

Shrinkhla Ek Shodhparak Vaicharik Patrika

Adolescence and Education

Abstract

Adolescence is a phase of life between childhood and adulthood. It is basically a role transition. A delayed timing of role transition, encompassing the completion of education, marriage and parenthood. This transition now occupies a greater portion of life span. It addresses the various up and downs of life experiences. Development of various facets of life goes through a set of turmoil, whereby it has to be solved effectively.

Keywords: Childhood, Adulthood, Empowerment, Attitudes.

Introduction

Adolescence is a period of transition, where an individual is full of doubt and less of certainty. Educators play an important role in creating holistic individuals. It is a period between childhood and adulthood. It typically describes the years between the ages 13 and 19, though the physical and psychological changes vary from person to person, in terms of age. Adolescence is psychologically the period between typical childhood dependency and being an independent autonomous adult. According to Freud, - ' Adolescence is a period of re-capitulation of the childhood Oedipal complex'. Again, Erickson said that ' the struggle between identity and role-confusion typified the adolescent stage of development. The senses of growth, incompleteness and transition are typical of adolescent, as against completion and completeness in adults. Basically, it is an educational response to the various needs, realities and concerns of adolescents at large.

Need of the Study

Education needs to empower the adolescents regarding emotional, social and economic stability. Through education, one can be aware of one's freedom and independence in an appropriate manner. Again, education is the only tool which helps any adolescent in self-expression and achievement in its own typical manner.

Objective of the Study

One of the major objectives of adolescence is to develop various life skills, in order to empower young people to respond to actual life situations in a very positive way. In fact, this empowerment helps young people to take logical decisions, having a clear idea of consequences, if any. It is basically intended to enable and to develop one's fullest possible capacity of one's life. Another very significant objective to address the major problems of adolescents. The most common among them being related to growth and development, childhood illnesses, mental health disorders and thereby the consequences of inappropriate behaviors. Psychosocial adjustment is a marked phase in this period, which in effect goes on to reflect on one's education, as they get distracted quite a bit because of identity crisis ,sense of autonomy and relationships.

Related Studies in India

The Ministry of Human Resource Development (MHRD) acknowledges the potential of young generation and thereby invests in several initiatives and partnerships to strengthen opportunities for them to avail better life options.

The Adolescent Education Programme (AEP) is a marked initiative. It aims to empower adolescents with age - appropriate and culturally relevant information. It also aims to promote healthy attitudes and go on further to respond to real life situations in a very positive way.

Further, there are certain guiding principles of AEP, such as :

1. AEP should realize the reality, that adolescents are basically heterogenous. There are diversity with regard to location, culture, beliefs, etc.
2. The educational programme should be absolutely non judgemental.
3. All educational should be participatory i.e. everyone should have the interest to intervene in every programme.



Ivy De

Assistant Professor,
Dept. of Education,
Gokhale Memorial Girls' College,
Kolkata, West Bengal, India

4. All AEP should allow adolescents to understand and negotiate the existing changes in real life situations.
5. Teachers should update themselves in respect to content ,pedagogy, and attitude.
6. All AEP should enable the adolescents to think critically, analyze situations and draw inferences/
7. AEP should aim at the transformational potential of proper education.

The National Council of Educational Research and Training (NCERT) co-ordinates the entire program and functions through curricular and co-curricular formats, in order to contribute towards a holistic development of the young population, pursuing the National Curriculum Framework, 2005.

Alongside this, the National Popular Education Programme (NPEP) is being implemented in 30 states and Union Territories, which aims to develop awareness towards developmental issues. This is expected to inculcate in adolescents, a responsible behavior towards teachers, parents and the likes.

NCERT is the coordinating agency of Adolescence Education Programme (AEP), duly supported by UNFPA, implemented by 6 agencies. They are :- NCERT, Council of Boards of School Education (COBSE), National Institute of Open Schooling (NIOS), Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS). All the above are working under MHRD.

The NCF has certain learning objectives such as:-

1. Understand the rationale for Adolescence Education Programme, catering to the needs and concerns of adolescents.
2. Critically analyze the above programme and decide on the strategies of implementation.
3. Appreciate responsibilities and roles of the concerned organizations
4. Understand the needs to use of innovative methods.
5. Appreciate effective co-curricular activities.
6. Focus on life skills development
7. And many others.

Some of the major activities under the programme include material development, training relevant officials, organizing various activities and monitoring them, along with evaluation.

Findings

Globally speaking, there has been an enormous increase in enrollment, attendance and achievement of elementary school students. This has led to the lowering of social inequality and thereby boosting economic development. Education sector has become more vigilant and concerned regarding delivery of educational services for the transition of adolescents to adulthood and quality of life.

Another perspective of education of adolescents is the value of cultural diffusion and Ideational change. Adolescents always have a conflict between external expectation and internal desires - and that which must be understood by educators, so as to make them grow up properly in a globalised

world. Today, due to a huge technology change, changes in education, environment, culture has become all-pervasive and inclusive, in the various channels of education of adolescents.

Adolescent life is not limited by any geographical boundaries. Dissemination of knowledge cuts across, so as to give all adolescents a taste of global transformation. Adolescents need to be prepared for making the best out of these constant changes.

In the light of a few global factors regarding the need of adolescent education, due to physical and psychological changes, an educational intervention named " adolescence education " been initiated for young school children. It is an intervention for giving information encouragement and support, clarification of myths and doubts, so as to produce worthwhile members of the society. Adolescence education should provide information regarding:-

1. Good mental and physical health
2. The acquisition of social values
3. The capability to make the right choice
4. A sense of general well-being

There are several ways in which a teacher can help adolescence in building a balanced personality. Some of them may be:-

1. As a guide – A teacher should provide information which parents fail to give
2. Teachers can setup hobby clubs, subject and activity based clubs, etc.
3. Teacher should understand their problems and help to solve them in a smooth manner.
4. Teacher, if possible, can act as a role model.
5. Teacher should help in their cognitive development as well.
6. Teachers should encourage the students to take up challenges in academic spheres.
7. Teachers should try and encourage their creativity.
8. The teacher should not force their own typical views on the adolescents. Instead, they should always provide them a chance to think in a broad spectrum regarding different problems.
9. Teacher should set situations where the adolescent can express their views fluently at debate competitions. It acts as a catharsis.
10. Teachers should have a positive stand and be affectionate in showing them the practical use of human values.
11. Teachers need to have a proper knowledge of adolescent psychology.

When one considers education of adolescent, it is important to remember that they should be provided with a suitable environment for maximum educational achievement. Elders should be aware that the demands of their peer group are more important than their own expectations. Instead of making a futile attempt to punish misbehavior, the root cause should be identified. Similarly, it must be understood adolescents are full of wide interests. Hence, they should be provided with enough learning experiences, opportunities, for participation in co-curricular activities. The curriculum planners should

provide open choice and there should be ample subject options.

Apart from all this, one of the causes of restlessness, dishonesty, indiscipline, aimlessness, among the young is that, there is no proper provision of moral and religious education. It is the education of morality and character formation that is important in the school and college curriculum. Besides this, other social agencies can work in this particular direction. The emphasis should be shifted from rituals to ideals.

Provision should be made for appropriate vocational education .Adolescent start thinking about their future careers around this time. Hence the need for career guidance.The need of the day is to provide job oriented and vocation based education. Guidance services should be there inside and outside school. Well trained guidance workers and personnel's needs to be recruited.

At the end, we can say that a teacher will act as a friend, philosopher and guide. He is to put forward a balanced personality in front of adolescents. It is observed that adolescents spend at least 1/3 of their daily time in schools. A good school curriculum might motivate a student and help to inculcate a positive attitude towards them in future life.

Early intervention programs in schools guide the adolescents in handling their own psychological, emotional and physical condition. Parent – teacher meetings serve as an important link, in order to enhance a better educational performance of adolescents. Here in, comes the importance of school counsellors. Similarly, the educational institutions may chalk out various programs regarding the use of leisure time. Some of them being reading, dramatics, art & craft, sport activities, life skills, and other social activities. The other stakeholder of the schools might so for interdisciplinary collaboration, for quality assessment and improvement. However, educators, parents, youth communities support a comprehensive educational agenda involving the enhancement, not only academic skills, but also, adolescent's social emotional competence. The school should meet the challenges to make learning successful.

Education is a gradient process of acquiring knowledge, that which gives you the tools for rational reasoning, and thereby judgement. The more knowledge an adolescent acquires, the more opportunities he will have in the future, necessary for optional survival. With knowledge in other words education comes the know-how, discernment observation, perception, comprehension, maturity and ultimately enlightenment and wisdom. Real education gives them the ability to reason an act judiciously. It is, therefore, absolutely vital to have a clear understanding of each subject that is taught in schools.

During this crucial period, information, that is not understood, is not knowledge. With ignorance comes understanding, incomprehension, confusion, incompetency, thoughtlessness, selfishness, immaturity, foolishness, and many other negative aspects. To meet the qualification of higher levels of learning, one needs to be proficient at the secondary level, where the adolescents thrive. If they have a

solid foundation in education, then they will be the ones prepared to learn the advanced skills necessary for smooth survival, and meet tyheir ambition.

Over the past few decades, research confirms that good learning comes from direct experiences of the students. Adolescent learning works best when they can focus in depth on a few things at a time. It is also important, that they should see a clear purpose in learning and find that they can have an active role. Motivation for them is stronger when they have a prior knowledge and interests. Again, learning is often more effective when it has a social context. During the adolescent period, a shared activity within meaningful relationships, and responsible participation is always welcome. On the other hand, lack of educational attainment and greater engagement in school learning, has serious impact for young people themselves.

Considering the drawbacks, regarding the provision of learning material in schools, it has been noted that, high schools pay inadequate attention to the task of motivating the adolescent population, to want to learn. Most of the study material provided are irrelevant. The learning content, they feel, is fixed and finished, and the reasons for learning material unclear. Conversely, young students have less support for their learning efforts from teachers and peers as well. As a result, a motivational framework, based on fear along with a loss of emotional support, contribute towards intellectual and psychological withdrawal. As adolescents begin to understand the dynamics of human system, they get ready to respond to complex educational situations in a more mature way. They engage themselves in a more critical thinking and get started with their own work toward fulfilling their respective aspirations. They learn how to educate themselves effectively, by learning more about their own strengths, limitations, qualities, beliefs and values. They learn how to invest in their own educational journey, creativity and they forego the enduring motivational structure that will ultimately carry them into adulthood. For all these to happen, they need to be guided successfully.

Conclusion

The ability of parents, teachers and elders needs to sustain a goal-directed partnership with adolescents in their daily life. Any adolescent program is considered a full time programme, and candidates seem to progress coherently. Adolescents are the future of our society. So, in order to fulfill their needs, we have to try and develop proper knowledge and attitude of teachers as well as students, towards adolescent education program for the ultimate betterment of the society. It is an opportunity to minimize several problems of learners' in their daily life. This task gigantic and requires a lot of effort from all quarters of society. Every adolescent is to be studied and dealt with properly, and with a proper orientation of all educational program. The schools need to support a generous view of learning and participation. Good learning is the very foundation at this age period. The learning sciences have established a convergent picture of the cognitive, affective and social processes. Learners should have

enough opportunity for practice with new tasks and problems, continuous use of new knowledge and skills, so that all learning experiences can lead to mastery of learning. A whole hearted identification and in-depth learning experiences, provides one, avenues. It is observed that for an expanded understanding of the world. It actually helps young adolescents to see that the future world is full of variety. It helps them to see the richness of adult endeavors and their possible contribution toward it.

In the mainstream education, adolescent learning is full of potential. The students are able to grasp abstract concepts. Example, density, society, self are also reason about complex systems. They are capable of multidimensional thinking. During middle adolescence, young people become better able to keep mixed emotions in their mind and cope with seeming contradictions. They are more able to control their own learning processes. They are more adopt to oust their distraction and concentrate on core education. They are again, more receptive and accommodative in understanding other's viewpoint.

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