CHAPTER-I
INTRODUCTION

1.1 Back ground Concept of Adolescent:

Adolescents form a major portion of countries population and development of the country depends upon healthy youth. Adolescence is critical growth spurt in one’s life. This is an age when adolescence is critical growth spurt in one’s life. This is an age when adolescents are unaware and very men to know about their sexuality. Consequently get involved in different sexual activates. They may face many problems related to sexual issues and rights as they lack knowledge about physical, psychological changes accompanying their growth and development.

The adolescents rising interest and curiosity about sex is a motivation factor to acquire information about it. Confronting face to face with the urge to explore sexuality are the present social norms and taboos. This leads to many misconceptions and mal-information resulting in adolescence boys and girls trying to experiment sex and especially girls become more vulnerable to teenage pregnancy or have to bear the brunt of sexually transmitted disease. This is because they hesitate and lack communication with their parents, teachers or elders to have open frank discussions regarding sexual issues. In Indian families parents are not open with their youngsters to talk about sexual issues and rights, which ultimately affect the curiosity, knowledge as well as perception regarding these issues.

Health needs of adolescents have neither been researched nor addressed adequately particularly their sexual issues are often misunderstood unrecognized or underestimated. The adolescents are not even aware of their right to information. Limited research shows that
adolescents are indulging in premarital sex more frequently at an early age, the incidence of teenage pregnancy is rising and most of them face the risk of induced abortion under unsafe conditions and will be victims of sexually transmitted infections including HIV.

Adolescents do no have proper fora where they can discuss their problems without hesitation. Out-of-school adolescents, especially those migrating in search of daily wages, are particularly vulnerable to HIV/AIDS infection due to a lack of knowledge. The literacy rate in females is lower than males. In addition, girls are more prone to gender discrimination, early marriages, early pregnancy, and its complications.

To avoid high risk of sexual behavior among adolescent girls and provide them awareness and better opportunities to satisfy their queries, this study has been planned to understand the existing knowledge and perception related to sexual issues and rights and to see the impact of intervention programmes in enhancing their knowledge and perception.

In Indian context, both adolescent girls and boys have very different experiences during growing years including adolescence. The cultural differences are vast with regard to their conduct and are based on traditional adult roles stereotypes. Growing as a female in India carries with it the connotation of inferior status, and lesser privileges—compared to a male child. It cuts across all social classes of the society and through the entire lifespan. For a girl, the onset of puberty implies more restrictions on her movement, fewer interactions with boys and men, and more active participation in household chores. Boys begin to exercise greater freedom to move about, expected to seek educational and vocational pursuits as a priority and to take adult roles.
Besides age old gender distinctions, there are many variations in the current images of adolescent’s in India. The variations arise from factors such as urban, rural and tribal residence, ethnicity and socio economic levels of the family. Lifestyle of urban adolescents from upper socio economic status (SES) is quite different from that of middleclass and lower-class adolescents. Former have access to private, good quality education and are influenced by western ways of life style through travel and exposure; their preferences for music, clothes and interaction with opposite sex are very close to the western counter parts. On the surface there does not appear to be any gender discrimination in the families of these adolescents but covertly they do exist. Pursuing educational endeavours is encouraged both in upper and middle urban class. Urban Adolescents from lower class have to struggle for survival and grow in impoverished, disadvantaged environment making them vulnerable to several risks. Malnutrition, risk of poor health, becoming victims of antisocial activities, brewing and sale of illicit liquor, sex exploitation, prostitution and drug peddling were reported threats for adolescents from slums in a multi indicator survey.

The picture of rural adolescents is different; the disparity between boys and girls is even greater among them. Less emphasis on formal education makes boys and girls participate in adult activities at home and outside at an early age. The boys are expected to join men in work to earn their living, may it be on a farm or a factory or a traditional craft at home. The routine of a pre-adolescent adolescent rural girl is demanding-cleaning the house, cooking, washing, fetching water, bathing younger siblings. Rural girls rarely pursue education beyond primary school level. Early marriage as a trend is common even now, both for boys and girls in rural India.
The traditionalism and familialism are evident in various facets of family life, both in rural and urban settings. Parental involvement and control is high. Emotional interdependence among family members, respect for elders and family solidarity are characteristics of an Indian family. It has implications for social responsibilities of caring for old parents, protecting sisters and providing support to other dependents as a traditional duty, valued within the culture, and these values are emulated by growing male adolescents. Adolescent girls are groomed to become good wives daughter in-laws and mothers having sacrifice, tolerance and dependences as an integral part of their disposition. There is also a general acceptance of double standards for males and females in matters related to premarital sex and selection of marriage partners, with considerably more freedom for males.

1.2 Meaning and Definitions of Adolescence

The term adolescence derived from the Latin word ‘adolesco’, meaning “to grow” or “to grow to maturity” term adolescence has a broader meaning; it includes mental, emotional and social maturity. “To build a better future for all, we must ensure that energy a girl has, not only the right but also the means to get an education and realize her dreams.” The term adolescence meaning “to emerge” or achieve identity is a relatively new concept, especially in development of thinking the origin of the term is derived from the Latin word adolescere meaning “to grow to maturity” indicate the defining features of adolescence.

Adolescents aged between 10-19 years account for more than one fifth of the world’s population. In India, this age group forms 21.4 percent of the total population (National Youth policy 2003).

The world health organization (WHO) defines adolescence as. Progression from appearance of secondary sex characteristics (puberty) to
sexual and reproductive maturity. Development of adult mental process and adult identity Transition from total socio-economic dependence to relative independence.

This definition reflects the dilemmas of the adolescents who are on the threshold of adulthood coming to grip with their sexuality and responsibility with little or no support form the outside world.

Adolescence has been identified as a distinct period in human development marked by biological changes beginning at the onset of puberty. With the arrival of puberty, hormonal changes particularly, the production of male and female hormones lead to an increase in sex drive. The first development task relating to sex, adolescence must master over forming new and more mature relationship with members of opposite sex. This is far from easy for both boys and girls, after they years during late childhood when members of the two sexes had their own gangs and interest, and during puberty when both boys and girls develop attitudes of resentment against members of opposite sex.

Now that they are sexually mature, both boys and girls begin to have new attitudes and development towards members of the opposite sex as well as also in activity in which they are involved. This new interest which begins to develop when sexual maturation is complete is romantic in nature and is accompanied by strong desire to win the approval of members of the opposite sex.

Although theories attempting to explain this phase of life differ in some respect, there is consensus amongst psychologists that this transition from childhood to adulthood is a turbulent time period that affects children both psychologically and physically.
Physiological changes during adolescence include growth spurts, enlargement of genitals, maturation of primary sex organs, development of acne, growth of facial and public hair, and production of estrogen in girls and testosterone in boys. Girls also experience menarche, the first menstrual period, and develop breast, while boys develop muscles, begin to produce sperm, and experience nocturnal emission. These changes can be overwhelming and confusing for adolescents and a lack of information and understanding about the body and how to take care of it may lead to poor health practices.

These physical changes signal a range of psychological changes, which manifest themselves thought adolescence varying significantly from person to person. Psychological changes generally include questioning of identity and achievement of an appropriate sex role, movement towards personal independence, and social changes in which the most important factor is peer group relations. Mainly adolescents begin to develop sexual feelings and are conscious about the appearance. Some may feel physical discomfort and awkwardness. Which can result in poor image and lower self-esteem. They are also particularly vulnerable to peer pressure and many lack the assertiveness and refusal skills to combat it which can result in sexual experimentation and use or abuse of drugs and alcohol. Unsafe sexual practices can lead to teenage pregnancy, unsafe abortion, HIV/AIDS, and other STDs. Further, based on their status of mind set, three main stages of adolescence can be discerned. Early adolescence (9-13 years) characterized by a spurt of growth and the development of secondary sex characteristics.

Mid adolescence (14-15 years) this stage is distinguished by the development of a separate identity from parents, of new relationship with peer groups and the opposite sex, and age of experimentation. Late adolescence (16-19) at this stage adolescents have fully developed physical
characteristics (similar to adults) and have formed a distinct identity well formed opinions and ideas (NCERT, 1999).

Adolescence is a growth process. The ages from 10-19 are rich in life transitions. How young people very in experience greatly depending on their circumstances. At age 10 the expectation in most societies is that children live at home go to school, have not yet gone through puberty are unmarried and have never worked. By their 20th birthday many adolescents have left school and get married, are sexually active and entered in the labour force.

The association of adolescence with sexuality is another factor which increases resistance to the concept, particularly in regard to female adolescence. The largest generation of adolescents in history 1.2 billion is preparing to enter adulthood in a rapidly changing world. Their educational and health status, their readiness to take on adult roles and responsibilities and the support they receive from their families, communities and governments will determine their own future and the future of their countries.

Nearly half of all population are under the age of 25 the largest youth generation in history. The state of world population report (2003) examines the challenges and risks faced by this generation that has impact directly on their physical emotional and mental well being today millions of adolescents and young people are facing problems regarding sexual issues with the prospects of early marriage and child bearing incomplete education, and the threat of HIV/AIDS. The report stressed that increasing the knowledge, opportunities, choices and participation of young people will enable them to lead healthy and productive lives so that they can contribute fully to their communities and to a more stable and prosperous world.
Today’s adolescents and young people have diverse experience with the different political, economic, social and cultural realities they face in their families and communities. Yet there is a common thread running through their communities. Yet there is a common threat running through their lives and that is the hope for a better future. This hope is bolstered by the millennium development goals agreed by world leaders in 2000 to reduce extreme poverty, hunger, the spread of HIV/AIDS, maternal and child mortality and ensure universal primary education to improve sustainable development by 2015.

In every region, there is a need for positive dialogue and greater understanding among parents, families, communities and governments about the complex and sensitive situations faced by adolescents and young people. The report examine such factors as changing family structures and living conditions, rapidly changing norms and social behaviors, the growth of orphans and street children, the impact of urbanization and migration, armed conflict, the lack of education and employment, and the continuing toll of gender discrimination and violence.

Just as youth need guidance, young women and men need supportive relationship and institutions that respond to their hopes and concerns. By taking concerted and comprehensive action to address the challenges faced by adolescents and young people. Government can meet their commitments and international development goals, and give greater hope to the worlds largest youth generation.

While there is little comparative research differences within and between societies are more pronounced with regard to adolescents, and generalizations may be less useful than recognize a prolonged transition to adulthood in other worlds adolescence seem to extend from late childhood
into the 20s. Moreover, we know far less in a systematic way about adolescents than about other age groups.

Policy maker’s communities and families need to plan policies, programs and guidance to raise awareness among the largest number of the young people regarding the resources they need to contribute to their societies.

In the life cycle of a homosapien organism, adolescence is a period of transition from childhood to adulthood. It is characterized by rapid physical, biological and hormonal changes resulting in to psychosocial, behavioural and sexual maturation between the age of 10-19 years in an individual. Adolescence is often described as a phase of life that begins in biology and ends in society. It means that physical and biological changes are universal and take place due to maturation but the psychosocial and behavioural manifestations are determined by the meaning given to these changes within a cultural system. The experience of adolescents during teen years would vary considerably according to the cultural and social values of the network of social identities they grow in.

It is pertinent at this juncture to raise the question. Has the period of ‘adolescence’ been recognized universally having the same meaning? In reality, there are markedly different notions of adolescence in different parts of the world. These stand apart from western account of what does or should happen during this transitional period between childhood and adulthood.

The evidence in literature from cross-cultural studies both supports and challenges the hypothesis that adolescence is a difficult period in development. There are cultures where adult status is granted to both boys and girls through initiation rites at puberty, amounting to an abrupt
transition from childhood to adolescence and adulthood. But it clearly confers the adult identity on the individual. However, it may be an extended period of transition in other cultures. Socialization process, it is acknowledged plays an important role in how inevitable biological changes are dealt with. There is little reliable data on the relative influence on their lives of peers, family and community. But it is essential that resources are provided to growing youngster through propolicies, programme and counseling and guidance.

Documented work related to experience of young people, across the globe, indicates that the forms adolescence takes within culture, let alone across cultures, are diverse and distinctive. Still, one can certainly identify common features related to biological, cognitive and psychological imperatives of human development. Further, with the world becoming a global village through increased communication has led to the emergence of world youth community, resulting in commonalities in interest of adolescents across cultures such as style of dressing up, eating habits, music preferences and sexual explorations. However, these commonalities get coloured, adapted and transformed to give different meaning within a cultural system.

There is therefore, a cautionary note for all those who work with adolescents and youth may it be researchers, practitioners, employers, policy makers and parents not to have a universalistic notion about adolescence. Adolescence needs are to be understood in historical and cultural context and its variegated and tentative nature be acknowledged and appreciated. It is particularly significant when policies are formulated and interventions are planned for adolescents to ensure their well being with reference to a particular culture of country.
1.3 Growth and Development of Adolescent

Adolescence is that period which is characterized by rapid physical, emotional, social, moral and intellectual developments and changes.

Physical Changes: Physical changes during adolescence are marked by onset of puberty, growth spurt, sexual maturation and acceleration of hormone secretions. Physical changes during this period are both internal and external.

Puberty: Puberty means “age of manhood”. It begins in early adolescence. Boys and girls during this stage grow rapidly as young men & young women. Puberty begins with the gradually enlargement of ovaries and uterus in girls. These changes are internal and thus cannot be observed outwardly.

Sexual Maturation: Puberty marks the beginning of sexual maturation. The first outward indication of sexual maturity in girls is the elevation of the breast is usually is the first sign of sexual maturity.

In some girls, the initial appearance of pubic hair may precede breast development. Growth of the uterus and vagina occur simultaneously with breast development. Menstruation may occur after growth spurt slows down. Menstruation is a symbol of sexual maturity-of her future status as a woman.

Growth Spurt: The term growth spurt refers to the accelerated rate of increase in height and weight that occurs with the onset of adolescence. During this period, there is a swift increase in body size, a change in the shape of body composition and a rapid development of reproductive organs.

Acceleration of Hormone Secretions: Many of the physical changes that occur during adolescence are due to increased output of hormones from the
pituitary gland which is located in the brain. The pituitary gland is responsible for growth and serves to monitor the hormone balance of the body.

**Social and Emotionality development:** As it is a period of expanding social relations and heightened emotionality since emotionality during adolescence is largely the result of social factors. These two developments will be discussed simultaneously.

i) Striving for Independence.
ii) Peer group relationship & Acceptations.
iii) Heterosexual relationships.
iv) A sense of Identity.

**Development of moral values:** Morality is defined as conforming to common standards—Rights or duties. The adolescent is oriented towards existing rules, standards and values, but he or she no longer wants to accept all that is imposed on her or him she or He applies his own conscience and individual rights in choosing standards and values. Her or his values are influenced more by peer group value then by parental value system.

**Cognitive Development:** Adolescents thought are flexible and effective; adolescents can deal with abstract and Hypothetical propositions. Problem solving behavior also appears at this stage. The adolescent can plan carefully, design an experiment appropriately, observe the result accurately and draw conclusions rightly. Intellectual maturation is the result of interaction between maturation, experiences, education and training.

**1.4 Basic Needs and Problems of Adolescents:**

Every child has certain needs. Adolescents also have certain basic needs. These needs are likely to be accompanied by potential difficulties and problems. It is a fact that the adolescent faces the same problems as
faced by others. But the problems of adolescents very in complexity and mode of expression. Problems which remained unsolved during early years appear again at this stage. During childhood the child’s needs were met and his problems were solved mostly by parents and teachers. But during adolescent, period boys and girls have to solve their own problems. The basic needs and problems of adolescents are as follow, Viz. need for Status, need for Approval, and Reorganization, need for Advice, need for Independence, need for Intimate friendship, need for Family life education, need for Recreation activities.

Factors influencing adolescent’s development are multidimensional and complex in nature. The web of social relationships with parents, Grandparents, siblings, peer groups and in their interpersonal attitudes, Economic conditions, culture, religion, educational, and occupational status of parents, impact of nutritional and health care also influences the development of adolescent.

The Girl child especially adolescent girl in Indian social setup lives in a very peculiar socio-cultural Milieu. She is being protected more carefully than the boys. This outlook towards girls makes them feel more confused to use opportunities within fixed frame. Many girls feel a sense of rejection at their home environment because of either authoritarian or permissive attitude of the parents or the lack of the closeness between the parent and the child.

Same adolescent girls have same kind of understanding with their mother but not with their father. Mother bridges the gap between father and daughter. Most of the girls have fear of parents and that compels them to tell lies to cover one lie more lies follow. So we should allow them to tell the truth and find a better solution then punishment to save them from the bad habit of telling lies.
Most of the adolescent girls learned about sexuality and peer relationship from the immature classmates or books. Not a single incident was found where parents allowed comfortable opportunities for discussing such issue openly with their adolescent girls.

Adolescents have needs similar to those experienced by the adults. But as they are subjected to different kinds of social expectations they fail to fulfill their needs. So there is need to make them understand the situation and involve them in decision making. Adolescents crave for power, competence and significance and those who are deprived of those factors show behavior problems.

In rural India most of the girls seem to jump straight from childhood to adulthood. Many assume adults roles in the family even before the one set of puberty, taking responsibilities for household and child care tasks and in addition working in the fields. These girls experience the joys and pains of growing up. These may vary depending on geographic, location economic circumstances and most significantly, the social and cultural environment in which they find themselves.

Healthy development of adolescents depend on several complex factors via, social-economic circumstances, the environment in which they live and grow, the quality of relationship with their families, communities, peer groups and the opportunities for education and employment.

For girls adolescence is a period of extreme stress and strain, menarche and menstruation are bound to elicit tremendous psychological and social response in them. In conservative society like ours where these matters are hardly discussed freely. There bond to be some practices customs and misbelieves which are detrimental during adolescence period.
1.5 Changing Social Structure

The term structure refers to some sort of ordered arrangements of parts or components. A musical composition has a structure; a sentence has a structure; a building has a structure; a molecule or animal has a structure; and so on. Structure is used synonymously to anatomy. Each society has its own structure; the structure of society can be called social structure. Social structure means almost any ordered arrangement of social phenomenon. Hence, structure can mean building in both its principle senses. It can mean the act of building of something and it can mean the end product of a building process. Its core meaning therefore, is related to that of other century it was used to refer to the interrelations between the component parts of any whole.

Therefore, it is implied that the concept structure means inner arrangement, composition or organization of the constituent elements of a building. A structure was a building or edifice that owed its distinctive characteristics to the fact that its parts were organized in some specific way.

Eventually the term social structure is frequently used by both sociologists, social workers, as well as anthropologists in their studies. The term became relatively popular in sociological studies with the works of Herbert Spencer that is after 1850. Spencer who was very much fascinated by his biological analogies (organic structure and evolution) applied the term structure to his analysis of society and spoke of social structure. Even Durkheim, Morgan, Marx and others gave their own interpretations on it. In modern times, George Murdock in America, A.R. Radcliffe Brown and his followers in Britain and Levis truss in France used profusely this concept and popularized it.

The Indian social structure is unique, the social structure and cultural pattern are characterized by unity and tradition. We cannot see this type of
social structure anywhere in the world except in India. India is known for its hospitality; various groups of immigrants from parts of Asia and Europe settled in India and became integral parts of Indian society. The Indian society is a stratified society in which members belong to different castes and classes. Each caste stands for a way of life that is to some extent distinctive, but at the same time the castes of a religion are part of a single social framework. It is important to note that caste is found not only among the Hindus but among the Muslims and Christians too.

The concept of role, the key term in our definition of the person, is also the key term in our definition of institution. It is therefore, in our definitional model, the major link of character and social structure. We speak of roles as organized or instituted when they are guaranteed by authority. Thus the cluster of roles enacted by the members of a household is guaranteed by parental authority the head of the household may use sections against infractions of the role pattern.

Gender roles however mean more than a mere difference between male and female. They also imply inequalities between the sexes. In virtually all societies women are not only considered different but inferior.

Soon after the birth of a baby, the role is determined by traditional social structure of India. If it is a boy, they would have him acquire the male role and grow up thinking and behaving like men if it is a girl they would get her to assume the female role and grow up thinking and behaving like a woman.

For many years Indian society assigned to men the role of breadwinner and to women the role of homemakers. The man was expected to work out of the homes, and compete with other men in order to provide food for his family. The man’s world outside the home was viewed as a
harsh and heartless jungle in which men needed strength ambition and aggression. Woman’s world was the home, and her job was to give comfort and teaching her children to confirm to society’s norms.

Indian tradition considered the joining of man with women in wedlock as most auspicious aspect for good of themselves and for the world. When a man and a woman join together it is not two persons that are joining together, but two different forces that are meeting together in which their force is constructive and hence sustains life and happiness. Hence marriage is a union of one man and one woman for sexual intercourse alone, at generating energy, which is the source of happiness of the son.

Even though history records ever so many reforms such as, reformation and renaissance, which brought changes in religious, cultural and other fields, there was no strict code of discipline that were not advantageous to men.

Sons are considered ritually and economically desirable, essentially not only to light the last funeral pyres or their parents in order to release their souls from the bondage of their bodies but also to ensure continuation of lineage and family name. They are also expected to become the economic support of parents in their old age. From the day of her birth, a girl is viewed as a burden and a liability and is likely to be given a meager share of the family’s affection and resources. This is because investment made on her brings no returns instead when she gets married a huge dowry has to be given to her.

Family structures and social values function in such a way that girls grow upon looking at themselves as inferior and subservient, entitled to much less than sons like less opportunity, less authority less property, less status, less power and virtually no choice. The duality or values operates in
the patriarchal family is an early age as a natural inevitable part of life. Customs, rituals traditional practice frequently make a girl the lesser child who is denied optimum opportunities which are required for growth and development during the various stages of childhood.

In traditional societies and joint families, socialization, rearing up boys and girls and inculcation of belief and practices were organized on the basis of race, status and roles expected from men and women in family and society. The paternal joint family system confined women’s roles to the domestic sphere allocated subordinate status authority and power to women compared to men and practiced sex segregation in day to day life. Men were providers and protectors of family hence boys and girls were trained for different adult roles, statuses and authority.

Again in the paralegal, patriarchal and matrilineal joint family system, boys are born, brought up, and assume adult status and roles in the same family. They are permanent members of the family while a girl is looked upon as transient member of the family where she is born and brought up. Girls on marriage are transplanted in their husband’s paternal family and in the family they are to take up roles in the domestic sphere does household work give birth and take care of children.

Boys and girls are reared up differently for the adult roles expected of them are different; accordingly inculcation of differential status and power and the development of appropriate personality characteristics and qualities are emphasized for boys and girls during the socialization process.

Thus, the differential treatment given to boys and girls stemmed from the concern to train and develop them for different adult roles. However, from the point of view of modern egalitarian values this practice discriminates girls and is injurious to their growth and development.
1.6 Indian Family in Transition

The rapidly changing social, political and economical scenario in the world has not left Indian family untouched. It is going through structural and functional modifications that have a bearing on adolescent’s socialization and parent child relations. Weakening of social support from kinship, movement of women empowerment, exposure to media, increasing competitive demands of the market economy and higher standards of achievement are a few aspects that have changed the family dynamics in the recent past. The need for differential values, competencies and coping styles between parents and adolescents are a source of anxiety and stress both for adolescents and parents.

The ambiguity of values that adolescents observe in the adult world, the absence of powerful role models, increasing gaps between aspirations and possible achievements, not surprisingly, lead to alienation and identity diffusion. Parents themselves appear ill prepared to cope with social change, having grown up in hierarchically structured and interlinked social and caste groups that provided stability. The conflict between parents’ desire to help their adolescent children cope with the changing demands of their own rooted ness in tradition expresses itself in the cold feet syndrome when things go wrong. Parents who apparently seem modern, but if their child breaches established social codes, intergenerational conflicts related to marriage, career choice, or separate living arrangements result in the tendency to fall back on tradition.

Amidst all this turmoil, while the outward form of family is changing; Indian family has the advantage of its heritage with well defined value system related to social relations and prescriptions of the ideal way of life. Adolescents across all sections of the society thus have a family as an ‘anchor’ that supports them to cope with challenges of transition to
adulthood. Family as an institution in India therefore, has a potent role in influencing adolescents. Capacity building of its members to provide timely support and monitoring signs of dangers to save adolescents from slipping into risks can be an important strategy/approach. Involvement of parents has increasingly now been used in planned interventions of governmental and voluntary sectors.

The high fertility rates in the eighties, the low mortality rates in the nineties and the rapid population mobility of the twenty first century have led currently to the presence of a large number of adolescents in India’s population. Since adolescents comprise a major part of reproductive group, they are likely to play a significant role in determining the future size and growth pattern of India’s population. They stand at the threshold of adulthood, and it is imperative that safe and enabling environment is provided to them to develop capacities for shaping their own future as well as that of the nation. The vulnerability of the adolescent as a risk group has increasingly been recognized in the national development process during the last decade. In cognizance of this a working group on adolescents was set up to provide inputs to the tenth five year plan of India. Programme, intervention content, to be implemented through active participation of adolescents, was endorsed by this group. The involvement of family, community and civil society in partnership with UN agencies has been recommended as an approach to ensure well being of adolescents.

1.7 Adolescent in Indian Context:

In contemporary India while adolescence is a comparatively new term, the word youth is better known and has been used at the levels of policy formulation and programming.

However, even the ancient text of Dharamashastra recognized the crucial nature of adolescence and prescribed specific codes of conduct for
the phase. These codes are deeply rooted in the Indian psyche and continue to influence cultural practices towards adolescents in a powerful manner. To contextualize the cultural milieu, in which adolescents grow in India, the relevant traditional cultural values and themes that shape and affect the environment of adolescents during growing years need to be described. The *family* universally is acknowledged as an institution of *socialization*; however, it plays a major role in the life of an Indian. Despite the fast pace of social change, it continues to have a direct bearing on adolescents’ development, since most young people stay in family until adulthood or even later in the case of joint family set-up.

Most Indian families observe sacred ritualistic ceremonies at various stages of life cycle. These are makers of progressive attainment of competencies both in social and behavioural aspects of life. The onset of puberty is acknowledged by the family and new code of conduct is prescribed both for boys and girls.

Several studies have indicated that parents rarely provide the desired support to growing adolescents regarding biological and physiological changes as also the meaning attached to these. Youth sexuality stands out as an important aspect which is inadequately understood; taboos to access information and lack of counseling services make youngsters turn to peers and other sources of information. We need to be aware that distorted information has consequences related to exploitation, abuse, mental health problems and risk of HIV/AIDS. Providing awareness services and strengthening capabilities of institutions like family, community and school to act as sources of correct information are thus important and need to be given attention.
1.8 Statement of the Research Problems

The term psycho-social refers to one's psychological development in and interaction with a social environment. Psycho-social problems, which can greatly affect one's life, one's work, family and one's domestic life; can be mild to most severe in terms of how pervasive and to what extent a person exhibits the features of a personality disorder. Those with a psycho-social problem possess several distinct features including disturbances in self-image; inability to have successful interpersonal relationship; inappropriateness of range of emotions and ways of perceiving themselves, others and the world and differently possessing improper impulse control. Modern scientific and technological development has created a lot of exposure in man's life. Today, human life is full of numerous hardships, conflicts and problems related to satisfaction of basic needs and psychological needs. Traditionally, it had been perceived that men are more subject to psycho-social problems because of varied responsibilities being the provider of the family. But in recent times, this perception has changed. Women face more psycho-social problems now as a result of her changing roles and bearing dual responsibilities, one in family and other at school. Various psycho-social problems like anxiety, frustration, mental illness, distress, depression, stress, anger, phobias and other various social and emotional distresses are likely to beset her. A careful and sensitive peep into mind and psyche of women reveals beyond doubt how her fears, anxieties, stress and strains warp and dampen her morale, courage and retard her march to excellence, progress and glory. She has to trudge a weary and difficult terrain all her life because of her dual responsibilities at home and at the school. Despite all her resilience, patience, fortitude and tolerance, sometime her spirits give way under the dreary and cumbersome obligation of their home and school. All the psycho-social problems prey upon her mental, moral, social, and familial sphere. We can have a glance at the withering and decaying impact of the psycho-social problems on her
outer and inner potential. With the passage of time, the wounds may heal but the scars remain and these scars with her aging process become more marked and more pronounced and manifest themselves in her attitude and self-conduct.

Need for the Social work perspective to tackle on psychosocial problem of adolescent is the utter most urgent task to be tackled. Especially where developing nations with scare resource to tackle the only major burning issues can create awareness and focus on complications associated with neglected psychosocial issues by utilizing social work interventions to encourage healthy development of new generation.

Social workers have a unique interest in understanding diversity in patterns of human adaptation to adverse circumstance. The study entitled “socio cultural variations in adolescent girls expressions of distress” “what we know and need to know” draws social workers attention to empirical research on socio cultural variations in adolescent girls expressions of distress. Focusing on internalizing and externalizing modes of expression, the researcher summarizes current studies that investigate ethnic / race and socioeconomic influences on adolescent girls behavioral and psychological symptoms of under laying distress. This review of existing literature points to need for a more refined understating of multiple and interacting influence on adolescent female patterns of expression and draws several implications for social work practice with there diverse population group.

The Forum on emotional and behavior problems of our children; early identification intervention and policy implications, was arranged on Oct.23-2000 by the Human services policy center (HSPC) at the Evans school of public affairs, University of Washington. A report of reviles that many children today face emotional and behavioral problem and their needs for help are largely unmet and these problems start early in child hood and
get progressively worse if not treated there is a need for more culturally relevant programs that address individualized needs and diversity among families.

The psychosocial problems of adolescent in Indian social setup are unique in nature, as the religion, economy, culture, health status, conservatism, educational level, gender bias, urbanization, ignorance, superstitions, moral, and change in the attitudes, values, and life styles of adults will have a peculiar impact on psycho social issues and problems of adolescent girls.

The present study titled “psychosocial problems of adolescent girls: A social work perspective” intends to probe the psychosocial problems silently faced by adolescents as socio cultural practices prevalent in the social components of society like family school. There is need to create more awareness about psychosocial aspect of health. The root causes of these psychosocial problems are complex in nature and wage in concept. It is an attempt to through light on neglected area of social welfare.

Adolescent period being the transitional stage between the childhood and adulthood passes through many fold of changes. Moreover, in each stage the girls has to come across new challenges and experience in their life. Hence, all their components were critically evaluated and discussed in details and effort was made to develop the conceptual (theoretical) frame work based on the available review of literature which has been presented in the next chapter.