

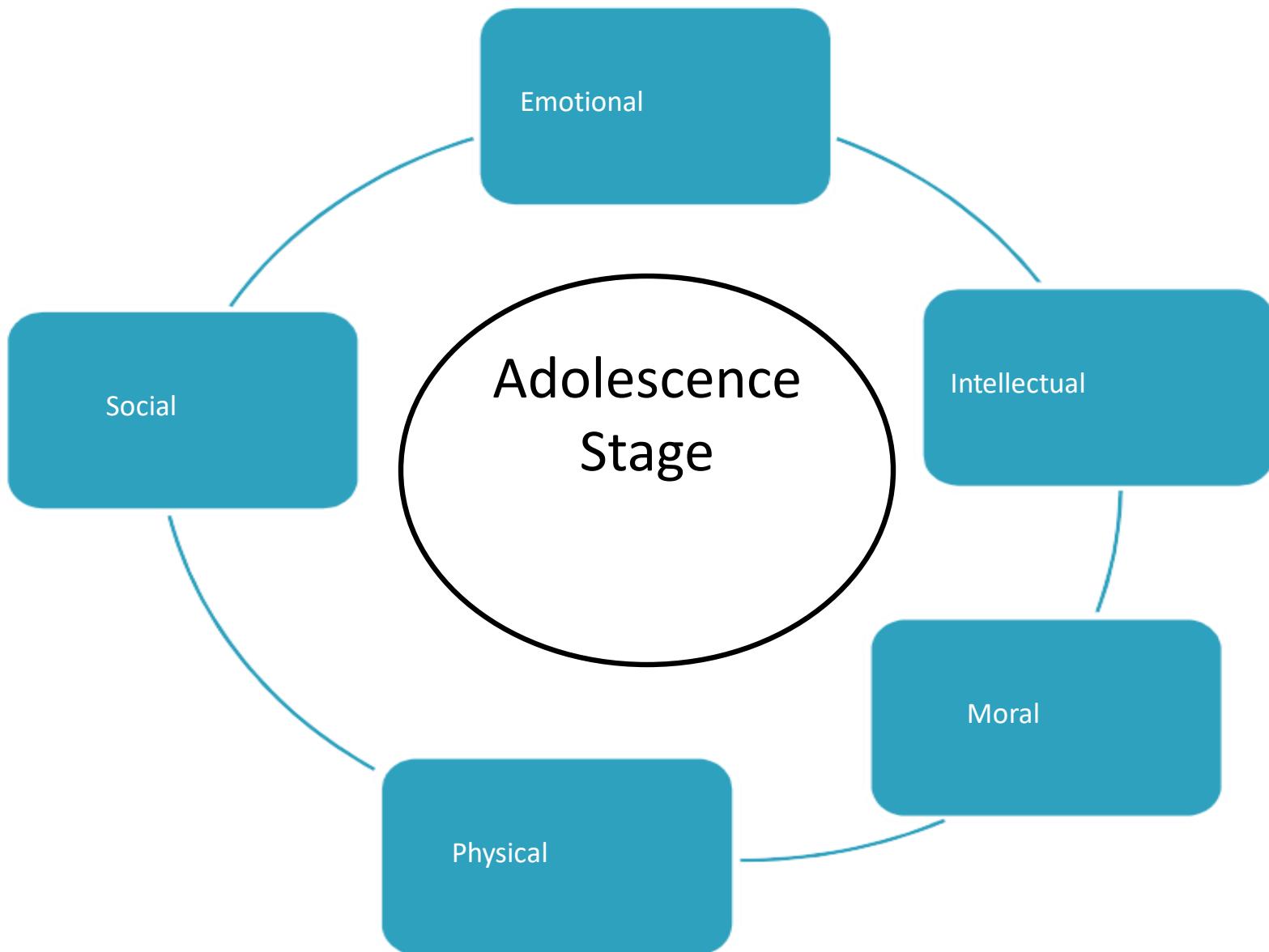
**BED 411 CHILDHOOD & GROWING UP
B.Sc. B.Ed. Four Year Integrated Course
UNIT N0.1.2.**

e) Adolescence stage

**Dr. Karan Bhise
Assistant Professor
School Of Education, SPPU, Pune .**

Adolescence stage :

- ▶ Physical
- ▶ Mental
- ▶ Emotional
- ▶ Moral
- ▶ Social aspect



WHO defines adolescence both in term of age (spanning the ages between 10 and 19 years) and in term of a phase of life marked by special attributes. These attributes includes:

- ▶ Rapid physical growth and development
- ▶ Physical, social and psychological maturity, but not all at the same time.
- ▶ Sexual maturity and the onset of social activity
- ▶ Experimentation
- ▶ Development of adult mental process and adult identity
- ▶ Transmission from total socio-economic dependence to relative independence

Physical Development

- ▶ At the adolescent stage, marked changes take place in the following domain:
- ▶ Height and Weight
- ▶ Bodily Proportion
- ▶ Change in Voice
- ▶ Increase in motor performance
- ▶ Sexual changes

Educational implications of physical growth and development:

- ▶ A program of physical growth and development is not confined to the playground but should pervade the classroom and in fact the entire school programme. Physical development in the class room may take the following forms:
- ▶ Direct instruction emplacing the necessity of having a good physique may be given.
- ▶ Suggestions regarding the maintenance of good health are very helpful.
- ▶ Emphasis on right posture should be laid
- ▶ Provision of good seating and lighting arrangements in the classroom, thereby impressing upon them the importance of studying under healthy surroundings should be made.
- ▶ Providing ample opportunities to the children for physical activity should be given its due importance.
- ▶ Physical exercise for any child should be compulsory in the school.
- ▶ Various activities promoting physical development should be well planned and children should be encouraged to take part in these activities.
- ▶ At this stage, students also have sexual development. It is necessary for us to impart them sex education.
- ▶ Teachers should be conversant with norms of motor development of the child.

Cognitive Development

- ▶ *Mental or intellectual development implies the growth and development of those abilities and capacities of the adolescent that enable them to accomplish a task that need complex cognitive abilities and enable them to adjust their behavior to the ever changing environmental conditioning.*
- ▶ Cognitive abilities include abilities like sensation, perception, imagination, memory, reasoning, understanding, generalization, interpretation, problem solving and decision making etc. In fact most parts of the school programmes relax to mental development.
- ▶ The adolescent learns to reason and seek answer to how and why of everything rationally and scientifically. Power of critical thinking and observation in much developed. They are more creative and inquisitive. They are almost critical of everything. They develop a lot of imagination. This

Social Development

- ▶ Educators have defined social development in a number of ways. E.B. Hurlock thinks “Social development means the attaining of maturity in social relationships”
- ▶ H.E. Garret states “Socialization or social development is the process whereby the biological individual is converted into a human person”

Thus social development refers to the process of development by which a child acquires the necessary attitudes, skills and values that makes him an acceptable member of the group to which he belongs.

Role of the teacher in social development of the Adolescent.

A teacher can play a vital role in the social development of adolescent under his charge. He exerts a great influence upon the development of the personality of the adolescent.

Following are the important suggestions for the social development of the adolescent.

1. Adolescent may be taken from time to time to public places like museums, courts and places of historical importance etc to observe social interaction.
2. People engaged in different economic activities or vocations may be invited to school for giving a description of what they do and how useful their work is to the nation. This will enable the adolescent to be acquainted with those around them in the society.
3. Adolescent should be acquainted with the social events like the celebration of the birthdays of leaders.
4. The school programme should be full of numerous co-curriculum and curricular activities in which adolescent meet, co-operate and learn from each other's personality.
5. Stories depicting self-sacrifices made by great men for the cause of general good may be told to adolescents so that they are motivated to rise above petty gains and work for the betterment of the humanity.

Emotional Development

- ▶ Emotional development is one of the major aspects of adolescent's growth and development.
- ▶ Not only adolescent physical growth and development is linked with his emotional make-up but his aesthetic, intellectual, moral and social development is also controlled by his emotional development.
- ▶ To keep one's emotions under control and be able to conceal them is considered a mark of strong and balanced personality.

Therefore, adolescents must be trained to control their emotions and achieve a mental balance and stability which will lead to individual happiness and social efficiency.

Role of the school and the teacher in satisfying the needs of the emotional development of the adolescent:

Following are the ways for meeting the needs of the adolescent:-

- 1.** Providing equal treatment irrespective of consideration of wealth, status or gender of the adolescents.
- 2.** Using dynamic and progressive methods of teaching-learning
- 3.** Love and affection as the part of teacher to be made the basic of work
- 4.** Balanced emotional behavior of the teacher himself
- 5.** Creative and democratic classroom and school discipline
- 6.** Healthy physical conditions in the school
- 7.** Due regard to individual differences of the adolescent
- 8.** Due regard to the individuality of the adolescents
- 9.** Adequate provision for a variety of co-curricular activities
- 10.** Provision of sex education
- 11.** Rich and varied curricular

Moral Development

- ✓ By morality we mean conformity to the moral code of the social group.
- ✓ The term comes from the *Latin word “mores”* meaning manners, customs or folkways.
- ✓ To act in a moral way means to act in conformity to group standards of conduct.
- ✓ Morality also includes a sense of right or wrong behavior which has to do with the conscience of the individual.
- ✓ Moral behavior is learnt.
- ✓ Moral standards vary from group to group depending upon what has been accepted by the group as a socially approved behavior.

True morality comes from within the individual. It is internal in nature and not imposed by external

Bowley and others are of the view that a person of moral character has the following qualities

- (i) self control (ii) reliability (iii) persistence in action (iv) industrious(v) feeling of responsibility (vi) consciousness

Role of the school environment

Behaviour and norms adopted in the immediate environment influence the adolescent in shaping his moral behavior. It is very unfortunate that generally elders observe double standards of morality. We hardly practice what we preach. These double standards are observed by adolescents. It is therefore, very essential that elders set high standards of morality.

Role of the Teacher

It has been stressed again and again that nothing can be more helpful in moulding the adolescent's moral behavior than the teacher's own conduct. A teacher has to set a high standard of moral behavior before the adolescent.

Reference:

- ▶ Dr.Robinson, BHARATHIDASAN UNIVERSITY TIRUCHIRAPPALLI – 620 024,CENTRE FOR DISTANCE EDUCATION