

NO.EDN-HE (21) F (9)07/2008-AIDS-L

Directorate of Higher Education

Himachal Pradesh

Telephone No.0177-2653120, Extension: 234 Fax: 0177-2812882

E-mail:dhe-sml-hp@gov.in

E-mail:genbr@rediffmail.com

Dated: Shimla-171001 the December, 2019

To

All the Deputy Directors of Higher Education of  
Districts Bilaspur, Hamirpur, Kangra, Mandi,  
Solan, Sirmour and Una Himachal Pradesh.

Subject: - Regarding meeting on implementation of module for Adolescence Education  
Programme of Himachal Pradesh.

Memo,

As per the discussion held in the meeting on dated: 17th December,2019 in chamber of  
Directorate of Health SDA complex under the Chairmanship of Dr. Ajay Kumar Gupta, Health Service-cum- Project  
Director, HPSACS it was decided :

Adolescence Education program is a key intervention to build 'life skill' of the adolescents, to  
help them cope with negative peer pressure, develop positive behaviour, improve sexual health, avoid substance  
dependence and prevent HIV infections. Himachal Pradesh State AIDS Control Society in collaboration with  
Department of Education is going to implement AEP as per module Developed by NCERT.

As per programme Structure, two teachers (one Lecturer/ PGT/ Lecture new, one TGT) one  
male and one female will be trained in one day Training on AEP at District Level. 400 schools are to be selected from  
summer closing schools (having maximum strength).Out of 400 schools the districtwise break up of no. of schools for  
selection is enclosed as per Annexure - A. Further these trained teachers have to implement programme with full  
commitment by giving 16 hours of programme in academic year.(copy enclosed As per annexure -B)

You are directed to select the schools and send the list of nominated teachers with phone no  
to this Directorate on or before 23<sup>rd</sup> December, 2019



Director of Higher Education  
Himachal Pradesh

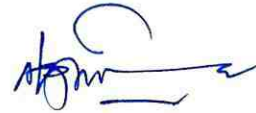
Endst.No. Even Dated: Shimla-171001 the December, 2019

Copy for information to:-

- 1 Director Health Services, HP -cum Project Director, HPSACS, Shimla-2 w.r.t. his letter no. 3554-57 dated:-12-12-2019.
- 2 The Superintendent (IT/Cell) (Computer/I.T. Cell), Directorate of Higher Education is hereby requested to upload the letter on the Departmental website.
- 3 Guard File.



**20 DEC 2019**

  
Director of Higher Education  
Himachal Pradesh

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## No of schools to be selected from each district

Name of district	No. of schools
Bilaspur	50
Hamirpur	50
Kangra	90
Mandi	90
Solan	50
Sirmour	30
Una	40



## Guidelines for Adolescence Education Programme

### 1.1. Background

India has the third highest number of estimated people living with HIV in the world. According to the HIV estimations 2012, the estimated number of people living with HIV/AIDS in India was 20.89 lakh, with an estimated adult (15-49 age group) HIV prevalence of 0.27% in 2011 (Annual Report, NACO, 2013-14).

India's 243 million adolescents, aged 10-19 yrs, make up 20 percent of the national population and is the largest adolescent population in the world (UNICEF, 2012). Adolescent population of India was more than the total population of 18 Western Asian Countries in 2011

Today's adolescents are shaping social and economic development, challenging social norms and values, and building the foundation of the world's future. Maturing earlier than previous generations, both physically and socially, adolescents have high expectations for themselves and their societies, and are imagining how the world can be better. Connected to each other as never before through new media and because of globalization, they are driving social progress and directly influencing the sustainability and the resilience of their communities and of their nations.

Adolescents today live in complex and changing environments that leave them vulnerable and put them at risk to physical or psychological harm, resulting in a negative impact on their long term health and potential. They face significant risks related to sexual and reproductive health, and many lack the knowledge and power they need to make informed sexual and reproductive health choices.



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## 1.2. The Need for an Educational Intervention

The situation at present is that 243 million adolescents in India are standing at the crossroads between childhood and the adult world. As they stand at these crossroads, so do societies at large – the crossroads between losing out on the potential of a generation or nurturing them to transform society. It is in this context that the need for an educational intervention has been strongly felt. This need in context to India holds great importance as the school curriculum does not include crucial elements of reproductive and sexual health such as physical, psychological/mental development especially in the context of sexual development during the period of adolescence.

There are contents on the biological aspects of the reproductive system in the school syllabi and textbooks, but education in these elements cannot be completed by giving simply the biological information. There is a need to focus on physiological, emotional and socio-cultural dimensions of the adolescents in a holistic manner.

Moreover, the greater need is to equip these adolescents with life skills, so that they can cope with the challenges and pressures life will offer in due course of time. Adolescence education in schools in India has been started with a view to providing authentic knowledge to students regarding the process of growing up, HIV/ AIDS and substance (drug) abuse, influencing their attitude, behaviour and value orientation, and developing in them the needed life skills.

## 1.3. Rationale

The Adolescence Education Programme (AEP) by National AIDS Control Organization is a key intervention to build 'life skills' of the adolescents, to help them cope with negative peer pressure, develop positive behavior, improve sexual health, avoid substance dependence and prevent HIV infections.

There is a lack of comprehensive database on which a general and holistic profile of adolescents in India can be portrayed and based on which their needs can be identified more accurately. As the adolescents stand on the threshold of adulthood, they need authentic knowledge that helps them understand the process of growing up to deal with complexities of life.

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## 1.5. Target group

**1.5.1. Target Group:** Adolescents aged 10-19 years studying in classes 8<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup>. The objective of the programme is to provide 100% quality coverage for all students in classes 8<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> (*proposed following the National Youth Consultation Meet, July 2014*) in all government and government aided schools.

- The curriculum is covered in 16 hours every academic year.

The 16 hours programme includes sessions on:

- a. Growing up and adolescence
- b. Adolescent Reproductive and Sexual Health
- c. Mental health issues and Substance abuse
- d. STIs/RTIs and HIV/AIDS
- e. Life skills for HIV prevention; and
- f. Question boxes activity sessions

The currently available toolkit is NACO's 2007-08 modules which has been further adapted and conceptualized by states.

**The Toolkit for AEP has three components:**

- Teachers Handbook
- Facilitators' Guide
- Advocacy Kit

These training and resource materials are meant for a range of facilitators, including, the master trainers (could be AEP officials in the national implementing agencies, officials in the education departments, school administrators, principals, teachers) and nodal teachers.

The resource material has to be transacted to students in classroom situations. Based on the age appropriate concerns of adolescents, some activities have been identified for transaction with class 11 students only. Facilitators may need to use their own discretion when organizing these activities to avoid any confusion or controversy in the minds of learners.



### 1.3. Evolution of AEP

The AEP programme was designed on the basis of key learning's from the "School AIDS Education Programme", "National Population Education Project" and "Adolescent Reproductive and Sexual Health Programme". Ministry of Human Resource Development scaled-up the above programmes under the umbrella of AEP in all the states across the country in the year 2005 through Department of Education (DoE) in collaboration with State AIDS Control Societies (SACS) and National AIDS Control Organization.

### 1.4. Aims and Objectives of AEP

1. *To Reinforce/support* development of behaviours that will empower adolescents to make healthy choices.
2. *To Provide* opportunities for the reinforcement of existing positive behaviour and strengthening of life skills that enable young people to protect themselves from and to cope with risky situations they encounter in their live.
3. *To ensure* that all schools provide accurate age appropriate life skills based adolescence education in a sustained manner to adolescents (10-19 yrs) in classes 8<sup>th</sup>, 9<sup>th</sup> & 11<sup>th</sup>.
1. *To equip* every adolescent with accurate information, knowledge and life skills to protect themselves from HIV and manage Adolescent Reproductive Sexual Health issues and concerns;
2. *To effectively integrate* adolescence education components in school curriculum as well as in institutes where teacher education courses takes place.



### 1.6.2. Implementation Process :

#### Existing Structure:

- Two teachers (one male, one female) are identified per school as nodal teachers for transacting AEP.
- The nodal teachers are trained at the district level by master trainers (Trained at the state level).
- AEP is conducted by the nodal teacher using a minimum of 16 hours per academic year.
- The classes are conducted separately for boys and girls and gender appropriate adolescence education is imparted to the students.
- The training at district level is done by the Department of Education in collaboration with SACS.
- SCERT in most of the states is involved in revision of the existing guidelines every year.
- The training at State level is done for 3-5 days and at district level, it is for 1 day.
- The current fund allocated for AEP is Rs. 1000 per school (Rs. 500 per teacher@ some place it is 650 for training and 350 for school level activities).
- At present, there is no money available for school level activities or training of peer educators.

## 1.6. Implementation & Methodology

### 1.6.1. Rationale for development of implementation strategy

The strategies for the institutionalization of adolescence education in the education system and methods of curriculum transaction need to be carefully identified primarily because of the following characteristics of this area:

- Since adolescence education focused primarily on life skills development has emerged as a curricular area in response to the pressing demands emanating from outside the education system, it is considered to be imposed on the education system and hence is often not put through the general curriculum planning and review process. It is often given, if at all it is done, a marginal space within the curriculum.
- It deals with contents that are very sensitive in nature and there is an in-built resistance to these elements. Its content structure is still undergoing the process of validation.
- This educational area focuses on problems confronted by adolescents who have been traditionally treated as a homogeneous group which they are not. The variations in their age-range and their socio-cultural settings indicate their heterogeneous nature. More often than not the elitist and urban bias creeps in the process of its conceptualization, and this creates another set of problems.
- Adolescence education is primarily aimed at influencing the non-cognitive domain and developing life skills among the learners. This needs transactional strategies that create experiential learning situations in consonance with the immediate socio-cultural environment of the learners and are basically interactive.
- Although there is an increasing realization of the urgency for adolescence education and developing coping skills among adolescents, the age-old inhibitions and perceptible apprehensions in the adult world would require persistent efforts aimed at creating enabling environment for this educational intervention in schools.

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## **2. Major activity component to be covered under AEP**

### **2.1. Advocacy**

The foremost need is to create an enabling environment for acceptance of the programme, increase awareness on the need for the programme and breaking down myths and misconceptions around adolescence education in schools. In states where the programme is not functional, it will require advocacy with policy makers, opinion leaders, government functionaries/departments, school principals and teachers including parents. Sensitization meetings, orientations etc may be to be organized. (Refer to details on Advocacy given in the Advocacy Kit).

### **2.2. Transaction of Life skills based co-curricular activities**

AEP provides priority to the organization of life skills based co-curricular activities, even though the integration of adolescence education elements in syllabi and textbooks has the potential to make this educational intervention a permanent part of school curriculum. However, in view of the urgent need, co-curricular activities focused on life skills development can be organized in schools. Activities mentioned in the revised "Teacher's handbook" ( In case NCERT module is being used, case studies can be used ) prove very effective in not only providing accurate and adequate information to students but also aids in inculcating in them positive attitude and developing the needed life skills in students.



### 2.3. Training

Adolescence education being a new curricular area with certain uniqueness, there is a need to develop capabilities among those who are engaged in its transaction, and more particularly the teachers who are key actors in the successful transaction of this curricular area especially focused on life skills development.

The following training activities are therefore conducted under AEP:

- Training of master trainers who in turn train the teachers, peer educators and other functionaries;
- Intensive training of teachers, peer educators and other functionaries for empowering them to transact this curricular area with ease, competence and need-based culture specific care; and also to hold regular consultations with parents and other critical target groups identified at different levels;
- Organization of life skills focused activities for students in and out of classrooms by teachers/peer educators; and
- Coordination and monitoring of various activities and the Programme

#### **Implementation Agency for Training:**

The implementing agency for training under the AEP programme at State level should be SCERT. SCERT has the requisite technical expertise for conducting training of teachers and revision of modules.

Training will happen at 3 levels:

State level- Training of Teachers (Master Trainers) (3 days)( Many states already has a pool of Master trainers at the state level)





- Mapping of district wise information of schools covered and teachers trained may be done from SCERTs.

**2.3.3. Training of Peer Educators: 2 PEs/per class (in total 6 PEs per school )**

Peer educators constitute a potential group that has to contribute substantially to the effective implementation of Adolescence Education Programme. In order to enable them to perform their roles well, they are to be adequately equipped through training. It has to be realized that the training of peer educators is different from that of teachers or any other group of educational functionaries. Peer education approach under AEP is not only to facilitate sharing of knowledge but also to develop life skills among peer group members. Peer education is an effective behaviour change strategy and the peer educator's role is especially pivotal in AEP education. (Detail Training Design and Schedule attached in Facilitators' Guide)

**3. Monitoring**

- AD( Youth) / In charge (Youth) at SACS will send quarterly progress reports and financial statements to NACO. SACS/ DAPCU personnel to undertake monitoring visits of selected schools/orientation programmes sessions to record impact assessments.
- The Schools will submit a completion report of 16 hours AEP Curriculum to the District Education Officer(DEO) . DEO will submit the Utilization Certificate for the schools to SACS (AD (Youth) every quarter.

**➤ Role of Master Trainers in Monitoring**

Master Trainers may have to extend their cooperation in the monitoring process of AEP. They should time to time visit schools to assess the level of understanding developed in students through AEP. They also should interact with the nodal teachers time to time and send a report to SACS on his observations and suggested actions required.

**➤ Role of Nodal Teachers in Monitoring**

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District level: Training of Nodal Teachers of schools (1 day)



School (1 day training of peer educators)

At the district level, the coordination between Schools & DEO should also involve SACS representation during training and school level activities.

**Resource person** Experienced trainers can be the resource person for training at State level from SCERT/SACS/NHM/UNFPA

### 2.3.1. Training of Master Trainers:

Experts under AEP constitute the key resource group having primary responsibilities for the training of nodal teachers, peer educators and other functionaries. Generally, they are considered experts who engage the trainees in sessions on concerned topics of their interest and specialization. They have to perform all functions that are needed for planning and successful organization of the Training Programmes. The training needs of different target groups and teachers vary, and hence the considerations for organization of these training programmes need to be kept in mind beforehand. (Detailed Roles and training schedule attached in Facilitators' Guide).

**2.3.2. Training of Nodal Teachers:** Two Nodal Teachers per school (One male, one female) are selected for transacting AEP per schools. Under AEP, the nodal teachers selected by schools have to perform certain roles that the regular subject teachers are not supposed to do.

- The nodal teachers have to perform all such functions as are required for effective transaction of adolescence education based on the Teachers' Workbook.
- Besides organizing life skills based activities in and outside classrooms, they have to conduct advocacy activities and also the monitoring activities at school level.
- Two teachers should be trained per secondary and senior secondary school for AEP.
- Teachers training strategy should be developed by SCERTs in respective states

- Monitoring visits to AEP schools and organizing interactive session with students to assess the knowledge levels and efficacy of AEP programme

#### **4. Module:**

The module to be used for Adolescence Education Programme is 2007-08 NACO module as adopted and conceptualized by states or the NCERT Training & resource material for AEP the module is to be covered within in 16 hours within the academic curriculum.

The 16 hours programme include sessions on

- a. Growing up and adolescence
- b. Adolescent Reproductive and Sexual Health
- c. Mental health issues and Substance abuse
- d. STIs/RTIs and HIV/AIDS
- e. Life skills for HIV prevention; and
- f. Question boxes activity sessions

**At Present, the states are using 2007-08 AEP toolkit developed by NACO.**

However, NCERT's developed Training material for AEP may be used in states where the programme is suspended or non functional.



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Nodal Teachers are also to extend their cooperation in the monitoring process of AEP at the school level. They should organize time to time interactive sessions, games, exposure visits to SACS to engage students and enhance their knowledge. They are also required to send monitoring report to SACS on quarterly basis.

Monitoring Formats that have been developed by NCERT for assessing the knowledge and understanding levels in teachers as well as students are elaborate and tactful. They can be used for monitoring.

The Following Formats are present at annexure:

- a. Pre test & Post Test Questionnaire ( Attached at Annexure 1)
- b. Pre test & Post Test Questionnaire ( Attached at Annexure 2)
- c. School Monitoring Format (Attached at Annexure 3)
- d. Advocacy Feedback Form (Attached at Annexure 4)
- e. SACS reporting Format( Annexure 5)

#### **Roles and Responsibilities of Assistant Director Youth.**

- Developing overall strategy for the running Adolescence Education Programme (AEP) in the state as per the National AEP Operational guidelines.
- Identify and develop linkages with NHM/RKSK etc for state level support and coordination.
- Organizing training at state level for Master trainers and coordinating training at the district level.
- Macro level planning of the overall programme including achievement of target, conducting refresher training, trainings of nodal teachers, collection of UCs.
- Monitoring, supervision and reporting of the AEP programme to NACO on quarterly basis.
- Updating the Project Director of SACS on the development/progress with regard to AEP
- Ensuring funds are allocated and disseminated for the programme.
- Providing technical inputs in trainings of Master Trainers and Nodal Teachers



**5. Proposed Budget:**

The following table is to be used for Fund utilization for AEP Programme by the SACS.

S.No.	Budget Head	Unit	Unit Cost	Total Amount
1.	Training of Nodal Teachers on the module- Conducted by Dept. of Education using the pool of master trainers trained at state level.  Duration of training: 1 day No. of nodal teachers per school: 2	Conveyance=Rs.100 Lunch & Tea=Rs. 150 Honorarium of Resource Person= Rs. 200 Stationary= Rs. 50	@ Rs. 500 per teacher	Rs. 1000
2.	School level activities & Training of Peer educators	@Rs. 400 per school	@Rs. 400 per school	Rs. 400
Total				Rs. 1400

For training of Master trainers at State level, budget is given below:

S.No.	Budget Head	Unit	Unit Cost	Total Amount
1.	Training of Teachers(ToT) – State level for 3 days	@Rs. 300 per teacher	@Rs.300	Rs. 300*2 teachers per district= Rs.600
	a) Training of Teachers			
	b) Honorarium of the	@Rs. 500	@Rs. 500	Rs.500

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	resource person			
Total				Rs. 1100
Total				2500

\*\* The structure may be altered in places where there is already a pool of master trainers and the state may not require a 3 day training for them. It is then recommended that the state should use the money for Honorarium of the master trainers and administrative purposes.

**Annexures attached:**