

Module Detail	
Subject Name	Education
Course Name	Understanding the Learner
Course Code	EDU502
Module Name/Title	<i>Issues and concerns of adolescent students: physical and health, emotional & social issues, social-cultural diversity, adverse life experiences, identity vs role confusion; Adolescent cognition and its effects on adjustment, need and importance of adolescence education, significance of life skill education for adolescence, role of schools for the balanced personality of adolescent</i>
Module Code	UTL003
Pre-requisites
Learning Outcome	<p>After going through this lesson, the learners will be able to</p> <ul style="list-style-type: none"> • Find solutions of problems /issues related to the adolescent period. • To analyses the needs and problems of adolescence period. • To help and guide the of schools to develop healthy personality of adolescent students.
Keywords

- **Development Team**

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1. Introduction

Adolescence is said to be an important stage of human growth and development. It is considered as the most critical period in the life of an individual. Adolescents have to face various difficult situations. In a general way, adolescence refers to the process of development and adjustment during the transitional period between childhood and adulthood. It is said that this period emerges from childhood and merges into adulthood. During this period, the establishment of childhood goes away and a revolutionary process of change starts. In fact, it is period of revolutionary change. It is markedly a period of growing up, during which the child develops into a man or woman.

From biological point of view, adolescence is the stage when puberty dawns. Hence, it may begin with 12 years and goes up to 18. This period starts at the onset of puberty and ends with the beginning of adulthood. It is also called as the teen-age, as this period lies mostly between thirteen to nineteen years of age. But the onset of adolescence which occurs during teenage period varies from culture to culture depending on the socio-economic conditions of the country. There are marked physiological changes in this period, especially with regard to sex, but there is no consistency in these changes. Among the boys, the puberty period is usually between 13 to 17; whereas among the girls, it is between 11 to 16. The onslaught of puberty, depends upon numerous factors such as sex, standard of living, health and climate of place. Anyway, adolescence is the period between late childhood and adulthood.

1.1. Meaning of adolescence

The word 'adolescence' is derived from a Greek word 'adolescere' which means 'to grow to maturity'. Some psychologists define it as the transitional period of life.

-- According to A.T. Jesild, "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically". Psychologically, adolescence is a marginal situation which involves psychological disturbances and problems of adjustments. It then differentiates the childhood behavior from the adulthood behavior. These are those children who are in the age group of 12 to 18 years in age.

-- Stanley Hall has considered adolescence as a "period of great stress and strain, storm and strife."

--Freud calls this the 'latency' period. With puberty, the youngster is faced with a disturbingly new and powerful drive which disrupts the tranquility of the latency period. So he experiences many difficulties.

--Rogers writes," Adolescence is the period of achieving the attitudes and beliefs needed for effective participation in society."

--According to Kurt Lewin, adolescents experience a rapidly widening life space along geographic, social and future time dimensions. At this stage of development, the individual is found in a strange condition between the roles of

the child and the adult. He is faced with many conflicting situations. Sometimes, parents expect him to behave as an adult; at other times, they treat him as a child.

Because of the differences in the rapidity of changes taking place in the physical, mental, emotional and social domains, adolescence period is divided into two sub-stages:

1. Early adolescence period; from 12 to 15 years
2. Later adolescence period: from 15 to 18 years

In early adolescence period, boys seem to be more immature for their age than girls. Early adolescence is considered “teenage” and the children at the completion of later adolescence period are called “young men” and “young women”.

2. Developmental characteristics; physical emotional and social issues

The characteristics of physical, emotional and social development of the adolescent period are discussed below:

2.1. Physical Development: During the adolescence period, there are marked physiological changes which take place. They are as follows:

(i) Change in height and weight: Almost all the boys and girls show changes in height and weight during this period. There is a sudden spurt in growth, so far as height is concerned; which increases rapidly. His weight also increases due to increase in bones and muscles. But sometimes, their weight generally fails to cope with increase in height, so they appear thin. There is a sudden change in height and weight due to hyper-activity of endocrine glands. But it varies from individual to individual. The growth in height is associated with pubertal growth period ranging from 13 to 17 years with an average of 15 years. Some boys mature early and are tall for their age, whereas others achieve high degree of muscularity which they utilize in sports and athletics. Girls also grow more rapidly and turn to be woman. At the age of 13 years, girls are taller and heavier than boys but by the age of 15 years, boys are taller and heavier than girls. The bones, muscles and other organs of both boys and girls grow very speedily. They reach the final body type by the end of adolescence.

(ii) Changes in bodily development: There is a general change in the proportions of various bodily organs. The different parts of the body grow at different rates and attain their maximum development at different times. The muscles of girls remain soft while those of boys become hard. The pelvis bone of girls becomes broadened and their wrist becomes circular. The arms and legs grow in length and become finer. Hands and feet grow bigger. The trunk also grows to its full length. Facial features also change. Boys develop round shoulders. Early maturing boys tend to be more feminine and the late maturing girl more masculine in the total development.

This physical growth is disproportionate due to extra lengthening of limbs with hands and feet looking longer. The entire physique is now awkward and clumsy, and the adolescent becomes conscious of the same. He observes growth of body-hair, particularly in public and under arm areas. There is a change in the contours of face and body. Different parts of the body grow at different rates and reach their final size at different rates.

(iii) Change in body-functions: With the secretion of hormones from ductless glands, there is a change in body-functions. The muscles harden. The voice of boys becomes hoarse and high-pitched, and girls' voice becomes sweet and shrill. The change of voice has significant effect on the behavior of adolescents. But this change does not occur at a fixed age or even at any fixed time in relation to pubertal changes.

(iv) Secondary sex characteristics: During this period secondary sex characteristics develop. Genital organs in boys increase in size. Testes usually grow earlier. In the case of girls, there is the growth of breasts and the widening of the pelvis. This physical development has significant influence on the adolescent girl's conception of her physical self. These changes in external physical organs make them self-conscious. Hair growth is also associated with puberty. In case of boys, hair appears on upper limbs, beard, and hair in arm pits appear in both boys and girls. There is a change in the contours of face and body.

(v) Sex development: Sexual development is the central fact of adolescence period. It is at the beginning of this period that sex glands begin to function. In the case of boys, the seminal glands begin to work, semen is produced and there are night-emissions (discharge of semen during sleep) accompanied by erotic dreams, which horrify the ignorant adolescent. He develops attraction towards the opposite sex. There is a re-awakening of the repressed sexual impulse which lay dormant in later childhood period. Among girls, the sex development takes the form of development of breasts, changes in pelvic area, development of uterine region and menstruation. All girls become self-conscious about this type of change. Menstruation usually becomes a disturbing and sometimes horrifying experience. It should be noted that in adolescent period, testicles start functioning in case of boys and ovaries start functioning in case of girls.

(vi) Physiological changes: There is a great change in the internal systems of the body. All systems as respiratory, circulatory, digestive, blood pressure, heat and pulse rate acquire their full growth. Brain is fully developed by the age of 18 years of age.

2.2. Emotional development: Emotion may be defined as the stirred up condition of the organism involving internal and external changes in the body. It is expressed in love, fear, anger, laughter and tears etc. It involves feelings of jubilation or depression and impulse to action-awareness of perception. Emotion in the organism is a dynamic internal adjustment that operates for the satisfaction and welfare of the individual. Adolescence is marked by heightened emotionality. It is an age of emotional upheavals. It is said that adolescence is a period of stresses and strains, storms and strives.

There is a connection between adolescence and emotion in the positive and negative way, Hall (1904) also described adolescence as "the age of rapid fluctuation of moods". There is a high chance of fluctuation in moods in adolescent due to the various mixes of emotion they pass through in the present stage and this can either be positive and negative, but the negative ones are usually accompanied with mood swing. Some of the emotional characteristics of adolescence period are as under:

(i) Heightening of emotions: Adolescence is a period of heightened emotionality. An adolescent is emotionally disturbed due to physical and sexual development. Their emotions are very intense, but characterized by high degree of instability. When an adolescent hate someone, he hates strongly and when he falls in love, he does so passionately. Thus emotions of adolescents are on the extremes. His emotional development becomes complex by the experiences he gets in his environment. Sometimes he is hilarious, but on the other occasions, he is extremely melancholy. He may develop fears, anxiety, inferiority complex, moods of depression, feeling of secretiveness and shyness. He may develop morbid fears, inferiority complex and brooding nature. He is sensitive to criticism and is too much conscious about sex. The changes in his physiological organs lead to curiosity and repressed feeling of disgust, alarm and anger.

(ii) Emotional feelings are widened: As there is a great shift in the social life of an adolescent and increase in his social relations, he starts making friendship with his classmates. Sometimes he is emotionally attached with a hero of his choice who may be his friend, politician, a historical figure or other leader, on whom he is fully dependent. The adolescent harbors an attitude of dependence. The dependence is not necessarily on the parents but on heroes found in real life, in history or in literature. The adolescents develop the capacity for sharing emotional experiences with others. But along with this attitude of dependence, he has a spirit of independence. They also develop the feeling of independence. They flout the authority of parents and elders when unreasonable. They do not tolerate the over strictness of the parents and teachers. They want freedom of self-expression and self-determination.

(iii) High hopes and aspirations: Adolescence is a period of life when one has high hopes and aspiration for his future life. Some adolescents work realistically to achieve their expectations, whereas others do little to realize their hopes and remain in the world of fantasy and day-dreaming. Such adolescents also develop a feeling of loneliness.

(iv) Special feelings: Strange feelings capture the minds of adolescents e.g. self-consciousness gives the feelings of pride and humility. Sex consciousness raises the feelings of curiosity, secretiveness and guilt. Boys do masturbations and they think they have committed a sin. Pugnacity is also common among boys and self-display among girls. Exhibitionism through dress manners, gesticulations are more prominent in girls. Attraction towards the opposite sex gives rise to desire to be in the company of the opposite sex and also to converse with them.

(v) Other feelings: - An adolescent wants security. He also develops a spirit of criticism. A strong curiosity impels him to start questioning the why and where of things. He indulges in hero-worshipping. He loves adventure, travel and

wandering. He has a strong group-feeling. Again, he has a strong imagination. Many adolescents tend to live in realms of fantasy.

2.3. Common Emotional Patterns in Adolescents

Emotions develop out of feeling of excitement in two ways: delighting and distress & love, affection and fear, anger and hostility. Some of the complex emotions of adolescent period are love, anger, jealousy, fear, worry, contempt, hatred, joy, grief and shame etc. Some of them are developed as follows:

(a) Love and affection: The emotion of love is very important in adolescents and is related to sexual impulse. It is the result of consequences of physiological disturbances. The emotion of love and affection develop from the very infancy in the life of the organism. There are three phases of sexual development:

(i) Auto-eroticism: It is self-love. The adolescent become self-conscious. He loves his own body and wears costly dresses to attract the attention of others. The most common malpractice during this period is his indulgent in masturbation i.e. self-stimulation of the genitals for seeking sexual satisfaction.

(ii) Homosexuality: When the adolescents show sexual activity with the members of the same sex, it is called the phase of homo-sexuality. At early adolescence, boys mix with the boys and girls with girls only. They have more interest in their own sex.

(iii) Hetero-sexuality: At this phase, the object of attachment is the member of the opposite sex. They show keen interest in the activities of the members of the opposite sex. At this stage, they would like to indulge in sexual activity with the members of opposite sex.

(b) Joy, pleasure and delight: In adolescence, physical condition is one of the sources of joy and pleasure. The release of the pent-up energy in him proves a source of joy, because he feels well-adjusted by virtue of his capacities and abilities. The feeling of superiority in him also causes the feeling of happiness in adolescence. Securing success in examination, election or sports competition gives the feeling of superiority to him.

(c) Emotion of anger: Anger is a learned response to environmental stimuli, the adolescent is aroused to the emotion of anger due to (a) failure of material object, (b) teasing by teachers, parents, elders and peers, (c) being unfairly, (d) sarcastic remarks and encroachment of his rights by others, (e) thwarting of self-assertion i.e. insulting remarks, unwelcome advice, not being invited to a party and failure in activities undertaken. The adolescent experiences many frustrations when he is blocked in doing what he wants to do.

(d) Emotion of worry: Worry is an imaginary fear. The adolescents have the worries regarding school work and examinations. They have also anxiety regarding school problems as favoritism by the teacher, unreasonable homework, lack of ability to concentrate, worry of failure and inadequacies related to their sex role. They have also some home worries due to lack of

understanding between adolescents and their parents, problem of money and some personality weakness. Adolescent girls worry about their appearance, health problems, clothes, money, about sex relationship and difficulty in making friends. They are mostly concerned about their popularity and marriage.

Social Development: Social development is very essential for proper adjustment in the society. The foundation of social development is laid by parents and other members in the family. An adolescent enters a quite new field of social responsibilities; as the parents' place upon him new demands and sometimes he fails to adjust successfully in the new role. The following are the characteristics of social development in the adolescence:

(a) **Influence of peer group:** An adolescent is a member of some group; which influences his behavior. His interests, attitudes and values are shaped and modified by his friends and peer group. He also becomes self-conscious of his place in the society. He wants that his peer should approve of his actions, so he can do anything for the sake of pleasing them. He is more interested in his close associates; as he continues to be a member of a gang or group.

(b) **Sex consciousness:** In adolescence, the individual becomes very conscious of his sex. So the most important social development appears in his relation with the members of opposite sex. At this stage, boys and girls want to attract the members of the opposite sex. They want to have friendship with members of the opposite sex. They form their groups based on their common interests and goals. They make friendships with those who conform to their standard and possess the personality traits they like. The friendship of this period tends to be permanent.

(c) **Social consciousness:** Social consciousness develops in adolescents at a fast speed. They want to be praised by their parents, teachers and friends. They know their status in the society. They want social approval of various modes of behavior.

(d) **Social interests:** There is an increasing interest in adolescent boys and girls to attend parties, celebrations and fairs where members of both sexes meet. They take interest in talking of various types of problems. They show interest in social problems of wide variety. Social interests of adolescents play an important role in the development of their behavior and personality. As most of their time, they remain in the company of their friends outside home. They identify themselves with a group with whom they discuss different types of problems.

(e) **Social service:** In adolescence stage, ideals of social service, altruism and empathy are formed and cherished. Social service in public gatherings, fairs and festivals becomes a passion for the adolescent. He does not mind personal inconvenience in doing of such service. He also acquires an ability to value and understand the feeling of others, especially his associates. But, sometimes he acts blindly after the suggestion and imitation of his fellow-mates. In the company of their friends, they learn the qualities of sympathy, competition, co-operation, obedience and leadership. Sometimes there is a conflict between the parental demands and the demands put by his group. He then comes in clash with his elders who do not approve of his actions.

(f) Group loyalty: - Adolescents boys and girls form their groups and discuss their problems freely. They become very loyal to their groups. They learn the qualities of sympathy, competition, co-operation, obedience and leadership. Sometimes parental demands are ignored by him in face of demands made on him by his group. He often comes in clash with his elders who do not approve of his group affiliation.

3. Social cultural diversity and adverse life experiences

Adolescence is a period of development between the onset of puberty and adulthood. It usually begins between 12 and 13 years of age with the appearance of secondary sex characteristics and spans the teenage years, terminating at 18 to 19 years of age with the completion of the development of the adult form. During this period, the individual undergoes extensive physical, psychological, emotional, and personality changes. (Mosby's Medical Dictionary, 8th edition. © 2009, Elsevier.)

Strains and stresses in relation to adolescents can said to be the challenges faced and dealt with during this process of growth. These stresses and storms can be related to the pressures and expectations from the society, media and peers group. Stress is not necessary caused by these processes of growth but by the demand and responsibility that is usually attached to it.

Adolescence represents a period of significant growth. Individually, adolescents experience rapid physical growth and changes, accompanied by shifts in cognitive and emotional capacities. At the same time, the development from childhood into young adulthood brings new cultural and societal opportunities and expectations. At no other time in life do so many shifts in development and social contexts occur simultaneously. This period of development in adolescents has various impact and effects on what kind of stress they face and how it is being dealt with these stresses can either be physical, intellectual, emotional or social.

It is generally believed that most if not all adolescents experience different stages of storm and stress at this period of their life. Arnett (1999) says not all adolescents are likely to experience storm and stress, although at all stages of the life span. These years are the most volatile and also express his view further by saying that where adolescents do experience storm and stresses, it is most likely to manifest in the following ways.

- Conflicts with parents: There is a high chance that adolescents tend to be rebellious due to their search of freedom and authority.
- Mood disruptions: adolescents pass through emotional cycle at this stage compared to childhood stage and adulthood.
- Dodgy behaviors: adolescents are usually associated with certain dodgy behaviors such as recklessness, norm breaking and various level of antisocial behaviour.

Hall Stanley G. (1904), a psychologist and educator further backed up this by saying the myth that adolescence is a period of stress and storm has been

embraced by a variety of influential theoretician since his work in the early 1904. Stanley Hall, who was personally motivated by Darwin, who depicted human development as analogous to evolutionary development and also saw adolescent period as similar to areas of turbulence and storm. He also regarded the instability, anguish and intensity of adolescence as a necessary precursor to the establishment of adult stability. Hall idea is now part of popular culture thus suggesting that many parents expect that adolescents will undergo a period of storm and stress.

Psychologists have come to recognize the fact that adolescence is a unique period in the human development but according to Twiford and Carson (1980), some adult are increasingly disturbed in their attempt to understand behaviour of adolescents and also suggest that experts have described adolescents as inconsistent, unpredictable, erratic, emotional and self centered thus creating a general view and impression that adolescent period portrays a period of stress and storm.

Apart from the factors mentioned above, conflicts with parents, mood disruption and dodgy behaviour, there are different factors responsible for why adolescents experience various storms and stress during this stage and this is due to the rapid changes and transitions going on in the body and in the environment around them. One factor responsible is the search of autonomy which according to Erikson (1959) described it as a process of individualization and Freud (1958) also analyzed it as a developing sense of detachment from parent.

Larson and Richard (1994) said adolescents report "a feeling of self consciousness and embarrassment" which is reported to be on an average of 2-3 times likely to be more what their parents face and this tends to make them feel lonely, nervous and in certain cases ignored. They also suggested that adolescents report greater mood disruptions compared to pre-adolescent stage. Most of the mood increase and disruption apart from emotional variation can also be caused, by the increasing level of hormonal changes in the body caused by adolescent transition as well as some other hidden factors e.g. environmental factor such as changing school and having relationship with opposite sex can also be responsible for these mood disruption.

The rate at which all these mood disruptions are experienced does vary from one individual to another due to the different reasons and factors responsible for this main change in school, relationship with opposite sex, poor academic performance, issues with peer group and in some cases family issues such as marital discord etc.

All these factors brought by stress can be too much to contain and lead to various health related side effect in adolescents because they are under these high obligations to achieve so much at a time such as changes in school environment, getting high marks in school/college, having part time job, managing finance, peer pressure, social life style e.g. making new friends and family problems. All of these can weigh down adolescents and as a result make them more prone to illness due to the stress put on the body, making them extremely tired and ill which cause them more problems dealing with day to day

life and can cause depression thus prompting occasional visit to the hospital seeking medical help and due to more demands in accessing to healthcare services, and they have to wait longer in certain cases to be attended to and may not be fully satisfied with the level of treatment received and thus making them more susceptible to further depression and if care is not taken, it may result in being completely depressed.

Kevin Durkin states that examination of adolescents may lead to the conclusion that they do suffer not from diminution of self esteem but from a woeful spate of self indulgent volatility, out of all proportion to their actual place in the scheme of things. He also suggested that the surge of hormones, the growth of secondary sexual characters, the stimulus of genital arousal, pressure of educational and career choices, temptation of drugs, the impending trial of adulthood and the state the world is in today which is more susceptible to further depression and if care is not taken, it may result in being completely depressed.

4. Crisis of identity vs role confusion

Crisis of identity versus role confusion is the fifth stage of ego psychologist Erik Erikson's theory of psychosocial development when during this stage; adolescents explore their independence and develop a sense of self. Adolescent seeks to establish a clear self-identity—an understanding of their own unique traits which is the central importance to them. At this time of life, individuals ask themselves: “Who am I”? “What do I really like?” “What do I want to become?” It is crucial that these questions be answered effectively. If not, individuals may drift along, uncertain of where they want to go or what they wish to accomplish. Adolescents must integrate various roles into consistent self-identity. If they fail to do so, they may experience over who they really are.

Adolescents adopt many different strategies to help them resolve their own personal identity crisis. They try out many different roles – good boy, rebel, dutiful son, the athlete, and join many different social groups. They consider many possible social server-different kinds of persons they might potentially become, i.e.; self-schema (a cognition framework for understanding themselves.) Once formed, this framework remains fairly constant and servers as a guide for adolescents in many different situations.

The adolescent is newly concerned with how they appear to others. Superego identity is the accrued confidence that the outer sameness and continuity prepared in the future are matched by the sameness and continuity of one's meaning for oneself, as evidenced in the promise of a career. The ability to settle on a job or occupational identity is pleasant. In later stages of adolescence, the child develops a sense of sexual identity. As they make the transition from childhood to adulthood, adolescents ponder the roles they will play in the adult world. Initially, they are apt to experience some role confusion—mixed ideas and feelings about the specific ways in which they will fit into society—and may experiment with a variety of behaviors and activities (e.g. tinkering with cars, baby-sitting for neighbors, affiliating with certain political or religious groups). Eventually, Erikson proposed, most adolescents achieve a sense of identity regarding who they are and where their lives are headed.

The teenager must achieve identity in occupation, gender roles, politics, and, in some cultures, religion. Erikson is credited with coining the term "identity crisis". Each stage that came before and that follows has its own 'crisis', but even more so now, for this marks the transition from childhood to adulthood. This passage is necessary because throughout infancy and childhood, a person forms many identifications. But the need for identity in youth is not met by these. This turning point in human development seems to be the reconciliation between 'the person one has come to be and the person society expects one to become'. This emerging sense of self will be established by forging past experiences with anticipations of the future.

Most adolescent's stress is also related to lack of identity which usually arises because they start to think about who they are and what they want to become and this tends to put them under a pressure to discover their real identity and the pursuit of this leads to a sharpened sense of dignity which makes them want to gain their freedom and freedom of choice thus creating a gap between themselves and their parents because they see themselves as more of an individual and someone who can make decisions on their own and this whole process of transition causes a whole lot of role confusion between them and the parents which is one big subject. Parents nowadays find difficult to cope with and tend to see adolescent as moody, self centered, detached or being too concealed.

Also this leads to peer pressure issues, the continuous search for identity leads to them flocking with people who are of the same mindset and this tends to put them under more pressure within peer group e.g. acceptance. Most adolescents want to be associated within a group where they would feel welcomed and accepted, failure to achieve this tends to have a negative influence on such individual which in effect leads to struggling for power with peer as a result leading to aggressiveness and violent behaviour and as a result of this, according to association with antisocial peer can be a contributing factor to the escalation of antisocial behaviors which in some cases leads to substance misuse, delinquency and school problems. (Farrington and Hawkin 1991).

Lewin says that these difficulties lead the adolescent to develop the characteristics such as conflicts of roles, emotional tension, shyness, aggressiveness etc. The events happened during this period greatly affect the whole personality of the individual. Hence it has been called the most crucial period in the life of an individual. Instead of limiting the adolescence period of the time when the individual grows to mature sexually, it is now extended until the individual is expected to be physically, intellectually, emotionally and socially mature.

5. Adolescent cognition and its effect on adjustment

Cognition is the scientific term for mental process. It refers to information-processing abilities of humans, including perception, learning, remembering, judging and problem-solving. Cognition usually refers to an information processing view of an individual's psychological functions. This term cognition is derived from Latin word 'cognoscere' which means 'to know', 'to conceptualize' or

to' recognize'. It refers to a faculty for the processing of information applying knowledge, and changing preferences. The concept of cognition is closely related to abstract thinking such as mind, intelligence, and as such cognition is used to refer to the mental; functions, mental processes and thoughts etc.

Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making, from childhood through adolescence to adulthood. Cognitive development refers to how a person perceives, thinks, and gains understanding of his or her world through the interaction of genetic and learned factors. Among the areas of cognitive development are information processing, intelligence, reasoning, language development, and memory

Cognitive development is defined as thinking, problem solving, concept formation and understanding, information processing, and overall intelligence. It is related with the construction of mind activity such as memory, thought processes, problem solving, decision making and intellectual activity. It is also known as mental development. Mental development is essentially the 'growing' or 'improving' of your brain and its functions. Higher mental development allows your brain to contemplate and hopefully complete more complicated tasks.

Adolescents, generally, show the following characteristics and changes in mental and cognitive development:

(i) Development of intelligence: Adolescence is the period of maximum growth and intellectual development. Recent mental testing has shown that the intelligence reaches its maximum limit by the end of this period. At the beginning of puberty, there is a general decline in the rate of growth of general intelligence. But, still there are individual differences. Some children reach the maximum limit earlier, and some other continues to develop later than the average. Research studies have shown that children who reach puberty earlier are slightly more intelligent than others.

(ii) Reasoning and abstract thinking: Infancy is the period of sense-perception, late childhood of memorization and accumulation of experience, but adolescence is the period of logical thinking, reasoning and abstractions. Mental processes like logical reasoning, abstract thinking and concentration are almost developed up to the end of this period. An adolescent learns to reason and seeks answer to how and why of everything scientifically. His power of critical thinking and observation is much developed and hence there is increase in his powers to learn and remember. The adolescent can concentrate for a longer time

(iii) Development of memory and imagination: The memory in adolescence develops tremendously with the growth in vocabulary. They also possess excessive imagination. They can imagine about a situation which is not physically present before them. The talent like writing, painting, music, etc., is developed during this period. But wrong channelization of imagination may turn an adolescent into day-dreaming and fantasy. Of course, during the later adolescent period, he begins to live in the world of reality. The span of attention

increases. The power of concentration is also increased. Memory is also developed and it tends to function more logically. Hero-worship is very prominent in adolescent period.

(iv) Development of ability of generalization and understanding: Another important characteristic of mental development during this period is the increased ability to generalize the facts. The intellectual development in childhood operates on perceptual level, but in adolescence the ability to generalize on conceptual level develops. There is also an increase in the ability to see relationship and to solve problems of increasing complexity and difficulty. The adolescents can solve problems with the help of symbols. As their depth of understanding develops, they can think the solution of more difficult problems. They can think not only in general terms, but also in abstract terms to a great degree than children.

(v) Widening of interests: It has been revealed by many research studies that interests of both boys and girls during this period widen to a great extent. Their interests include recreational, social, personal, vocational, religious and interests in school and sex. The interests of both boys and girls widen to a great extent. Some of the recreational interests consist of interests in game and sports, adventures, romantic and mysterious movies, listening to the radio and watching the television, programmes of dance and popular music. Boys love reading and writing. They begin to take interest in scientific pursuits. Some develop definite interest in varied educational courses like agriculture, commerce, technology, which are revealed through their hobbies and activities. Girls become interested in fine arts, music, and dancing, painting and home science. With the awakening of interest in members of the opposite sex, interest in appearance, in dress, and in personal adornment increases. When adolescent boys and girls get together with members of their own sex, they are likely to talk about sex or matters like sex relationship, marriage, problems related to menstruation and nocturnal emissions and sexual feelings and attractions.

5.1. Adjustment Problems: - The cognitive development leads to many types of adjustment problems. In fact, in the adolescent period, equilibrium of physical, mental and social forces is lost with the result that the individual has to make new adjustments with his own self, with the family and with the society at large. So the adolescents have to face many adjustment problems, e.g.

- (i) Adjustment to physical growth:-Due to rapid and unbalanced growth in physique and the disturbing physical factors in boys and girls, they feel embarrassed in the group. Both boys and girls are very particular regarding their physical appearance. Those adolescents who are either under-developed or over-developed have great problem in adjustment. In fact, physical health is very important factor for adequate social adjustment.
- (ii) Adjustment to mental competition:-Due to mental development, the adolescent becomes critical and fault finder. He faces the adjustment problem because of two strenuous competitions in the society.

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- (iii) Adjustment to emotional disturbances: -Emotional disturbances in the adolescents are due to the rapidly changing physical structures, abnormal functioning of the nervous and glandular systems and his widening social experience.
 - (iv) Problem of home adjustment: -An adolescent, sometimes, cannot adjust himself to the conditions of home. His home adjustment problems arise due to the fact that his needs increase and his parents may not be able to meet all these needs.
 - (v) Problem of adjustment with friends: -Adolescents, sometimes, have to face the problems of adjustment with the society, as he cannot obey the customs, traditions and rituals of the society. The social expectation and obligation is too heavy upon him to be carried out honestly and earnestly in all respects.

6. Need and importance of adolescent education

Adolescence is generally referred to as the second decade of the life span, and is a developmental period that is characterized by numerous transitions. As individuals go through these significant changes, they gradually progress from the immaturity of childhood to the maturity of adulthood. Adolescent in this study refers to participants within the chronological age range of 12 to 19 years, which corresponds to the period of adolescence.

Adolescence is considered as a "period of great stress and strain, storm and strife." He is faced with many conflicting situations. Lewin says that these difficulties lead the adolescent to develop the characteristics such as conflicts of roles, emotional tensions, shyness, aggressiveness etc. Hence he faces many emotional and mental health problems. The school plays an important role to help him to solve his problems and to make him adjusted with his social environment. It is the responsibility of the teachers to look into his well-being; because he is entrusted with the responsibility of his all round development. So it is very important to study the social and emotional intelligence of the adolescents. It is also assumed that those adolescents who possess internal locus of control must be having higher level of emotional intelligence and those who are having high E.Q. must be having better concept about themselves.

Teachers play a significant role in the lives of adolescents, and knowledge of adolescence equips them to be sensitive to the diversity in youth's experiences and the competing forces in their lives. Armed with this knowledge, teachers can offer safe spaces for youth to explore and test their emerging ideas of who they are and what they want to become. So it is very important to study the psychological well-being of adolescents.

Adolescent children today are the assets of the nation tomorrow. We have to nurture them to harness their potential and use it for future. We have to mould their personality according to their abilities, capacities and capabilities. It is the duty of the parents as well as the teachers to explore their inner power and

develop it accordingly. Every child has his own personality construct. Some of them are internally oriented who think that they can grow on the basis of their abilities and hidden talent; while many others are of the opinion that chance or luck play an important role in their lives; as they are externally oriented.

Every adolescent has his/her own image. Adolescents live in their own world. They build their self-picture according to the circumstances in which they live. Self-image leads to self-prestige, self-esteem and self-believe. All these components of personality are the outcome of self-concept. So there is a need to study adolescents from all angles. Adolescent's education means that they should be studied from their behavioral point of view. The personality constructs, intellectual functioning, emotional and motivational mechanism among the adolescents need to be studied in order to shape their behaviour in a socialized way.

An adolescent has many physiological, psychological and sociological needs. Due to various physical and emotional disturbances, he experiences various difficulties and problems arising out of certain basic needs. Due to the non-fulfillment of these needs, he becomes maladjusted and a problem boy or girl. He has certain other physiological and psychological needs which must be satisfied; e.g.; need for healthy and nutritious diet and comfort, need for social approval, need for dominance and submissiveness, need for social support, need for unique identity and need for self-abasement etc.

The stage of adolescence in the life of an individual presents some very special problems. It is a critical period due to various physical and emotional disturbances. The adolescent is neither a child nor an adult. There is a need for making a special study of this period because at this period, the cases of delinquency are maximum, sexual urge becomes predominant and hetero-sexual love develops. The type of sex education which is to be given and the sexual adjustment which is to be facilitated should be clearly understood by the teachers and parents. The sex education should be provided to the adolescents. It is irony in our society that neither the parents nor the teachers are educating the adolescents regarding their sexual behaviour. Who should provide sex education to the adolescents? It is a big question. It will be useful if the lady doctors may be invited in the schools on some occasions to give lectures to the female adolescent students with facts and figures scientifically. In the same way, the male doctors may be asked to educate the male adolescents students on this topic. So it can be said that adolescent education is the need of the hour and the school must make necessary arrangement to give proper knowledge regarding the physical and physiological changes occurring in their bodies.

7. Significance of life skill education for adolescents

Indian society has its own rich culture and social heritage. It has established its own cultural norms, traditions, taboos and mores which the Indian people have to follow. Due to these, Indian adolescents have to face many problems as they have their own needs, desires and ambitions. They are in conflict whether they should adhere to their own traditional and conservative rituals, standards of society or they should follow the new and radical way of life

which has been affected by the western culture. So there is a need to impart life skill education to the Indian adolescent students to tackle with their difficulties and to help them in solving their problems. The Indian adolescents have the following types of problems and face the dilemmas of newly established life style.

1. *Sex behaviour:* - As the pre-marital relationships are not permissive in the Indian society, the Indian adolescent boys and girls have many strains and stresses due to taboos of having sex-relationships between them before their marriages. Hence they become rebellious, non-corporative, and antisocial and sometimes they commit immoral acts; for which they develop guilt feelings in their lives and remain unadjusted socially in the future married life. So they should be properly educated regarding their sex behavior.

2. *Unemployment:* - Due to unemployment and under-employment in our country, most of the young persons are not being placed well in their professional life after receiving the graduate and post-graduate education. While studying in schools, colleges and universities they think about their dark futures due to the prevailing scenario of the society. Hence they feel frustrated, maladjusted and develop some type of mental disorder and create problems. They prove to be headache for the parents and elders in the family. Hence need arises for providing skill development education to prepare them for their bright future and prosperous life.

3. *Drug addicts:* - Due to many frustrations at homes and school and later on in their lives they fall victim to drugs and become addicted to alcoholism and drug abuse. Firstly, when they resort to these bad habits; they find pleasure and solace for overcoming their problem; but later on they find that they have fallen prey to them, they repent and some of them go in depression. Education should be designed in such a way that the youth may be saved from falling victims to drugs and alcoholism.

4. *Conflict with elders:* - Due to generation gap; there is always a conflict between the parents and their adolescent children. Parents still believe that they are just children and try to dictate them; whereas the adolescents think that they have grown up and want to be independent. Due to these diverse opinion and attitude of parents and adolescents; there is always a conflict between them which create some problem of inter-personal relationships. Here there is a dire need to give the knowledge of adolescence psychology to the parents.

5. *Parental deprivation:* - Life in this modern age has become very complicated. As both husband and wife have to work for their livelihood and for honorable living as well as for economic reasons; the parents do not have time for their adolescent children. Every child wants love, affection and attention from his parents. When he is unable to get the same at home; he will look forward outside the home from some other person. It is very dangerous for the adolescent girls; when they find their peer group to reciprocate with them and also to compensate with the maternal love. They also try to discuss their new physiological changes especially sex matters with their friends and sometimes they are misguided and go astray to find the company of some member of the opposite sex and get

pleasure from their physical relationships. Every parent should have psychological knowledge to understand their children.

6. *Value system of the Society:* - The modern society is heading towards developing new value system and it expects from the new generation; especially adolescents to adopt the new moral values. But adolescent boys and girls come into conflict with the new value system and try to disorganize the system; as they blame the society for the wrong deeds. Schools must make proper arrangement for the moral and spiritual education for the adolescent students.

Hence there is a need today to change the attitude and thinking about adolescents. Adolescence is no longer a period of stresses and strains, emotional upheavals and turmoil. Actually, it is the stage of 'redefining the self' by adolescents to explore, establish and achieve one's identity, to make judicious choices of courses of study, to choose proper career and make sincere efforts to enter it, to form, establish and maintain generous long lasting interpersonal relations; to recognize and realize their potentialities and prepare themselves to enter adulthood with strong determination. Here the role of teachers and parents is of immense importance.

8. Role of schools for the balanced personality of adolescents

School plays an important role during adolescent period. The environment and the nature of school also have its impact on adolescent life. Huizinga and Jacob (1998) says that more than eighty percent of adolescents had been involved in one or more problem at school such as truancy, suspension, poor academic development and in extreme cases drop out completely. All of these problems might be too much to handle for some if not most of adolescents and the relationship between them and school becomes affected. The kind of environment in the school also plays an important role because if the school has a high rate of non compliance students, violence and aggression, it tends to circulate easily within such environment, also disorganization within the school structure and lack of enforced rules and guidelines increase aggression and mood disruptions among adolescents.

Hence the school can play a great role to help the adolescent boys and girls to fulfill their needs, solve their problems, and overcome their difficulties and to enable them to pass through this critical period of their lives smoothly and to adjust themselves to the environment. After considering the developmental characteristics, the school programmes can be adjusted to develop the harmonious, balanced and well integrated personalities of our adolescents. So, the educational activities should be based on the needs of adolescents. There is much which parents and teachers can do to help the adolescents to have better personal, emotional and social adjustment. A few suggestions are given on next page: -

1. *Emphasis on physical activities and games:* - The school should make the physical activities and games compulsory in the curriculum. In order to channelize the surplus physical energy of the adolescents, it is very essential to have physical activities and exercises like mass drill, games, dancing,

gymnastics and hiking etc in the schools. According to Stanley Hall, 'Dancing is one of the best expressions and pure play and pure motor need of the youth. Perhaps it is the most liberal of all forms of motor education.'

2. *Provision for sex education:* - Since most of the problems of the adolescents centre on sex and its problems, the school should make provision of sex education. Before the onset of puberty, it is necessary that the girls should be told the facts about the flow of blood during menstruation period and the boys about seminal emissions, so that they may not take a wrong attitude about sex. It is better that the instructions about sex should be given freely and frankly by qualified persons like doctor, teacher and social worker. Girls should be educated about menstruation and the boys as regards the involuntary changes brought in the genital organs.

3. *Introduction of co-curricular activities:* - We all know that adolescence is a period of emotional upheavals, what is required is to help him in emotional stability. In order to sublimate his emotions, the school should introduce hobby class like music, art, and painting and also give facilities for other co-curricular activities. There should be activities in the form of debates, declamation contests, paper reading contests, group discussion, poetical symposiums, literary work and drama etc. NCC, scouting, girl guiding, excursions and trips to various places of historical, geographical, scientific and cultural importance should be made a compulsory part of school life. These co-operative activities develop social characteristics which are useful for successful adjustment. These activities develop the team spirit in children and teach them how to help themselves and co-operate with others. These programmes can be utilized to sublimate many of the impulses and emotions of adolescents, in order to make them physically, socially and morally strong.

4. *Emphasis on manual work:* - Adolescence is a period when a number of physical and physiological changes occur. The adolescent is full of physical strength. In order to utilize his physical energy, some type of manual work should be made compulsory for all the adolescents in the form of work experience.

5. *Teaching of moral education:* - Moral and religious education should be given to adolescents. It may consist of lectures by saintly persons during the morning assemblies and also celebration of functions of all the religions. The spirit of brotherhood and humanitarianism should be taught, propagated and cultivated. The students should be helped to develop strong moral sentiments and ideals like patriotism, nationalism, self-sacrifice, honesty, truth, beauty and goodness. These programmes will help adolescents to learn the spirit of religious tolerance, to develop the feeling of brotherhood, co-operation, sympathy and empathy etc.

6. *Democratic atmosphere:* - There should be a democratic environment in the school. Individualities of adolescents should be respected and their opinions should be honored by the teachers. Leadership training camps should be organized. There should also be provision for various societies and associations in the school. The teachers should show sympathetic and affectionate attitude towards students and deal them psychologically. Students must have freedom to

express their thoughts, needs and requirements before the authority. They should be patiently listened to and adequate measures should be adopted to resolve their problems.

7. *Centers of community service:* -The school should become the center of community service, where the students should participate actively in the social services for the community. The parents should also co-operate with the school in helping the adolescents in solving their difficulties. A close relationship should be established between the community and school. Adolescents must be brought in contact with real life situations.

8. *Guidance Centers:* - There should be guidance and counseling centers in school, where the adolescents may discuss their problems and may get suitable educational, vocational and personal guidance. Teachers with the cooperation of counselors should help the adolescents in solving their problems and making personal, social and psychological adjustments.

9. *Conducive environment:* - The most important function of the school is to provide conducive environment within the school for the proper development of their mental abilities. The school should provide good libraries and opportunities for free discussion. The need of adolescents should be given proper place in the school curriculum. Adolescents should be provided opportunities for the development of their creative abilities. Divergent thinking should be encouraged. The teacher should present an ideal model through his teaching in the class. The teacher should help adolescents to develop positive attitude towards life.

10. *Proper library facilities:* - As adolescence is a period of intellectual excellence, excellent library facilities should be provided. Adolescence should also be encouraged to give expression in writing about different issues and problems including what they think about themselves and others.

11. *Parents-teachers' association:* - This association should be formed and sincere and committed efforts should be made jointly to understand the problems of adolescents and to take up the necessary measures to resolve them. Teachers and parents should also provide their own good examples and act like good role models; as adolescents try to imitate them consciously or unconsciously. Affection, patience, firmness, consistency and commitment on the part of teachers and parents will go a long way in the healthy development of children.

12. *Miscellaneous functions:* - Many other functions of the school may be as follows: -

- a) The school should arrange medical examination of all adolescents and proper arrangement of health education should be made in every school.
- b) Adolescents coming from poor socio-economics families or culturally backward areas should be provided balanced diet for proper physical development.
- c) The school should impart information to the adolescents regarding proper balanced diet, personal hygiene and cleanliness etc.

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- d) Some tasks of responsibility should be given to the adolescents, so that they may accept responsibility, get some social status and exercise their own judgment.
 - e) The teacher should make a thorough understanding of the developing characteristics of adolescents and adapt the school programmes accordingly.

In the end, it can be said that the school with the cooperation of various other agencies can do a useful service to the adolescents in solving many of their problems, so that they may prove asset to the society.

9. Summary

Adolescents can be referred to as individuals having age between 12-18 years. An adolescent attains his maximum growth and development in terms of the physical, mental, emotional and social as well as sexual development. During the adolescence period, there are marked physiological changes which take place. They are (i) change in height and weight (ii) changes in bodily development (iii) change in body-functions (iv) secondary sex characteristics and (v) sexual development. In the emotional development there are (i) heightening of emotions, (ii) emotional feelings are widened, (iii) high hopes and aspirations, and (iv) special feelings. Common emotional patterns in adolescents are (i) love and affection, (ii) joy, pleasure and delight, (iii) emotion of anger and worry, (iv) Social development consists of (i) influence of peer group, (ii) social consciousness, (iii) social interests, (iv) social service, and (v) group loyalty.

Strains and stresses in relation to adolescents can said to be the challenges faced and dealt with during this process of growth. These stresses and storms can be related to the pressures and expectations from the society, media and peers group. At the same time, the development from childhood into young adulthood brings new cultural and societal opportunities and expectations. At no other time in life do so many shifts in development and social contexts occur simultaneously. Psychologists have come to recognize the fact that adolescence is a unique period in the human development. Besides, conflicts with parents, mood disruption and dodgy behaviour, there are different factors responsible for why adolescents experience various storms and stress during this stage and this is due to the rapid changes and transitions going on in the body and in the environment around them.

There is a crisis of identity and role confusion in this period, as adolescents explore their independence and develop a sense of self. Adolescent seeks to establish a clear self-identity—an understanding of their own unique traits which is the central importance to them. Adolescents adopt many different strategies to help them resolve their own personal identity crisis. They try out many different roles and join many different social groups. Initially, they are apt to experience some role confusion—mixed ideas and feelings about the specific ways in which they will fit into society—and may experiment with a variety of behaviors and activities.

Cognitive development is the construction of thought processes, including remembering, problem solving, and decision-making. Cognitive development refers to how a person perceives, thinks, and gains understanding of his or her world through the interaction of genetic and learned factors. Adolescents develop the mental and cognitive characteristics such as (i) development of intelligence, (ii) reasoning and abstract thinking, (iii) development of memory and imagination, (iv) development of ability of generalization and understanding, (v) widening of interests. Among the adjustment problems, the most prominent are: (i) adjustment to physical growth, (ii) mental competition, (iii) emotional disturbances, and (iv) problem of home adjustment and (v) problem of adjustment with friends.

There is a need to impart life skill education to the Indian adolescent students to tackle with their difficulties and to help them in solving their problems. The Indian adolescents face the dilemmas of newly established life style, such as (i) sex behaviour, (ii) unemployment, (iii) drug addiction. (iv) conflict with elders, (v) parental deprivation, and (vi) value system of the Society. There is much which parents and teachers can do to help the adolescents to have better personal, emotional and social adjustment. There should be emphasis on physical activities, manual work, games and provision for sex education. Co-curricular activities, teaching of moral education, democratic atmosphere: centers of community service, guidance centers should be introducing Conducive environment proper library facilities, and Parents-teachers' association should also be strayed.

Quadrant-III**Learn More/Web Resources/Supplementary Materials****References**

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- *Learner, Learning and Cognition* (2010) Dr. Agyajit Singh Twenty-first Century Publication, Patiala.
- *Development of the Learner and Teaching Learning Process*. (2012) Dr. Agyajit Singh, Twenty-first century Publication, Patiala.
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Quadrant: IV**Self-Assessment**

Description: In self-assessment Question No. 1 to 10 consist of multiple choice questions in which learners are required to select the correct one out of the four alternatives and Question No. 11 to 15 give answer in 50-60 words.

1. Who gave the statement, "Adolescence is a period of strains and stresses, storm and strife?"

- (a) Erickson (b) Stanley Hall (c) Freud (d) Jesild

2. Who devised the theory of psychosocial theory of Development?

- (a) Freud (b) Thorndike (c) Erickson (d) Rogers

3. The concept of psycho-sexual development among adolescents was given by:

- (a) Vygotsky (b) Piaget (c) Bandura (d) Freud

4. Crisis of identity and role confusion was the fifth stage of Psych-social development. The idea was given by:

- (a) Erickson (b) Kurt Lewin (c) Freud (d) Rotters

5. The latency period in human development is considered the period of:

- (a) Later Childhood (b) Adolescence (c) Early Adult period (d) Later adult period

6. Adolescent cognition is related with his development such as:

- (a) Physical (b) mental (c) emotional (d) social

7. Adolescent Education is needed for:

- (a) Physical changes (b) Emotional health (c) sexual education
(d) Social adjustment

8. Life Skill Education is useful to the adolescents because it helps them

- (a) To learn social skills (b) for behavior modification
(c) To have emotional stability (d) for sexual behavior

9. Who should provide the sex education to the adolescents?

- (a) Parents (b) Teachers (c) Doctors (d) Friends

10. The objective of schools for the education of the adolescents is:

- (a) All round development of the personality

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- (b) Competency in the success of examination
 - (c) To help them to get jobs
 - (d) To finish the courses
11. "Adolescence is the period of strain and stress." Discuss.
 12. What are the physical and mental characteristics of Adolescents? Discuss along with their educational implications.
 13. State the characteristics of emotional development during adolescence and point out their educational implications.
 14. Explain the implications of social development of an adolescent for adjustment in schools.
 15. What is the importance of sex education for adolescents? Discuss how you would organize the programme of sex education in school.

Scoring key

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|-----------|---|-----------|---|-----------|---|-----------|---|------------|---|
| 1. | b | 2. | c | 3. | d | 4. | a | 5. | b |
| 6. | b | 7. | c | 8. | a | 9. | c | 10. | a |