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# UNIT 15 CAPACITY BUILDING OF TEACHERS

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## 15.1 INTRODUCTION

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Adolescents are generally considered to be individuals between childhood and adulthood who are in the process of reaching physical, psychological and sexual maturity, though there is no agreement among the experts about the definition of adolescence. They represent one fifth of the world's population in general and constitute a larger proportion of the young population whose all round health is utmost important. There is a sense of urgency globally that action is needed now to make efforts to take care of the health of adolescents. It is also a known fact that most of the countries are not working adequately for protecting the health and the future of children.

'A Future for the World's Children' Report by a commission of 40 global child and adolescent health experts by the World Health Organization (WHO),

UNICEF and The Lancet states in its findings that the eating habits of children such as, junk food, sugary beverages, alcohol and tobacco products needs to be regulated. As per this report, no single country is making adequate effort for protecting children's health, their environment and their future. The report further stated that among 180 countries surveyed, India ranks 131 due to the high infant mortality rate and poor child health status. All this is because of overexposure to advertising on television, social media platforms, and algorithms aimed exclusively at adolescents. Media therefore, aims at enticing the young and impressionable minds of adolescents through the use of attractive props, and cartoon characters with bright colours. It is now a challenge both to the teacher and the parents to prevent the jeopardisation of the life of adolescents. As adolescents spend a major part of their life in schools, it has become necessary to sensitise teachers on handling this issue appropriately.

Over the past two decades, there has been a spate of reports and advocacy documents, declarations, and milestone publications in academic journals devoted to the health and development of adolescents. There are global goals and targets directed at young people (adolescents and youth) that are an on-going and emerging public health agenda. Adolescents have been receiving attention in global public health conferences for the past two decades. In fact, young people have been the focus of several recent United Nations initiatives and resolutions. A lot of progress has indeed been made in generating interest and commitment towards adolescent health at the global, regional and, increasingly national levels. It is also a known fact that this increased concern needs to be transformed into action.

A teacher's quality is judged by a teacher's mastery of the subject matter, use of appropriate teaching skills and positive professional attitude. At the early stage of educational expansion, it was assumed that such knowledge, skills and attitudes were developed by general education. There are now evidences that both pre-service and in-service teacher education particularly in areas dealing with adolescence concerns is crucial. Quality and effectiveness of capacity building for teacher is, therefore, central to the quality of curriculum transaction in addressing adolescence concerns.

There is an overwhelming need to sensitise teachers and empower them to be able to handle adolescent issues in the classrooms, schools and also society. However, the concept of capacity building and empowerment in the context of adolescence education may seem a bit complex due to the inbuilt resistance in society towards this issue. Teachers who are trained to become teachers in Teacher Education Institutions are a part of the same society that may be conservative and traditional. Hence, there is an urgent need to impress upon teachers who undergo training to first unlearn the inhibitions and apprehensions that they may still be holding on to towards adolescence and family health. The need of the hour is to open their minds towards these important issues and concerns which a present-day adolescent is exposed to due to the internet, social media and print media. In this age of information technology, an average adolescent is exposed to various types of information and does not have the maturity to examine or sort out the wanted information for their personal growth and development.

Addressing/dealing with adolescence concerns in school now requires not only the mastery of teachers on content, but also on values, attitudes and skills. Incorporation of issues such as growing up healthy during adolescence, reproductive health, prevention of HIV/AIDS, and STDs, the role and responsibilities of the family, gender issues, respecting others especially the opposite sex, prevention of substance abuse, leading healthy life style and safe use of media is necessary in the school curriculum to enable teachers to be empowered.

This implies that a teacher needs to be empowered in such a way that they have the skills to influence the actions of an adolescent and steer them towards positivity in such issues for the betterment of society. Such empowered teachers will have the power to bring about a revolution in society.

Capacity building implies empowerment of teachers through various teaching technologies and strategies which will give them knowledge, facilitate the development of a positive attitude to help adolescents develop life skills to cope with changes occurring during this troubled period. Innovation and creativity along with variability in the usage of strategies according to the educational level and background of the adolescent are central to empowerment so that such teachers can function in both formal and non-formal systems. Teachers cannot control everything and expecting them to do so would prevent them from becoming empowered. Hence, a flexible approach towards training them is the need of the current times.

Some strategies for capacity building that can be used to empower teachers are discussed here:

Frances Bolin defined it as ‘investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgement about what and how to teach’. In this view, being an empowered teacher means having access to information and materials and being free to use these resources in a way that meets student needs and targets. Empowered teachers are given the encouragement and support necessary to take risks and engage in Continuous Professional Development (CPD) while collaborating with their colleagues, and this process is essential to success in education.

The National Education Policy, 2020 also focuses on continuous opportunities for self improvement and learning, latest innovation in the profession of teachers. As per the NEP, 2020, multiple modes at various levels, workshops as well as online teacher development models can be utilised to empower teachers. As per the policy, each teacher will be expected to participate in at least 50 hours of Continuous Professional Development (CPD) opportunities every year for their professional development. These CPD programmes need to focus on the policy guidelines that children and adolescents enrolled in schools must not be forgotten.

### **Activity 1**

Prepare a list of issues related to adolescence that are highlighted in NEP, 2020.

### **Activity 2**

“Concerns need to be included in CPD related to Adolescence Needs and Concerns” – Prepare a Training Schedule for five days.

Being an empowered teacher means having enough resources and freedom to provide every student with the education that they deserve. Teachers who are not yet empowered are unable to personalise their teaching to the needs of each student fully, and students are turning to expensive personalised tuition sessions in search of the undivided attention of an educator who can provide them with personalised content and feedback. The importance of empowerment is also illustrated by its role in increasing teacher motivation, improving problem-solving skills, and teaching students to become empowered, all of which are vital to improving learning outcomes for every student. Understanding what it means to be empowered will allow teachers to take the first step towards achieving this goal.

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## **15.2 OBJECTIVES**

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After going through this unit, you will be able to:

- be aware of changes that usually occur during adolescence as teachers get involved in the planning and training in adolescence education.
- understand and appreciate the concept of capacity building in the context of training teachers in adolescence education and family health.
- identify and comprehend the issues related to sexual health in a given local community.
- understand the need for introduction of interventions for teachers for Adolescence and Family Health.
- be able to explain the significance of interventions for teachers in Adolescence education and Family Health.
- be able to list the types of effective promotion and implementation of

Adolescence education and Family Health keeping their feasibility in mind with respect to local community for which they are devised.

- develop strategies for effective capacity building for teachers.
- analyse the issues related to Adolescence and Family Health and list the suggestions that can be implemented to take care of these issues by the teachers in their schools.
- develop and inculcate a culture of inquiry among the teachers.
- develop skills in teachers on handling difficult situations related to mental and emotional health in conjunction with sexual health of adolescents, in the usage of language – both what to listen for and what language to use while addressing the adolescents.

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### **15.3 NEED AND SIGNIFICANCE OF CAPACITY BUILDING OF TEACHERS IN ADOLESCENCE EDUCATION AND FAMILY HEALTH**

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#### **15.3.1 Need**

A culture of inquiry helps an adolescent learner in developing problem solving skills with a deeper understanding of important knowledge pertaining to issues related to physical, mental, emotional and social areas of their health. That is why, it is important to build the capacity of teachers to inculcate a culture of inquiry. This will enable them to ultimately transfer or implement it to the adolescent students and in turn enable schools to produce competent adolescents to develop problem solving skills with a deeper understanding of important knowledge. Society will benefit in the long run as adolescents pass out of school having acquired problem solving skills and better knowledge. They will then become analytical in their thinking and will be productive members of society. Presently, the situation is such, that most of the teachers themselves are not aware of the deep understanding of the developmental stages of the adolescents and their associated needs and concerns. Many of them may be conservative, traditional in their thinking and lack a culture of critical thinking.

The need to build the capacity of teachers also arises from the incidence of various health issues, both physical and mental, such as suicides, smoking, substance abuse, etc. With the advancement towards a technocratic society, quite a lot of changes, both positive and negative, are taking place in our society. Delayed marriages, especially amongst urban populations, prolonged gap between the onset of puberty and the age of marriage has increased the chances of irresponsible sexual behaviour, especially among adolescents.

Capacity building of teachers will empower them to handle difficult situations related to the mental and emotional health of adolescents. It will make them more sensitive and aware of the changes that happen usually during adolescence and enable them to understand the aspirations and goals of the adolescent. This type of intervention would make teachers aware and be conversant with the usage of language – both what to listen for and what language to use. Hence, there is an urgent need to empower teachers with skills such as communication,

non-judgemental and empathy to handle adolescents. Not only this, there is a need to sensitise them also to respond to questions responsibly without any biases while addressing adolescents. Many teachers tend to end up being rude to adolescents due to a lack of expertise in responding skill.

### **15.3.2 Significance**

The teachers come from a wide variety of backgrounds considering the diversity of our country. As a result of this, it is of utmost importance that the capacity building of teachers should be such that they are able to impart such skills that not only when they handle adolescent classes but also when communicating with them. Teachers should also be adept in providing authentic information about taboo subjects as well without feeling embarrassed. This is because sexuality as a subject/topic is considered too private a matter and teachers generally skip this subject/topic resulting in the students/adolescents getting influenced by cheap magazines, pornographic materials available both digitally and in print, blue films, adult cinema, and by some adults who may misguide them in these issues.

Teacher training, therefore, needs to focus on a training which combines the elements of tradition and value systems along with the elements of current values with changing times scientifically such that they are able to develop the right kind of attitude and behaviour among their adolescent students. The capacity building of teachers should also focus on skills for enabling and empowering adolescents with such information that seeks to make them responsible towards their self-development in the context of sexuality as well as proper management of family responsibility.

There are certain situations or contexts that may influence the development of mental health and other health related aspects among adolescents. The main question that arises in our mind would be - what are the common factors that influence the mental health and well-being of adolescent students and what are the major factors which influence interventions while developing strategies for teachers?

- Value Systems differ from one part of the country to another due to vast cultural and social differences that exist in our society. What may be a normal or accepted value system, say in the society in southern part of our country which may not be so in the northern part of our country.
- Within a given region also, there are a lot of variations within a given society due to their traditional upbringing, personal family values, customs and conventions/ practices followed in each family with regards to sexual development and health of both genders. In patriarchal societies, males are generally given freedom and they are allowed to do whatever they wish.
- It is important to have an understanding of the knowledge that teachers have regarding sexually transmitted infections, while imparting training. That is why, intervention training packages must be made in local dialect to educate them in teacher training programmes. The current approach is 'One size fits all'. That is why, reproductive and sexual health issues are generally bypassed by most of the teachers in the schools.

- Strategies imparted to teachers in teacher- training programmes should, therefore, be broad-based such that they are able to address the concerns of the adolescents by adapting them according to local needs and situations. There should be flexibility in the way the concerns are addressed. Each teacher should be able to creatively think and be skilled enough to address the concerns of youth according to their needs and situation, sensitively.

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## 15.4 IMPORTANCE OF CAPACITY BUILDING FOR TEACHERS IN ADOLESCENCE EDUCATION AND FAMILY HEALTH

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Life is full of challenges. Competent and trained teachers can help adolescents in

- selecting suitable courses, combination of courses, streams (academic Vs. vocational) to fulfil their dreams at the secondary school level,
- guiding them on various vocations to choose from as per their aptitude and attitude towards life and people,
- helping them develop suitable skills for their career development,
- helping them in developing life skills for better personal and family life,
- supporting and helping adolescents who experience mental health challenges due to problems faced by them at the personal or familial or societal level.

### 15.4.1 Concept

Adolescent sexual health is a very sensitive issue - it was never a focus or topic of interest in Teacher Training Programmes. As it was never given a thought, our knowledge about effective methods for teaching it to this population is limited. *Sexual health* is defined by the World Health Organization (2006) not only as the absence of disease or negative experiences regarding sexuality, (although this is an important aspect of the definition), but also as ‘the possibility of having safe sexual experiences’. Furthermore, the definition states that “the sexual rights of all persons must be respected, protected and fulfilled”. In short, everyone has the right to experience sexuality in a positive way. It is also important for the teachers or teaching community to inculcate respect for the other genders through their interaction with adolescents in the classrooms and schools. Sensitising or orienting the teachers about Adolescent and Family Health will enable them to handle various issues related to their holistic health i.e., physical, emotional, mental and social wellbeing. In this way, teachers may be able to talk to students on these taboos which is considered as an intimately private matter in our society. This is possible only if teachers are equipped with knowledge and skills to enable them to become effective communicators in providing authentic information, ethics and values about sexual and reproductive health at this stage of their growth and development.

The ill-effects of social media are well-known to everyone today. Earlier, the source of information was print media only in the form of literature,

pornographic magazines and blue films. Currently the internet, social media platforms, easy availability of adult films to watch on the computers/laptops and/or mobile phones has complicated the responsibility of schools and also parents. It has now become an immense challenge for teachers to mould an adolescent's thinking, behaviour and attitude in the proper direction keeping in mind the diverse traditions of Indian Society. Striking a balance between our traditional value systems and scientific approaches to the issue of their holistic health is a tight-rope walk for teachers. Here, the major problem most of the teachers are facing is - which approach to use to engage an adolescent in the classroom is while keeping societal sensitivities on one side and on the other side, the mindset of the current young generation exposed to technology at a very young age.

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## **15.5 TYPES OF INTERVENTIONS FOR EFFECTIVE PROMOTION AND IMPLEMENTATION OF ADOLESCENCE EDUCATION AND FAMILY HEALTH**

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The issue now is what has been done till now and what is needed in this direction to make teachers more effective in dealing with adolescents in handling the following issues/situations:

- sensitisation of adolescents to the risk of irresponsible sexual behaviour, HIV/AIDS, and sexually transmitted infections (STIs).
- development of skills in the youth to handle Peer Pressure on substance abuse, eve-teasing, harassment and sex-related matters.
- skills to handle sexual abuse and exploitation.
- lifelong skills and coping mechanisms for healthy mental and social development.
- prioritised interventions which are urgently needed for teachers working at national, state and district levels.
- Identifying the specific professional development interventions for teachers in areas such as physiological changes and physical development and the changes that occur at this stage of the adolescents' lives.
- Identify, develop and use local resources for interventions in order to facilitate and understand training materials available on the subject. Integration of local knowledge available in the community/society would help teachers and they would be able to bring about modifications or enrich adolescent behaviour or current experiences in the field of adolescent health and well-being. Involvement and sensitisation of parents and community members with the help of teachers would facilitate the impact of intervention on adolescent students.
- To bring about an attitudinal change among the teachers with regard to their conservatism that is inherent because of age-old practices and beliefs held in their own communities.

The goals of the intervention programmes/strategies should be to build



the capacity of the teachers for effective promotion and implementation of Adolescence Education and Family Health which may be done in the following manner:

- Encourage teachers to build an inquiry approach in their work while planning to provide biological information about the reproductive system; focussing on various dimensions (physiological, psychological and socio-cultural) in a holistic manner such that an adolescent takes this information in a scientific manner without feeling embarrassed.
- Expand their general knowledge and comprehension about Adolescents and their Reproductive and Sexual Health (ARSH) such that teachers are equipped with relevant information, skills and competencies to be able to handle a wide spectrum of issues related to these areas in their interactions with adolescents.
- Encourage teachers to collect or develop related materials/training packages in the regional or local language, and refine them as per the local and individual needs of their students to help them cope with the changes and pressures, especially parental and peer pressure during their adolescence with the help of appropriate life skills.
- Encourage teachers to use interactive online programme materials/training packages so that it could be accessed by students using electronic devices such as smart phone, tablet or i-pad from anywhere.
- Develop online interactive exercises which students can use to self-assess themselves.

In a nutshell, teachers should be enlightened in terms of their knowledge about adolescent reproductive and sexual health and should be able to impart authentic knowledge to adolescent students, to enable them to develop positive attitude and life skills and responsible behaviour. Thus, keeping the above goals in perspective, it is presumed that every educational institution would be able to train their teachers so that they are able to deal with adolescent issues like myths and misconceptions related to growing up, gender, peer pressure, substance abuse, sexual and emotional health issues without being judgmental. They would be competent enough to bring about behavioural and attitudinal changes among the adolescents with proper value orientation besides helping them to develop appropriate life skills to face their future.

**Check Your Progress**

Note: a) Write your answers in the space given below each question.

b) Compare your answers with the ones given at the end of the unit.

1. Briefly explain the major factors which influence interventions while developing strategies for teachers.

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2. How do the capacity building programmes help teachers to deal with the problems of adolescent students?

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3. Mention the issues to be taken up in capacity building programmes to make teachers more effective to deal with adolescent students.

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## **15.6 STRATEGIES AND SUGGESTIONS FOR EFFECTIVE CAPACITY BUILDING OF IN-SERVICE AND PRE-SERVICE TEACHERS**

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As mentioned earlier, there may be an inbuilt resistance among the teacher community due to the age-old bias towards the introduction of adolescent issues in the formal curriculum. This could be due to apprehensions and inhibitions in society of which teachers are a part. This calls for a conducive and enabling environment in schools so that adolescent issues may be managed in a mature and professional way by teachers concerned. To counter the conflicts and arguments against its integration in the curriculum, the following strategies may be adopted in the interest of developing proactive and mentally healthy individuals both at the level of teachers and students in the schools:

### **15.6.1 Sensitisation of the Community**

Adolescence Education and now the School Health and Wellbeing is a relevant intervention initiated by the Government of India. Sensitisation of the community would help in building awareness towards it in a positive and vibrant environment. Use of contextual and various forms of training materials (audio and video) along with printed materials would also help in building awareness. The important aspect of the implementation is that the sessions organised for doing this ought to be interactive. Wherever possible, involvement of competent professionals, resource persons from the field and teachers well-versed with communication skills, along with interested youth and young adults may be involved. State and district officials may also be involved in this exercise. This could be done by organising separate sessions for the community in an appropriate location preferably in a community centre, for parents in the schools, for teachers in their respective institutions.

### 15.6.2 Awareness Building Activities and Measures

Awareness Building among teachers is possible if integration of this area is included in the programmes on teacher education as a mandatory subject for qualifying to obtain a Certificate/Diploma/Degree.

A separate subject area or course with appropriate theme/title should be developed with appropriate theoretical background on the subject. This will help in proper dissemination of this curricular area both at the teacher and the school level. Involvement of the policy makers is important. Preparation of the materials in the regional, vernacular and local dialects would be more effective. Development of training/learning materials in different languages and their access and proper implementation will be seen on all the stakeholders/clientele whether they are teachers, students, parents or community members. Need of the hour is localisation or contextualisation of the Course outline and its effective impact. What is important is the way it is transacted. This could be through assignment, projects and a minor research work, field work, internship and it may be used in the orientation of teachers.

### 15.6.3 Interactive Approaches to Training

As a variety of digital and print media are at the disposal of everyone these days, encourage teachers to use and also develop interactive materials or plan and organise sessions using various simple, familiar and interesting competitive activities such as rangoli, painting, craft work, debate, poster making and essay competitions, group discussions and so on and present their work to everyone to enable exchange and dissemination of ideas.

### 15.6.4 Modification in Training Strategies and Methodology

Usually, lecturing is largely used as it is easy for transacting communicating the lesson/task as compared to an interactive and a participatory approach. Effective strategies are those that are better disseminated using alternative approaches such as project work, inquiry approach, interactive and participatory methods along with using audio clips/showing documentary films/videos. Teachers following the traditional approach and blending it with alternative approaches could make learning meaningful and joyful for their adolescent students. The Project Method also works well as it allows the students to research and makes them inquisitive and enables them to get trained in research methods also. The use of alternative approaches along with the traditional approach helps adolescent students be better equipped in life skills and be ready to face the positive and negative challenges of life with equanimity.

Summarising, it should be noted that teachers need to equip themselves with appropriate life skills and competencies such as questioning, communicating, decision-making, being non-judgemental, being empathetic, being capable of relating content to context accordingly for effective transaction both in an individual and group setting along with the ability to examine genuine and relevant information from various resources from offline or online such as the internet, print, audio-video clippings, information passed on by word of mouth and so on. It is a known fact that we are living in a world flooded with

lots of both relevant and irrelevant information. Life Skills approach thus, demands competence in the ability to sift information with proper reasoning and justification before adopting or rejecting a given piece of knowledge or information. Activity based inputs should be integral to Life Skill Approach for proper training in the selection of information for acquiring knowledge, its comprehension for skills and attitudinal change in one's behaviour.

### **15.6.5 Suggestions for Implementing Strategies Effectively in Varying Situations/Circumstances in the context of Adolescence Education and Family Health**

For the successful implementation of interventions for the capacity building of teachers with regard to Adolescence Education and Family Health, teachers need to focus on the development of the following qualities, skills and core competencies for their own self-development.

- Realisation of their individual roles towards themselves as also others in society by being sensitive towards the needy and downtrodden, especially socially and culturally deprived groups in the community.
- Being adept at building rapport, active listening, speaking rationally and questioning in an unbiased manner without being prescriptive and judgemental.
- Compassionate and caring about the needs of others, especially of those in need of help.
- Acceptance of certain inevitable and avoidable things that are not changeable.
- Not forcing one's personal value systems on others. They need to accept that people differ in their perceptions on life depending upon the cultural and social background they come from.

#### **Check Your Progress**

Note: a) Write your answer in the space given below the question.

b) Compare your answer with the one given at the end of the unit.

4. Explain any two strategies that may be adopted for effective capacity building of in- service and pre-service teachers to deal with adolescent students?

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## **15.7 LET US SUM UP**

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This Unit was about sensitising you to the needs and importance of expanding your personal knowledge about issues related to adolescent health and their impact on family health. You are enlightened as to why it is important to

understand the concept and significance of capacity building for teachers about adolescence and family health. The nature and type of interventions that teachers need, to be able to handle, the issues of adolescents was also highlighted in the unit. The discussion in the unit also emphasised that the strategies adopted be learner oriented as it is for adolescents who will ultimately be responsible and accountable not only for their own personal health, but also of their family.

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## 15.8 UNIT END EXERCISES

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1. Student X brings to school a pornographic book and shares it with his classmates. Unfortunately, the teacher catches the student who is in possession of the book. Discuss how a wise teacher would deal with this situation.
2. Your colleague is very conventional in his/her thinking and is against the integration of concerns of adolescence period and family health topics in the curriculum. List the strategies that you will adopt to persuade your colleague that integration of topics pertaining to adolescent and family health is indeed necessary in the curriculum.
3. List the qualities that teacher educators/teacher trainees/teachers need to have to make their clientele (target group) feel comfortable when various issues related to adolescent and family health are discussed in a symposium/competitive programmes like poster or debate/paper presentation/group discussion.

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## 15.9 ANSWERS TO CHECK YOUR PROGRESS

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1. The major factors which influence interventions while developing strategies for teachers are:
  - Value Systems differ from one part of the country to another due to vast cultural and social differences that exist in our society. What may be a normal or accepted value system, say in the society in southern part of our country which may not be so in the northern part of our country.
  - Within a given region also, there are a lot of variations within a given society due to their traditional upbringing, personal family values, customs and conventions/ practices followed in each family with regards to sexual development and health of both genders. In patriarchal societies, males are generally given freedom and they are allowed to do whatever they wish.
  - It is important to have an understanding of the knowledge that teachers have regarding sexually transmitted infections, while imparting training. That is why, intervention training packages must be made in local dialect to educate them in teacher training programmes. The current approach is 'One size fits all'. That is why, reproductive and sexual health issues are generally bypassed by most of the teachers in the schools.
  - Strategies imparted to teachers in teacher- training programmes should, therefore, be broad-based such that they are able to address the concerns of the adolescents by adapting them according to local needs

and situations. There should be flexibility in the way the concerns are addressed. Each teacher should be able to creatively think and be skilled enough to address the concerns of youth according to their needs and situation, sensitively.

2. Capacity building of teachers will empower them to handle difficult situations related to the mental and emotional health of adolescents. It will make them more sensitive and aware of the changes that happen usually during adolescence and enable them to understand the aspirations and goals of the adolescent. This type of intervention would make teachers aware and be conversant with the usage of language – both what to listen for and what language to use. Hence, there is an urgent need to empower teachers with skills such as communication, non-judgemental and empathy to handle adolescents. Not only this, there is also a need to sensitise them to respond to questions responsibly without any biases while addressing adolescents. Many teachers tend to end up being rude to adolescents due to a lack of expertise in responding skill.
3. The issues to be taken up in capacity building programmes to make teachers more effective to deal with adolescent students are:
  - sensitisation of adolescents to the risk of irresponsible sexual behaviour, HIV/AIDS, and sexually transmitted infections (STIs).
  - development of skills in the youth to handle peer pressure on substance abuse, eve-teasing, harassment and sex-related matters.
  - skills to handle sexual abuse and exploitation.
  - lifelong skills and coping mechanisms for healthy mental and social development.
  - prioritised interventions which are urgently needed for teachers working at national, state and district levels.
  - Identifying the specific professional development interventions for teachers in areas such as physiological changes and physical development and the changes that occur at this stage of the adolescents' lives.
  - Identifying, developing and using local resources for interventions in order to facilitate and understand training materials available on the subject. Integration of local knowledge available in the community/society would help teachers and they would be able to bring about modifications or enrich adolescent behaviour or current experiences in the field of adolescent health and well-being. Involvement and sensitisation of parents and community members with the help of teachers would facilitate the impact of intervention on adolescent students.
  - bringing an attitudinal change among the teachers with regard to their conservatism that is inherent because of age-old practices and beliefs held in their own communities.
4. Strategies that may be adopted for effective capacity building of in-service and pre-service teachers are:

**i. Interactive Approaches to Training**

As a variety of digital and print media are at the disposal of everyone these days, encourage teachers to use and also develop interactive materials or plan and organise sessions using various simple, familiar and interesting competitive activities such as rangoli, painting, craft work, debate, poster making and essay competitions, group discussions and so on and present their work to everyone to enable exchange and dissemination of ideas.

**ii. Modification in Training Strategies and Methodology**

Usually, lecturing is largely used as it is easy for transacting communicating the lesson/task as compared to an interactive and a participatory approach. Effective strategies are those that are better disseminated using alternative approaches such as project work, inquiry approach, interactive and participatory methods along with using audio clips/showing documentary films/videos. Teachers following the traditional approach and blending it with alternative approaches could make learning meaningful and joyful for their adolescent students. The Project Method also works well as it allows the students to research and makes them inquisitive and enables them to get trained in research methods also. The use of alternative approaches along with the traditional approach helps adolescent students be better equipped in life skills and be ready to face the positive and negative challenges of life with equanimity.

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## 15.10 REFERENCES AND SUGGESTED READINGS

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