CHAPTER - 1

INTRODUCTION & IDENTIFICATION
1.1 INTRODUCTION:

Adolescence is a period in the life cycle of human beings where one confronts with tantalizing and restrictive situations, so curiously paternal into a form which allows a scope for analytical study. The parents have to deal with adolescents in homes and the teachers in schools. It is not the parents and the teachers alone who happen to meet the adolescents but others also have to face the strange behavior of adolescents in restaurants, theaters, fields, fairs, cross-roads and other public places. Most of us are, therefore, supposed to be acquainted with the general nature of adolescence.

The object of the present study is to give an adolescent education programme and to increase the knowledge of adolescent awareness in this country. This study is making some original contribution to knowledge in this field. It is important here to indicate the nature and extent of this study and also to show how far this has been an original contribution to knowledge.

There are certain activities and things which the adolescents do not like, but there are certain other things from which they derive pleasure. Adolescents generally take interest in certain objects, persons and activities which amongst others fall with in their personal, social, recreational, sexual, educational and vocational areas. The various interests of adolescents are not of the same intensity. There is an order of preference in them. The aims, contents, methods, types as well as several burning problems of secondary education are generally determined in the light of the interests of adolescents. Adolescence is important in one’s life that it cannot be neglected into the background. It is a quite favourable period from the point of view of education. It is very important to understand this period for devising ways and means for introducing reforms in the fields of education of adolescents. The educational activities will bear no fruits, unless they are based on the needs and the interests of the educand. With the down of freedom in India, several reforms are being introduced in the field of education. The high school is one of the most important agencies of education for adolescents. The attempts towards improving secondary education should be made keeping in view the interests, attitudes and aptitudes of adolescents. As well as realize, it is a sacred duty of the school authorities to help the adolescents to develop as worthy citizens of our democratic republic. This work may be helpful in making adolescent education programme in the actual planning of lessons for classroom situations.
Adolescence is the spring of life. It is the period when an individual is neither a child nor an adult. This period comes compulsorily in the life of every individual, but its complex nature has its origin in the increasing complexity of the modern civilization as well as the culture of the nation to which the adolescents belong. It is the attractive-but uneven, insecure and strange path from childhood to maturity. It is the period where growth takes place in every walk of life. Individual grows to maturity not only physically but mentally, socially and emotionally during this period. Great mental and physical changes occur very rapidly in the personality of an adolescent and leads him into a new world.

Linda Nielsen, (1987, p-134), indisputably, the most influential theorist in the field of personality is sigmund Freud, whose work has provided the basis around which most controversies regarding adolescent and adult development revolve. To date, some of the most comprehensive explanations of how the psychoanalytic approach applies to adolescents have been written by Freud’s daughter, Anna. Despite the fact that both Anna Freud and contemporary adolescent psychologists like Joseph Adilsin admit that psychoanalytic theorists have devoted too little attention to the period of adolescence, classical Freudian theories continue to exert a significant influence our overviews of the adolescent personality.

According to the Freudian perspective, the adolescent’s personality is determined by interactions among the Id, the Ego and the Superego. Over simplifications of Freudian theories too often result in anthropomorphizing these concept into agents with independently will who wage war against one another. From such personifications, we might be led to envision the rational self-control over both the irrational, impulsive id and that harsh, moralistic super ego. In fact, however, Freudians use these terms to refer to motivational forces underlying an individual’s behaviours, not to suggest three separate entities or any type of physical structure residing somewhere within the brain.

As conceived NY Freudians, the ID represents our unconscious biological drives and instincts. The id supplies the ego and superego with the psychic energy, referred to as the libido, that proper the entire personality through life. The id’s two main instincts are love and death. Love motivates us to fulfill our basic survival needs, such as our desires for food and sex and is also responsible for artistic and productive work. In contrast, death is motivating force that underlies our aggressive and self-destructive behaviour.
Since Freudians presume that the id operates on the basis of the pleasure principle, the ego is necessary to counter the id's impulses with the reality principle. The ego is the part of the personality that a person consciously acknowledges as the 'self'. Using memory, logic, preplanning education, discrimination and judgment, the ego tries to satisfy the id's needs without jeopardizing the individual. For example, a girl's sexual impulses may be motivating her to have sex spontaneously with her boyfriend, although neither of them is protected by a contraceptive. Simultaneously her ego may be intervening with the realistic appraisal that gratifying her immediate need under the present circumstances could have very costly consequences.

The superego refers to the part of the personality that imposes society's moral codes-in other words, the 'conscience'. Like the id, the superego ignores certain objective realities and functions on the basis of values and abstract moral ideals instilled by society-above all, by the individual's parents. For instance, although the adolescent girl may have successfully applied the ego's reality principle by taking contraceptive precautions, her superego may still control her sexual behaviour by warning her not to go any further with her boyfriend, because this should be against the principles of her church and her parents.

Within the Freudian context, most human behaviour is an attempt to reduce anxieties created by the contradictory needs of the id, ego and superego. Our behaviour is an attempt to reduce anxieties created by the contradictory needs of the id, ego and superego. Our behaviour is an attempt to maintain and to restore homeostasis, a relaxed condition without conflict among id, ego and superego. When anxiety becomes so acute that there is no readily available way to reduce it, the individual may resort to defense mechanisms. Defense mechanisms are strategies by which a person attempts to reduce his or her anxiety by denying or distorting reality the ways in which adolescents might employ defense mechanisms.

According to Freudian perspectives, an individual's personality determined by the ways in which he or she resolves the psychological conflicts encountered during various psychosexual stages of childhood and adolescence. It is further presumed that in cases where these conflicts are not resolved during childhood and adolescence, the individual may either become fixed on the unresolved issues or ignore them all together either option contributing to problems in the adult personality.

Craw and Craw (1956, p-109), the oral stage, occurring during the first year of life, is so named because the child's mouth is presumed to be the primary source of
pleasure. During this stage the personality is immature, dependent and in need of nurturance: consequently, weaning is the crucial conflict to be resolved at this stage are likely to develop overly dependent relationship and to expect people to 'mother' them.

During the second and third years of life, a child's libido supposedly shifts from the oral to the anal region. In this anal stage the child is expected to develop self control particularly with respect to bowel and bladder functions. From the Freudian perspective, toilet training becomes a metaphorical act of society's triumph over the child's undisciplined self. Consequently if a child willingly becomes toilet trained, he or she has supposedly developed the basis for future self control. In contrast, children who try to counter attack society's wishes by protesting against toilet training may develop an anal aggressive personalities resort to anger or hostility. Similarly, children who refuse to urinate or defecate are presumed to develop anal retentive personalities, characterized by stinginess and stubbornness.

During the forth and fifth years of life, most children do become interested in exploring their genitals, masturbating and asking sexual questions. According to Freudian views, such behaviour is indicative of the phallic stage, during with the child's essential conflict is between the unconscious sexual desires toward the opposite-sexual parent and jealousies directed toward the same-sexed parent. This dilemma, referred to as the Oedipus complex in relation to the mother son relationship, causes the son unconsciously to perceive his father as a rival for his mother's sexual attention. Secretly harboring the jealous desires by identifying with his father and there by vicariously posses his mother by becoming just like daddy, the Oedipus complex is presumably resolved.

In regard to the father daughter relationship, Freudians contended that, like sons, daughters must resolve their incestuous desires for their fathers by over coming their Electra complex. Like sons, daughters first fall in love with their mothers. Upset, however, by her discovery that she lacks a penis, the daughter assumes she must have been castrated and unconsciously blames her mother simultaneously, the daughter harbors sexual desire for her father and jealousy toward her mother as a supposed sexual rival. According to Sigmund Freud, once the daughter unconsciously comes to terms with the fact that her incestuous desires cannot be fulfilled, she represses them by identifying with her mother. In disagreement with her father's
theory on this point, Anna Freud agrees that daughters identify with their mothers out of fear of losing their love.

The resolution of Electra complex was problematic for Freud. Although he contended that its resolution does not occur until later in a girl's life, he also believed it is never completely resolved. Parenthetically, in case you have now been provoked to wonder why so not remember your sexual desires for your opposite-sexual parent, Freudians contend that we suppress our memories of the Oedipus or Electra complex as part of resolving the conflict.

Once beyond the phallic stage, which spans the years enter the latency stage, which spans the year from 6 to 11 in the Freudian context, this is the stage for straightening one's identifications with the same-sexed parent through interacting almost exclusively with members of one's own sex. Both sexes have much interest in sexual issues during this stage and superego supposedly exerts increasing influence over the child's behaviour.

Adolescence as the final phase of psychosexual development, the genital stage. The individual's libido once again focused on the genital area as during the phallic stage. The emphasis during adolescence however is on hetero sexual pleasure rather than on self-stimulation. Further more, the superego becomes somewhat more flexible, as adolescents examine and modify the rules and adolescents who successfully resolved the conflicts associated with each psychosexual stage can develop adult personalities that are free of neurosis.

They lived in this period without any serious thought to their problem and discussion in this through proper channel. Here they show any worry about the future. This attitude they develop because they thought those friends and other magazines and also journals would come to their rescue and solve their problems. They can boost of their progress in their companions. Media system and other wrong way can deliver them even to the moon. The youngsters (teenagers) have taken a wrong decision from wrong way seriously after they were worried. The above basic ideas of the quotation have become hunch for this district research work for the investigator.

1.2 SIGNIFICANCE OF THE STUDY:

Sometimes teenagers do not recognize that they have a problem. They may just not 'feel right' about something or they may be worried, depressed, angry, annoyed or dissatisfied. These feelings are usually indications that they have a
problem. They are often symptoms of an inner conflict of which they are not aware. All of us have such conflicts. They arise whenever we wish to do one thing but are forced to do something else or they occur whenever, we have a desire to do two things which are incompatible with each other. Such conflicts begin in infancy. When the toddler wants to touch everything but finds that he/she is forbidden to touch certain things, he/she has a conflict to face. The type of conflict we have changes as we grow toward maturity, but the very act of living brings series of inner conflicts to all of us. When these feelings arise, indicating that they have a problem, face it and try to do something about it. Some problems seem to be merely questions to which one may seek answers. Some students want to understand electricity and atomic energy just for the satisfaction of knowing about such things. In fact, the scientific method which is fundamental to all sound ways of solving problems arose out of students' ceaseless quest for truth and understanding. Whether their problem is a search for truth 'for its own sake' or whether they seek knowledge in order to apply it to the problems of daily life which constantly confront all of them, they can choose between two alternatives. I can grope for a solution in a hit-or-miss fashion, leaving success entirely to chance, tackle the problem objectively, using a systematic way of thinking and rational, organized plan of action in order to solve it. Otherwise used the second approach for their problems, applying what is known as a scientific method. Infact, what being as a search for knowledge and understanding for its own level, may easily become a problem which demands that something be done about it. An outstanding example of this in our modern world is the discovery of atomic energy. Thus, their problems multiply as they learn more from right side sources. So, I prepared adolescence educational programme. As the child grows older, his problems increase in number and complexity and personal problems being to merge with social ones. As human society become more complex, do their problem. The interdependence of individuals increase in complexity with their expanding environment.

Many problems, of course are too difficult for a child to solve until he reaches the maturity level at which the problem will be suitable. Even when confronted by problems which are appropriate for him, he may need help. He should feel that help will always be available at the point where he needs it. However, his best help is his self-confidence, based on successful experience in solving earlier problems. If a child is given the opportunity to tackle most problems that are within his range, his ability to solve problems will develop rapidly. His self-confidence in tackling
problems and his ability to make constructive use of failures are closely related to both security and adequacy. The relationship of problem solving to personal security is a circular one. A sense of inner security is a strong foundation on which problem solving and accomplishment can be based. Further, the ability to undertake a new problem and see it through can help build a feeling of adequacy. One’s values and goals are also involved in problem solving.

When we look at those adults who are ill advised, awkward, bungling or even cruel and vicious in their treatment of young people. When we see parents who dominate their children and refuse to let them grow up, parents who are harsh and demanding. When we see teachers who have no understanding of what makes life interesting and worth while to the teenagers with whom they work and no sympathy with the adolescent who is having difficulty in his adjustment, teacher who inflict their own feelings and discontent on those in their charge, when we see people, like these, we feel rather sure that some of them would become more considerate, more sympathetic and more effective in their dealings with the boys and girls in their homes and in their classes and would become more concerned with providing good schools and good community life for youth if only, they could study the adolescent and learn more about his needs, his problems, his interests, his likes and his dislikes.

This type of adults should study adolescent psychology, we might all agree because they might have to been incept thoughtless, negligent and less inconsiderate in their leaving with the many boys and girls whom they influence. The onlooker might agree with her as he sees how much her pupils enjoy his/her classes and how well they do their work.

We may assume that the sympathetic, kindly, intelligent adults who work effectively with teenagers can depend on their commonsense and intuition to do the right thing on most occasions—that any extended study of the adolescent through courses or books are necessary for them.

Helping the adolescent requires vision beyond that which our daily experience with him is likely to bring. It require greater breath of understanding that which comes from dealing with two or three teenagers or even a hundred, a knowledge of methods other than those each of us individually able to advise and that magnitude of insight and objective with comes only when many people contribute their best thinking to our learning.
It might be different if we were just onlookers of adolescence. But we are more than that; all of society influences the adolescent and some have assumed the responsibility to guide them. The adolescent is the child who is going to the process of becoming an adult. It is important that we realize how all embracing, how difficult at times, how fraught with possibilities for maldevelopment is this process of growing up, when a growth process is as vital and complex as that of adolescence. It can not be fully comprehended without serious study. When a group of people affect a growth process as much as adults do that of the adolescent, it behooves those people to reach through understanding of the process and of their own role in it.

21st century is the age of fast developing multi-media and these multi-media have deep influence on the adolescent minds. They always follow the programmes which they see on T.V. or on any other media. Adolescent period is one of the most important periods of human life which is to be taken care during that period. Now a day’s crime rates go high due to bad effects on the minds of adolescents. As a result of this effect they free gaynace problem also. To avoid all these things, adolescence awareness should be enhanced in the adolescence. This is the basic requirement for the society and country too. The present study aims at exploring the basic level of adolescence awareness, who calculates the right values in your mind. The study will develop a package of adolescence awareness to make learning effective and enhance the adolescence awareness among adolescence. It would aim in developing positive attitude towards programmes of adolescence awareness. From the tender age if right values are inculcated in children about preserving their own problem when they were adolescence, they could be good citizen of the nation who world promote good healthy living in nation. Adolescence can be defined by a set of developmental tasks that must be completed in preparation for adulthood.

By the end of the adolescence the young adult should have achieved certain goals, including adult physical and sexual-states, a personal identify financial and psychological independence from parents, mature sexual relationships and some career goals. The demands of each problem are often not clearly defined and the from that they take may differ among adolescents; nonetheless, both sets of adolescents need to have a workable set of carrier goals with which to enter adulthood.

The adolescent must adjust to new body image. During this period of development, adolescents must often complain to their physicians about their body changes. The adolescence must adjust to increase cognitive demands in school tend
to see high school as a place where they will be prepared for adulteration. The adolescent must express his or her verbal repertoire. They must also acquire language skill to relate more complex problems and tasks. The adolescence must develop a personal sense of identity conceives of adolescence as a discreet period separating childhood from early adulthood. The adolescence must established adult vocational goals. As a part of the adolescence, process of establishing a personal identity, he or she must also develop some plan for achieving an adult vocational role and how they plan to achieve their goals. As a part of making these decisions adolescence need to develop a realistic idea of their resources, both psychological and economic for achieving their goals. The adolescence must established emotional and psychological independence from his parents—perhaps one of the most stressful development goals of adolescence is the need to establish psychological and emotional separation from parents. The adolescence must develop stable and productive peer relationships, including hetero sexual relationships. The adolescence must learn to manage his or her own problem of adjustment and friendship with homo and hetero group. The adolescent must develop increased impulse control or behavioural maturity.

Much of the information in present study forwards the need for adequate adolescence education. The question is not really whether the adolescence education should be there or not but where, how and by whom it should be taught.

The people see the school, as a mirror of the society, as the vehicle of imparting knowledge in a variety of domains including multi-media package of adolescence awareness. Teenager needs the domain of self understanding and the physical and emotional changes, that they were experiencing but they did not understand, therefore find frightening. The content of a curriculum in adolescence education should also be based on needs defined by other sources. Teenagers should also respect the sexual rights of others. Male need to understand the sexual rights of female and female must also understand and respect the sexual rights of male. So I have presented this study giving information about adolescence and understanding the sexual rights of teenagers. Present study tries to recognize the rules about sexual behaviour for the protection of ourselves and society.

It is a well known fact that the population on the earth has increased rapidly. The speed of the development of mind can hardly copes with their increasing body structure and their problem also situations. Situations in this period more than
teenagers gone in school for study. So school is one of the aspects to solve the teenagers’ problem.

The remarkable problem such as personal problems, school (class-room) problems, worried about physical development, homo-hetero sexual relation, home problems and also social problems which draws the attention of the elite class is focusing in subjects. The natural cycle is broken unknowingly by human beings for their own survival. For this it is necessary to create and awareness in the masses right from the schools. The students and teachers very shortly will be engaged in the teaching profession. The investigator and also secondary school teachers are also interested with responsibility of programmes to bring creations adolescence awareness they will be prove useful in exculcating this awareness among their students.

Hence the researcher thought it wide dimension to study the effectiveness of the adolescence awareness programme on the secondary school students.

The key to solve the problems concerning sexual activity is for educators to teach responsibility in order to establish a solid family foundation.

First, investigator should be responsible for keeping adolescents away from various dangers as much as possible. As for physical development matter, adolescents may not have enough reason to decide what they should do and foresee what may occur—the possibility of being involved physical and mental difficulties. Hence, it is ethically irresponsible to leave adolescents, who do not adequate knowledge to prevent various risks, to the discretion of choosing ‘their’ values about sex because of the premise that adolescent sexual activity is inevitable. Hence, school should teach the ‘safest’ sex but not ‘safe’ or ‘safer’. To do this, education should be clearly showing a direction. In other words, education should contain common, fundamental value about our lives, which all can share, even though it might not be a task done only by investigator to decide what common value is. Common value never obstructs the development of adolescent independence, contrary to the fear of relativists. Rather, it enables adolescents to build their own personality with satisfaction.

Second, school should teach responsibility to students. Although this also should be done in the family, it is difficult to expect parents to do so in some cases today. Hence, school should teach each student to be a responsible sexual partner, spouse and partner with community involvement. Those adolescents who engage in other activity have to pay a heavy price, in most cases, exceeding their ability to pay,
for whatever outcome. Further more, the increase of "arrears" would undermine not only adolescents themselves but our society morally, economically and even politically. In conclusion, only the marriage between a responsible people with commitment, not sexual exploitation, can lead all to happiness.

Similarity in this period more than teenagers gone in school for study. So school is one of the aspects to solve the teenagers' problem.

Indeed, we believe that the existence of an adolescent period is as important to the growth of human kind as it is to the growth of the individual. In cultures in which there is no adolescent period there is little change over the years, either in individuals or in the societies to which they belong. Psychologists who work with disturbed youth portray adolescence as a difficult period. Adolescence are excessively egoistic, regarding themselves as the center of the universe and the sole object of interest, and yet at no time in later life are they capable of so much self sacrifice and devotion. They form the most passionate love relations, only to break them off as abruptly as they began them they oscillate between blind submission to some self chosen leader and defiant rebellion against any and every authority. They are selfish and materially minded and at the same time full of lofty idealism. Their moods veer between light - hearted optimism and the blackest pessimism.

PRESENT POSITION:

Adolescence is the bridge of childhood and adulthood. This stage is the second decade of life. The development of adolescents is characterized by continuity and discontinuity. Physically, adolescent are still influenced by their inherited genes, but now the inheritance interacts with new social conditions with family, peers, school, dating and friendships. Socially, an adolescent has already spent years interacting with parents, friends and teachers. Now, though new experiences arise and relationships take on a different form, especially concerning dating and intimacy. And cognitive development of adolescent involves thought proves that are more abstract and idealistic. Also this stage is a period of rapid skeletal and sexual maturation. It is hard to pinpoint the beginning and end of puberty; however menarche (first menstruation) for girls or the first few whiskers for boys can mark its appearance. Testosterone (males) and estuarial (female) play important roles in pubertal development. Growth spurts that accompany puberty occur at the average age of 12.5 years for boys and 10.5 years for girls. The transition to middle high school is a stressful time. Characterized by the top-dog phenomenon. Adolescents
move from the top position in elementary school to the lowest position in middle high school. They are the youngest, smallest and least powerful in their new school. Within the family there is a greater transfer of control from the parents to the adolescent, but there is still the boundary of co-regulation. Adolescent begin to push for autonomy and responsibility which can puzzle and anger parents, and often causes some conflicts. The teenager body raises a number of other developmental changes.

Teens spend much more time with their peers, during adolescence, with popularity being a strong motivation for many of them. Young is strong during this age, cliques are come visible, groups and crowds become more heterogeneous and dating becomes very important.

According to United States Bureau of the census, the percentage of unmarried teenagers who had children climbed from 5.6 percent in 1992 to 6.5 percent in 1994, when 5,44,000 unmarried teens had given birth (US bureau of the census, 1995). Consequently, social costs brought from their families are mounting. The cost has a great impact on the nation; it is only a part of the problems brought from teenage sexuality. This research is intended to show risk factors which teenagers are facing concerning premature sexual activities and the consequences biological and psychological. Obviously, the most common biological risk factor is sexually transmitted disease (STDs). STDs are infectious diseases spread primarily through sexual contact. STDs include more than 20 diseases, some of which may lead to chronic pain, infertility, heart diseases, arthritis, cancer, birth defects and even death if left untreated. Though there seems to be some room to be considered in statistics concerning sexuality, shocking reports have been made, such as news week reports that every day 8219 teenagers are infected with an STD. Acquired Immune Deficiency syndrome (AIDS) is the most feared of all STDs, which is incurable and fatal present. Regarding teenagers, time magazine reports that the number of cases of AIDS among teenagers doubles every 14 months. The most effective way to prevent STDs is not to engage in sexual activities, that is abstinence. Though much attention has been given to the physical consequences of early sexual activity. The high probability of emotional soars, guilt, confusion about self and others..... Make sexual activity a high risk proposition for both boys and girls. Some researches show the association of premature sexual activity with other, non sexual, psychosocial risk factors. Nonvirginal boys and girls were significantly more likely then their virginal cohorts to engage in other activities considered risky. Nonvirginal boys were at 3.8
times the risk of virginal boys for smoking cigarettes, 6.3 times greater risk for ever having used alcohol and 9.7 times greater risk for having ridden with a drug, using driver. Sexually experienced boys and girls had significantly greater risk for running away, legal difficulties, thought of dropping out of school and school suspensions. Childhood sexual intercourse is associated with several potentially serious indicators of distress and health. Compromising behaviours among the young, such as lower academic performance, gang involvement, unprotected and more frequent sexual intercourse, pregnancy, emotional distress and suicidal involvement. Though these factors are not suggesting that premature sexual experience is a cause or leads to the other negative behaviours, they should be paid more attention by this programme. Adolescent seems quite consistence with the portrait of youth counter cultures and student radicals that is sometimes popularized by the media. It is not however, an unchallenged view. It currently is fashionable among many psychologists to reject the assumption that adolescence is a period of rebellion or emotional confusion.

PREDICTION:

In view of the above prediction it would be imperative that a serious attention be paid to the problem of teenagers of the adolescence awareness by minimizing the population increase unless this is done the present generation would place the generation to come in a very hazardous situation. And also as per the expert beliefs if we fail to solve the teenagers problems and cannot give guidance, the teenagers can take wrong way and wrong media to solve their problem and far away for their home and also society.

1.3 THE GOALS OF ADOLESCENCE EDUCATION:

Arun Balasubramaniam (1984, p65-70) has described this realignments of consciousness cannot be achieved either by accepting present trends or by returning to pre-modern tradition. Pre-modern attitudes have tended to emphasize a passive orientation towards the universe. Man confronted a word that was the creation of another and his part in the universe was to live in accord with the laws both natural and ethical—of this transcendent creator.

The approach will aim to promote sustainable human development specially adolescents. This focuses on building efficient, effective, future leaders among adolescents. Empowerment of adolescents, eradication of child labours education, health and awareness for all adolescents.
Empowerment of adolescents (10 to 18 year teen) especially adolescents through community work, group activities, better information and awareness programs so that they can become an aware and independent decision maker.

1. Adolescent education wants boys and girls to be equal partners, to be confident problem solvers and take independent decisions.

2. To create comprehensive leadership programme for young boys and girls.

3. To establish adolescent clubs.

4. To protect and promote human rights of the adolescent.

5. Elimination of gender based violence and all sorts of sexual harassment and exploitation of adolescent girls.

6. Select boys and girls with leadership qualities.

7. Organize them.

8. Stop early marriage.


10. Stop teenage pregnancy.

11. Help them acquire proper education.

12. To give adequate and quality education and opportunities to acquiring marketable skills.

13. To increase the nutritional status of adolescents.

14. To stop violence and exploitation against adolescents.

15. Identification of community based volunteers.

16. To aware parents about importance of adolescents education, health, reproductive health and gender bias.

17. To create mass awareness about adolescent problems.

18. To make the adolescents conscious about the gynecological problems and the complications and danger of sexual diseases and AIDS.

19. To teach and sensitize adolescents about different problems and opportunities that are present and help they make their own decisions with peer support.

20. To involve and encourage adolescents to take more active role in the community, through volunteer programs.

21. To extend health facilities, health awareness workshops and sex education to adolescents in the programs and those who are in the area, to inculcate clean and healthy environment, nutrition awareness and safe sexual practice amongst the adolescents.
1.4 ADOLESCENCE CONSCIOUSNESS IN THE NATION:

The students between 13 to 19 years and studying in standard 8 to 12 of the secondary and higher secondary schools are adolescent pupils.

The education of the various people always poses a tremendous problem at large. Looking to the life span of the individual the first twenty years are spent to the well being of the person, of the society and of a nation. Up to the age of 12, you can ask a child to do what you like but afterwards it is a trying time for the parents, teachers and the leaders to ask to do anything from him. Adolescence understands conscious of his or her power unconscious of his/her limitations. Adolescent holds the earth as football to be kicked in whatever directions he or she likes.

Adolescence is the time of momentous psychological changes and so:

- He must become independent of his home.
- He must make hetero–sexual adjustment.
- He must reach the point where he is able to choose, love whole heartedly and live happily with some one of the opposite sex.
- He must adapt to adult view points, values, morals, standards, ideas, to learn to direct his own activity and make his own decision and so as adult should.

Hence, it can be said that adolescence is a lost chance for achieving good personal adjustment.

Adolescence is the period of psychological growing up of the human being. In the life of every person there occurs a time when the body begins the active process of growth while there is a change in the Indian structure to that of an adult. The period of adolescence is one of the most important life times of human beings. Adolescent is not a child, not an adult. The adolescent’s life is full of hopes. He wants more freedom and wants to enjoy. The adolescent is very eager to find new relationship and to get new experiences. He has to face so many problem of adjustment at home, in the school, in the society, personally, sexual, physical development. It is a period of physical, psychological and social changes.

It can be said that adolescence is a problem age when a growth process is as vital and complex as is that of adolescent can not be fully comprehended without serious study because:

- Adolescence presupposes for adult responsibilities.
- This is the time for vocational preparation and selection.
• This is the time to develop a code of conduct and social responsibilities.
• During this time adolescent will lead to a sweet natured, more lovable and
more co-operating personality.

Cold distinguishes major area of development and adjustment of an adolescent
such as:

(1) Emotional maturity.  
(2) Social maturity.  
(3) Establishment of hetero-sexual interests.
(4) Emancipation from dependency.  
(5) Social relations at home.  
(6) Intellectual maturity.  
(7) The beginning of economic independence.  
(8) The proper use of leisure.  
(9) The identification of one's self.

The adolescents' attitudes are generally moulded by personal, social and
economic factors. There is also condition in the lives of most of them, when the
apparent thwarting of strong urges, impulses and ambitions may stimulate the arousal
of severe emotional disturbances.

They are emotionally disturbed when their psychological needs are not
satisfied.

The adolescence period is the transition period. The behaviour problems
during the period according are frustration.

Adolescence pupils of today have been equally exposed to this problem. So,
evidently it is a very delicate problem requiring a very imaginative and cautious
approach while fighting the problem.

Today's students are tomorrow citizens and nation builders.

They lose their initiative drive. Their senses refuse to distinguish between
wrong and right, bad and good, social and anti-social acts. They try to escape from
facing the problems instead of dealing with them. The above situation is surely an
alarming situation for the nation. We cannot afford to see the promising adolescent
turning into uselessly abnormal adults. The importance of students for the
development of a nation and progress of human happiness need not be over
emphasized. Hence arises the need of the study.

Over and above, there are many factors or variables which may the causing
frustration. The investigator knew the importance of the problem of frustration and he
wants to know which the sources of frustration are. That is why a multivariate
problem was selected. The title of which runs as under a study of the effectiveness of
adolescent education programme on adolescence awareness in relation to certain variables.

1.5 ADOLESCENCE EDUCATION – NATURE & SCOPE:

Adolescent Education in Indian context relating to the role of the home and the school becomes more sensitive. The scientific viewpoints are comparatively important but it is generally neglected. The present situation in this area is moving from politics to education and therefore, there is no clear policy about sex education in India. The nature of sex education is Social, Scientific and Cultural because the school has to match the situation in a way which justifies the present cultural bondages. The pedagogical aspects require way to teach ultimately which leads to positive attitude. The scope includes social maturity, developmental psychology pre adolescent and post adolescent period the physiological knowledge and function of the organs of him and her. It also requires behavioural aspects. The scope of sex education thus becomes inter disciplinary including the aspects of pedagogy, curriculum, and way of presentation, scientific facts and developmental stage of a human being.

1.6 STATEMENT OF THE PROBLEM:

Having realized the need for some concrete work in the area of Adolescence, the investigator undertook the present study, namely.

“A STUDY OF THE EFFECTIVENESS OF ADOLESCENCE EDUCATION PROGRAMME ON ADOLESCENCE AWARENESS IN RELATION TO CERTAIN VARIABLES”

To study the above problem programme on Adolescence education was developed by the researcher with the help of specific guideline. The study covered two sexes: male and female, two areas: urban and rural and two stages: pre adolescence and adolescence.

1.7 TECHNICAL TERMINOLOGY:

The investigator has tried to explain the terminology used in the statement of investigation is under:

(a) Study
(b) Effectiveness
(c) Adolescence
(d) Awareness
(e) Adolescence awareness
(f) Adolescence education programme
(a) **STUDY:**


1. Application of the mind to problem or subject;
2. A branch of learning;
3. An investigation of a particular subject; or the published findings of such an investigation.

The term study is limited to the experiment pertaining to evoke adolescence awareness in secondary school students.

(b) **EFFECTIVENESS:**


(i) Effective - works well and produces the results that were intended...effective ways of reducing pollution...an effective incomes policy... In order to be effective we need your support.

Effectiveness methods very dramatically in effectivenes...is so impressive that it attracts people's attention remember their making a most effective entrance in a play I saw.

(ii) Effective - According to the Reader's Digest Oxford Word Finder, (1993, p. 469) adj. & n :

**adj.**

1. Having a definite or desired effect.
2. Powerful in effect; impressive.
3. **a.** actual; existing in fact rather than officially or theoretically (took effective control in their absence).
   **b.** Actually useable; realizable; equivalent in its effect (effective money, effective demand).
4. Coming into operation.
5. (Of manpower) fit for work or service.

**n:** a soldier available for service.

Effectively (adv) Effectiveness (n).

Effectiveness for the present investigation means how for the A.E.P involved by the investigator has worked out effectively on students in the direction which has been predicated by the investigation on the basis of theoretical frameworks.
(c) ADOLESCENCE:

In present study adolescence means a teenager whose age is 13th to 19th year. According to Oxford word finder, “Adolescence meaning between childhood and adulthood. Adolescence also called by puberty, teenage years and awkward age.”

According to Student Dictionary of Psychology, “The development period between childhood and adulthood. In some cultures the transition is very brief and achieved through some form of right of passage but in western culture it extends from the one set of puberty around 12 year of age to about 17 to 18. Research on adolescence has tended to emphasize the four developmental areas of competence, individuation, identity and self-esteem”.

World Health Organization (1975) defines adolescence’s as the:
1. Progression from appearance of secondary sex characteristics (puberty) to sexual and reproductive maturity.
2. Development of adult mental processes and adult identity and
3. Transition from total socio-economic dependence to relative to independence.

It is a bridge between childhood and adulthood and is a period of rapid changes in almost all development dimensions of growing to sexual maturity discovering ones real self defining personality values and finding one’s vocational and serial direction.

Age of transition (delicate flowers) adolescence came from the latin verb ‘adolescence’ which means, “to grow”, “to maturity”;” maturity involves not physical but also mental growth”.

Life cycle plays important part in humans’ life span which can not be denied e.g. prenatal, infancy, childhood, adolescence, reproductive age and old age.

Psychology of the child and the adolescence, defines Adolescence may be defined—simplistically, perhaps—as the period or stage of development that separates childhood from adulthood.

The period of acceleration in the role of increasing in height and weight associated with puberty Change in body composition take place in the adipose and lean body masses, body strength increase and the physique take on an adult configuration. The growth spurt—follows a phase of stable growth in late childhood and culminate in declaration growth. It begins earlier in girls than in boys, who continue to grow at protuberated rate for two years after the initiation of the growth spurts in girls.
According to Frisch and Revelle the mean age after initiation of height and weight spurt in girls are 9.5 years and 9.7 years, and in boys 11.7 years and 11.6 years respectively. Early maturing boys have more favourable personalities than late matures.

It is time of rapid physiological and psychological change, of intensive readjustment to family, school, work and social life and preparation too adult roles. The process of adolescent socialization and role change are potentially stressful.

* Adolescence – (noun)
1. The period of physical and psychological development from the one set of puberty to maturity.
2. A transitional period of development between youth and maturity: the adolescence of a nation.

* Adolescence – (thesaurus):
The time of life between childhood and maturity: greenness, juvenescence, juvenility, puberty, spring, youth, youthfulness.

According to Columbia University Press, Encyclopedia, Adolescence, time of life from on set of puberty to fall adulthood. The exact period of adolescence, which various from person to person falls approximately between the ages 12 to 20 and encompasses both physiological changes, physiological changes lead to sexual and psychological maturity and usually occur during the first several years of the period. This process of physical changes is known as puberty and its generally takes place in girls between the ages of 8 to 14, boys between the ages of 9 to 16. In puberty, the pituitary gland increases its production of gonadotropins, which in turn stimulate the production of predominantly estrogen in girls and predominantly testosterone in boys. Estrogen and testosterone are responsible for breast development, hair growth on the face and body and deepening voice. This physical changes signal a range of psychological changes, which manifest themselves throughout adolescence, varying significantly from person to person and from one culture to another. Psychological changes generally include questioning of identity and achievement of an appropriate sex role, movement toward personal independence and social changes in which for a time, the most important factor is peer group relations. Adolescence in western societies tends to be a period of rebellion against adult authority figures, often parents or school officials, in the search for personal identity. Many psychologists regards adolescence as a by product of social pressures specific to given turmoil. Infect, the
classification of a period of life as "adolescence" is a relatively recent development in many western societies, one that is not recognized as a distinct phase of life in many other cultures. "Adolescence" is a cultural and social phenomenon and therefore its endpoints are not easily defined tied to physical milestones. The word derives from the Latin verb adolescere meaning "To grow up". The time is identified with dramatic changes in the body along with developments in a person's psychology and academic career. In the one set of adolescence, children usually complete elementary school and enter secondary education, such as middle school or high school.

Wordnet defines the noun adolescence has 2 meanings:

**Meaning # 1**: The time period between the beginning of puberty and adulthood.

**Meaning # 2**: In the state that someone is in between puberty and adulthood.

Few would quarrel with such a definition. It seems obvious that children do not pass directly into adulthood but instead enter a stage in which they are neither children nor adults, but something else. And describing that something else. Presents difficulties for it is easier to say what adolescents are not than what they are.

It is also difficult to indicate the limits of adolescence: at what point does it begin and what point is it finished? The question is more easily answered with respect to the beginning than the end of the period. The characteristics of adolescence first show themselves about 10, 11 or 12 years of age with the subtle changes in behaviour and appearance which we call preadolescence. The onset of adolescence itself becomes most obvious at puberty, with the menarche (The start of the menstrual cycle) in girls and the first ejaculation of pubic hair in boys.

Determining the end of the adolescence period is an elusive matter. In fact, it is when we attempt to specify the point at which adolescence ends and adulthood begins that we come to realize that what we term adolescence is to large degree a product of our culture, as well as a matter of time and place. The age of 21 was the traditional watershed between adolescence and adulthood for many years, adolescence is brief and adulthood begins about age 15, the age when young people are ready to take on the basic roles of their society. Defining the terminal points of adolescence arises from the difference in the standards and behaviour patterns prevailing in the subcultures which from a part of the larger national culture.

The term of adolescence means the state of becoming an adult. It is the adolescence years that see the changes in physical appearance and physiological
functioning appropriate to his or her sex. For females this means the enlargement and elevation of the breast, changes in uterine and pelvic areas and the initiation of facial hair, the deepening of the voice, and the ability to produce semen. For both sexes, adolescence means increase in height and weight, growth of body hair, especially in the pubic and underarm areas. Cruption of new teeth and marked changes in the contours of the face and body. In as much as girls generally mature about two years before boys do, there are a few months in which girls are likely motivational advantages, sex difference during the childhood years are not great.

A teenager or teen is a person whose age is a number ending in- 'Teen', in the English language: that is to say, someone from the age of thirteen to the age of nineteen. The word is of recent origin, only having appeared in the mid 20th century. In western culture, a distinct youth culture has developed.

At this age there is also a greater probability of drug abuse and alcohol abuse, or mental problems such as schizophrenia, eating disorders and depression. The emotional instability among some adolescents also sometimes causes youth crime.

(d) AWARENESS:

According to Bhatia, “Awareness means to help the social groups and individuals acquire an awareness of sensitivity to the total environment and its allied problems”.

According to Dictionary of Education, “The state of being aware; consciousness of a situation or object, without direct attention to it or definite knowledge of its nature”.

As the aspects of awareness and A.A. mentioned by above experts are very much related to the present study, the investigator has accepted the same totally in its term.

(e) ADOLESCENCE AWARENESS:

Theoretical definition of adolescence awareness, “The adolescence awareness is the awareness of the students between age 11 to 19 regarding changes they feel and their psychological states. The awareness is the result of adolescent’s cognitive and affective responses they construct based on their interactions with the society, peers and the self.”

Operational definition of adolescence awareness means, “The score obtain by an adolescent from response towards the items of adolescence awareness scale constructed and validated by the investigator. The components of adolescence
awareness scores will be indicative of their physical, sexual, emotional, psychological and sociological awareness. It is the average of the sum total of all the scores obtained on each of these aspects.

(f) ADOLESCENT EDUCATION PROGRAMME:

The Adolescent Education Programme in present study means education to the young in age group 11 to 19 and to both the sex, the programme was constructed based on in indepth study of available literature and with due consideration of general Indian context. The need of present time and a programme that ultimately leads to attitude formation. The researcher has developed a programme considering all the important aspects in a consistent way. Thus, developed programme after following the scientific steps were made for a final programme that to be applied as Adolescent Education Programme.

1.8 OBJECTIVES OF THE STUDY:

To carry out a scientific inquiry in a definite direction, it is imperative for an investigator to formulate precise objectives. This study is carried out with the following objectives in view.

1. To study the various aspects of adolescents, whose studying in secondary schools.
2. To construct and standardize adolescence awareness scale (A.A.S.).
3. To develop an adolescent education programme (A.E.P.).
4. To study the present awareness of adolescent whose age is 13 to 19 years.
5. To study the effect of A.E.P of adolescent awareness on adolescence.
6. To study the effectiveness of adolescent education programme (A.E.P.) on adolescent awareness of adolescents in relation to stage, sex and area.
7. To study the interaction effect of treatment, stage, sex and area on adolescent awareness.

1.9 VARIABLES OF THE STUDY:

1. Independent variable – Adolescent Education Programme
2. Secondary independent variable – stage, sex and area.
3. Dependent variable – Adolescent Awareness.

1.10 LEVELS OF THE INDEPENDENT VARIABLES:

Variables are conditions or characteristics that the experimental manipulates, controls or observes.
1.10.1 Independent variable:

Independent variables are conditions or characteristics that the experimental manipulator in his or her attempt to ascertain their relationship to observed phenomena. The independent variable of the present study was adolescence education programme on adolescence. This programme was developed by the researcher with the help of (a) adolescence problems, (b) books on human physiology and developmental psychology, (c) sociologists and educationists and (d) a book published by GCERT, Gandhinagar.

1.10.2 Secondary Independent variables:

Secondary independent variable is a special type of independent variables, selected for study to determine, if it affects, the relationship between independent variable and dependent variable. The secondary independent variable is defined as the factor which is measured, manipulated or selected by the experimenter to discover whether it modifies the relationship of the independent variable to observed phenomena. The secondary independent variables involved in the present study were:

(a) Two stages (preadolescent and adolescent)
(b) Two sexes (boys and girls)
(c) Two types of area (urban and rural)

The diagrammatic representation of the secondary independent and dependent variables involved with its type are given below.

Diagram: 1.1

Diagram of Independent and Dependent Variables
1.10.3 Relationship Among the Variables:

In the experimental research work, the researcher studied the effect of independent variable on the dependent variables with the consideration of secondary independent variables by removing the control variables.

In the present study, the researcher studied the effect of adolescence education programme on adolescence awareness with the consideration of sex, stage and area by removing the effect of method of instruction, duration of the instruction and interaction among the students.

Diagrammatic representation of this relationship of this given below:

Diagram: 1.2

Diagram of representation of variables relationship

1.11 SCOPE OF THE STUDY:

Adolescent education as an independent field of study. That has arrived on the word scene in the early seventies but roots of adolescent education can be traced back to the school systems of various countries under various names—sex education, population study, reproductive health, family planning study, body x-ray education and adolescence education etc. Although education about various aspects of the adolescent has been carried on though number of recognize disciplines for a long time
the nation of adolescent education is a fairly recent one. During last century most science curriculums included some kinds of adolescent study.

"The national educational association–(1970)" found that adolescent education programmes are very widely in context goals, scope and operative in the area of body conservation Biology, study of sex and sexuality, living and food habits, effective of mass media, homo hetero urban culture and standard of living.

The Gujarat council of educational research and training, Gandhinagar, established center for study of adolescence training quality to co-ordinate the contribution of various departments and discipline to understand the adolescence problems with the aid from population education foundation, New Delhi.

The adolescence problems have assumed a magnitude of serious concerns. It was realized that the concept of adolescent is multi-dimensional in human body or human nature.

The adolescence comprises six orders of factors, Personal adjustment, the philosophical development, the classroom problem, the homo–hetero relation with each other. The home problem and the social problem. Adolescent education means on integral process which deals with man’s inter-relationship with his knowledge–awareness and man–made surroundings. Including the relation of the adolescent conflict, his problem and also cognitive, emotional, identity, moral and faith development. Each step is complex interaction of a combination of critical nutrients, psychological stimuli and social interactions. This study results in an increasingly mature.

Well nourished and healthy individual able to function in a family, community and wider social setting.

Government of Gujarat state introduced the sex education in secondary school curriculum as required in the current trends of education. This is the basic requirement for the society and the country too.

This study aims at focusing on the basic level of awareness towards the adolescent education in adolescents who studied in secondary school students. It reveals the existing position or status or preventive cure or habit related of the adolescent awareness after the introduction of adolescent education programme. The study has carried out some programme to enrich the awareness towards the adolescence education of the adolescents who studied in secondary school. The
programme consists of the different aspect viz. Physiological, psychological, cognitive, emotional, identity, faith development etc.

This programme would help the adolescents to develop the positive attitude towards the adolescent education and hence to possess the good adolescent awareness. The highly aware adolescents who studied in secondary school students towards adolescents problem and how to solve it and what is attitude this time when problem, conflict arise would definitely function rightly to treat with his friend in classroom and social environment and adolescents would build the positive attitudes and awareness towards the adolescent education. So that in future, these students could be good citizens of the nation.

The adolescent education programme very widely in context, goals and scope and are operating in the areas of conversation, psychology, general science, insect study.

1.12 HYPOTHESES OF THE STUDY:

The hypotheses of the study is given below-

1. There will be no significant difference between the mean scores of adolescent awareness of experimental and control group.

2. There will be no significant difference between the mean scores of adolescent awareness of pre-adolescent and adolescent.

3. There will be no significant difference between the mean scores of adolescent awareness of boys and girls.

4. There will be no significant difference between the mean scores of adolescent awareness of rural and urban.

5. There will be no significant interaction effect of treatment and stage on the mean scores of adolescent awareness of adolescents.

6. There will be no significant interaction effect of treatment and sex on the meanscore of adolescent awareness of adolescents.

7. There will be no significant interaction effect of treatment and area on the mean scores of adolescent awareness of adolescents.

8. There will be no significant interaction effect of stage and sex on the mean scores of adolescent awareness of adolescents.

9. There will be no significant interaction effect of stage and area on the mean scores of adolescent awareness of adolescents.
10. There will be no significant interaction effect of sex and area on the mean scores of adolescent awareness of adolescents.

11. There will be no significant interaction effect of treatment, stage and sex on the mean scores of adolescent awareness of adolescents.

12. There will be no significant interaction effect of treatment, sex and area on the mean scores of adolescent awareness of adolescents.

13. There will be no significant interaction effect of sex, stage and area on the mean scores of adolescent awareness of adolescents.

14. There will be no significant interaction effect of treatment, stage and area on the mean scores of adolescent awareness of adolescents.

15. There will be no significant interaction effect of stage, sex, area and treatment on the mean scores of adolescent awareness of adolescents.

1.13 DELIMITATION OF THE STUDY:

The study has been restricted to only the adolescent awareness scale and the adolescent education programme was implemented on adolescents who have studied in secondary schools only. Again it has been restricted to only three variables viz; stage, sex and area.

The study with a wide scope has the following delimit.

- The adolescent awareness scale was constructed and standardized on the secondary school pupils.
- As language of the scale is Gujarati, it can be used only by the Gujarati speaking and knowing adolescent pupils.
- The present experimental study is delimited to the Anand district of Gujarat State.
- The adolescent education programme is completely based on the aspects of syllabus of science and social studies of secondary school pupils of Gujarat State.

1.14 THE SCHEME OF CHAPTERIZATION:

The researcher has planned to divide the present report into Eight Chapters.

Chapter – 1 Introduction and identification: The first chapter deals with the introductory aspect of the study.

Chapter – 2 Theoretical frameworks: This chapter deals with the concept of Adolescent education and its awareness, Aims, objectives and attributes of Adolescent Education.
Chapter - 3 Review of related literature: The review of the past studies done in India and foreign countries will be presented in this chapter.

Chapter – 4 Planning and Procedure
This chapter deals with the planning and procedure for the present study.

Chapter – 5 Construction of the Adolescent Awareness Scale: The construction of the present Scale will be presented in this chapter. Reliability and validity were found out by using different methods.

Chapter – 6 Development of the Adolescent Education Programme:
This chapter deals with the preparation of the Adolescent Education programmes for the secondary school students will be presented in this chapter.

Chapter – 7 Data Analysis and Interpretation: This chapter deals with the process of data analysis in detail. Each secondary independent variable is dichotomized at two levels. The hypotheses are tested by applying 2x2x2x 2 factorial designs.

Chapter – 8 Summaries, Results, Findings and Recommendations:
This chapter includes observation and conclusion on their basis of standardization procedure and analysis of variance of observed data. The findings are to be discussed in the terms of educational implications and suggestions form further research work is to be indicated.