conductor should be more familiar with such activities. Thus the programme conductor is required more familiarization with such questions and activities suggested in each exercise so that all the exercise could be carried out with discussion satisfactorily at the end of the exercises.

The whole programme's exercises consisted concepts of adolescent problem, its solution and its contents, points of discussion, questions for discussion and learners' activities etc. so the time required for making aware of adolescent was of 34 periods each of 60 minutes per day.

Thus the training for enhancement of adolescent awareness lasted for six weeks. The adolescents assisted the investigator during the execution of this AEP.

6.7 EVALUATION OF THE PROGRAMME BY EXPERTS:

After preparing the programme, it was given to ten to twelve experts to evaluate it. Experts were requested to evaluate the programme according to following points.

1. Content of the programme-
   - According to content of adolescent
   - According to content of adolescent problem and its solution.
   - According to content of components.

2. Language and structure of the programme.

3. Level of the programme for secondary school students.

4. Length and depth of the content.

5. Presentation of the content in the programme.

6. Structure and format of the programme activities and points of discussion and questions of discussion.

7. Objectives, students' activities and teaching aids of the programme.

8. Approximately time limit.

After the evaluating the programme the following suggestions were given by the experts:

- Programme should be short.
- There should be no overlapping in contents.
- Equal weight should be given to all problems.
- Omit pure scientific terminology.
- Programme should be interesting.
• Try to involve varied novel activities during presentation.
• Adopt varied approaches for presentation of the programme so the interest of the subject is maintained.

According to expert’s suggestions necessary modification were made in the programme.

6.8 TRY OUT OF THE ADOLESCENT EDUCATION PROGRAMME:

The manuscript of the AEP was given to a very small group of 12 secondary students for the try-out. The main objective of this try-out was to confirm the applicability of the manuscript. Hence, no statistical calculations were involved at that level.

The specific objectives of this try-out were as under:
• To see whether the students follow the instructions.
• To confirm whether the students follow the language of the programme.
• To find out if there are any ambiguity in the AEP.
• To determine time limit for execution of the programme.
• To fix up the necessary time interval for relaxation.

It would be more appropriate to discuss the finding along with the observations of the try-out in programmes.

The students were able to follow the instructions and language of the programme. There was no any ambiguity in the programme, necessary modifications were made in language and questions for discussions of the programme.

The AEP was able to create the curiosity and the interest of the students and to motivate the discussion.

Time limit for execution of the programme was approximately 34 periods, each of 60 minutes.

6.9 FINAL FORMAT OF THE ADOLESCENT EDUCATION PROGRAMME:

The final form of the AEP was same as pilot form by AEP which is discussed in caption 6.6.

The final form of the programme was a series of 34 lessons; each lesson includes a conceptual thought & concept of component of Adolescent and its Awareness and Points of discussion, Questions for Discussion or Activity, and Exercises.

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6.10 RESUME:

This chapter described the development of AE Programme for the study. The exercises of the whole AEP based on components are described with proper detail and thereby the final AEP was carefully evolved.

In the next chapter data analyses and interpretation of the study are described.