Sex - Consciousness Scale

Prepared By

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Instructions

In this booklet statements are given on the basis of behaviour, experience and activity. Read carefully and give your opinion about yourself by marking ✓ in the appropriate column. Give response to all the statement given in the scale. This test is only to measure sex-consciousness. This is only for research purpose and it is strictly confidential. Hence give your opinion freely as it is not going to affect your academic achievement.

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<tr>
<th>Name</th>
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<th>Age</th>
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<td>Class</td>
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<td>Sex</td>
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<tr>
<td>1.</td>
<td>Love is associated to sex</td>
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<td>2.</td>
<td>Feels attracted towards a person of my own sex</td>
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<td>3.</td>
<td>Rape is a criminal act</td>
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<td>4.</td>
<td>Like watching a beauty contest</td>
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<td>5.</td>
<td>People of my own sex frequently attract me</td>
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<td>6.</td>
<td>If given a chance to meet a member of the opposite sex I find it difficult to express myself</td>
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<td>7.</td>
<td>Feel at ease with the opposite sex</td>
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<td>8.</td>
<td>There should be no censorship, on sexual grounds, of plays and films.</td>
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<td>9.</td>
<td>Do not want to be seen naked</td>
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<td>10.</td>
<td>Staying out late with the opposite sex is exciting.</td>
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<td>11.</td>
<td>It is hard to talk with people of the opposite sex.</td>
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<tr>
<td>12.</td>
<td>Staying out late does not excite me.</td>
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<td>13.</td>
<td>Feel pleasure in gossiping about sex with friends</td>
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<td>14.</td>
<td>Feel difficulty in controlling my feelings when I see a member of the opposite sex</td>
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<tr>
<td>15.</td>
<td>Get pleasant feelings from touching my body parts.</td>
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<td>16.</td>
<td>Feel jealous of my parents</td>
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<td>17.</td>
<td>Experience a physical intensity by coming across a member of the opposite sex</td>
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<tr>
<td>18.</td>
<td>Feel disgusted when people wear tight dresses.</td>
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<tr>
<td>19.</td>
<td>With the growth of my body parts I try to hide it.</td>
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<td>20.</td>
<td>Always look for &quot;occasions&quot; to meet a member of the opposite sex.</td>
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<tr>
<td>21.</td>
<td>My friends have provided me the knowledge about sex education.</td>
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<td>22.</td>
<td>My parents object when I gossip with friends of the opposite sex.</td>
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<td>23.</td>
<td>Love to freak out with my friends to discotheques.</td>
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<td>24.</td>
<td>Prefer to go to a teacher to satisfy my sexual curiosity.</td>
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<tr>
<td>25.</td>
<td>Prefer to go to a parent to satisfy my sexual curiosity.</td>
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<tr>
<td>26.</td>
<td>Only books have satisfied my curiosity about sex.</td>
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<td>27.</td>
<td>The thought of sex is disgusting to me</td>
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<tr>
<td>28.</td>
<td>Feel guilty talking to the opposite sex</td>
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<td>29.</td>
<td>My studies are affected when I think of sex</td>
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<tr>
<td>30.</td>
<td>Religious beliefs do not allow me to talk to the members of the opposite sex</td>
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<td>31.</td>
<td>Getting opportunity to see a blue film I prefer to avail it.</td>
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<tr>
<td>32.</td>
<td>Thoughts about sex disturb me</td>
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निर्देश

इस पुस्तिका में आपके व्यवहार, अनुभव तथा कार्य सम्बन्धी कुछ प्रश्न दिए गए हैं। आपके उत्तरों के लिए एक अलग से उत्तर-पत्र दिया गया है जिस पर सम्बन्धित प्रश्न का उत्तर किसी एक खाने पर चिह्नित करके देना है। प्रयास करें और जब आप निश्चित करे कि खाना ‘है’ अथवा ‘न’ आपके व्यवहार, अनुभव अथवा कार्य करने को प्रदर्शित करता है, तब किसी एक खाने पर चिह्न लगाएं।

जल्दी करें और किसी एक प्रश्न पर अधिक समय न लगाएं। हमें आपकी प्रश्न प्रतिक्रिया प्राप्त करना चाहिए न कि बहुत सौंदर्य विचार कर यंग तो गई प्रतिक्रिया। कृपया किसी प्रश्न को छोड़ें नहीं। कोई भी उत्तर ‘सही’ अथवा ‘गलत’ नहीं है क्योंकि यह कोई बुद्धि अथवा योग्यता परीक्षण नहीं है बल्कि आपके व्यवहार का एक साधारण मापन है। अत: ईमानदारी से सर्वोत्तम उत्तर दीजिए।

कृपया इस पुस्तिका पर कुछ न लिखिए।

कृपया अब पृष्ठ पलटिए.
SCORING TABLE

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Bridge that divide

The new year will see Delhi school children, class VI onwards, being subjected to 'life skill' classes which will teach them about sex, alcohol, substance and physical abuse. A good move since parents still find it tough to discuss these issues with their children.

Shying away: "Children are very curious about the birds and the bees but parents are uncomfortable talking to them about these issues," says clinical psychologist Ashima Puri. While parents spend a lot of time analysing their child's academic performance, they pay little attention to the need to teach them about sex, and the dangers of vices like alcohol and drugs. "Parents are not inclined to discuss such issues," adds psychiatrist Arch Bhatti.

Counsel the counsellors? But if kids can't talk to their parents, the concept of introducing counsellors would only help them right? Wrong. If the counsellors are not qualified enough. According to Puri, "Few are trained to advise on delicate issues and there is no training board to oversee the counsellors." Abha Adams, of Sriram School, adds, "Due to the increasing demands, it is important for all up the teaching profession, to be trained in counselling techniques." Professional Bhatti, counsellor of DPS RK Puram wants parents to talk to children about these issues. "It will take time for schools to implement these courses but, till then, parents will have to step in. Right now, we have at least 150 students coming to us every month who can't confide in their parents."

It's all about the attitude: Author Anjita Godhale says, "I talk to my daughters about any issue. It is the attitude of openness that is important." Activist Nafla Ali adds, "It is important that kids today be equipped with the realities of life, so one should talk to them about these courses but, till then, parents will have to step in. Right now, we have at least 150 students coming to us every month who can't confide in their parents."

Her daughter Aruna Sodhi says she is very comfortable talking to her parents. But that is not the case with many other kids as they find their parents don't understand them. Why talk? Given the lack of communication with parents, the youth turns to the Internet and their peers for information that can lead to inaccurate information and troubled behaviour. Sums up Bhatti: "Parents often end up experimenting and being in trouble. Also, the lack of communication means that youngsters feel isolated, arrogant and intolerant."
Early Lessons
Pre-puberty right age to start sex education

For a generation being brought up on a diet of sex-saturated television, 11-12 years is the appropriate age to introduce sex education. In this context, the Delhi government's decision to introduce sex education in school from class VI onwards is welcome. Though some may consider it a bit precipitate, early exposure to the subject is necessary for a wholesome and responsible attitude towards sex. Children need to be told at the pre-puberty stage the changes that their bodies will undergo so that they are able to handle them better.

For too long, prejudice and prudery have forced us to brush sex education under the carpet. As a result, children are confused and ill-informed. When inquisitive minds do not find answers the legitimate way, they get them from other sources, mostly unreliable. Policy-makers have done well to call the subject 'life skills' instead of sex education. It reflects a healthy change in perception. The 'life skills' approach is also likely to go down better with parents who might not be very comfortable with the idea of exposing children to sex education at an early age. Parents' involvement in all this is extremely important to provide the back-up and address specific and sensitive issues, if necessary.

Trained teachers are crucial for the success of the scheme, which should be closely monitored and evaluated. Several schemes in the past have failed to produce desired results in the absence of adequate pre-launch training. The government should involve reputed NGOs and professional experts — psychologists, psychiatrists, gynaecologists — in training teachers and preparing instructional material. Handled well, the Yuva School Adolescent Education Programme, as it is innovatively called, could go a long way in dealing with the problems of sexual abuse, teenage pregnancy, AIDS and sexually-transmitted diseases. The role of teachers in achieving the goal is important. They should be able to answer questions scientifically, without awkwardness. It would be preferable if there are women teachers for girl students so that the discussion is uninhibited. It would also avoid any unsavoury developments, which could discredit the scheme. For sex education to be really meaningful, it should not just provide information on sex and reproduction, but be an interactive and continuing process which equips students to deal with various life situations.
Experts attending the nation-wide conference of Indian Association for Child and Adolescent Mental Health here were all concerned for the typical Indian make believe world where sex only happened after the seven pheras. "It has caused untold anguish to a typical Indian adolescent, said Dr AK Agarwal, former head of KGMU's department of psychiatry. Dr Agarwal, who ran UP's first sex clinic, said that most of the teenagers now fall in love due to peer pressure, with TV and movies urging on. Since a love story often ends up on the marital bed, sex gets intrinsically linked with marriage in young psyche."

Therefore, small things like a schoolboy crush on the class teacher leads to gigantic guilty complex, he said and stressed "10 plus boys and girls need to be taught to handle their physical changes and emotional upheaval with dignity. There are not many takers for his views in UP though, going by the lukewarm sale of his educative booklet on sex education. The only buyers it attracted here turned out to be dysfunctional adults, he said."

Dr Savita Malhotra, head psychiatry, PGI, Chandigarh, attributes parents' resistance to the concept of bringing sex out of the closet into the classroom. Experts attending the nation-wide conference of Indian Association for Child and Adolescent Mental Health here were all concerned for the typical Indian make believe world where sex only happened after the seven pheras. "It has caused untold anguish to a typical Indian adolescent, said Dr AK Agarwal, former head of KGMU's department of psychiatry. Dr Agarwal, who ran UP's first sex clinic, said that most of the teenagers now fall in love due to peer pressure, with TV and movies urging on. Since a love story often ends up on the marital bed, sex gets intrinsically linked with marriage in young psyche."

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UP to introduce sex education in schools

TIMES NEWS NETWORK

Lucknow: Uttar Pradesh has finally come of age with Malayam Singh Yadav government making efforts to include sex education in the curriculum of the UP Board. A move to introduce the subject at class IX and XI-level during the 2004-2005 session, has, it is reliably learnt, received formal clearance from the government last month. It is expected to cover roughly 20,000 schools across the state.

The move to bring sex out of closet and into the classrooms had been hanging fire for quite some time. However, despite enthusiasm among officials the idea found stiff opposition from the saffron camp, which did not approve of putting the subject directly in the syllabus. In fact, in April 2003, the Department of Secondary Education, in collaboration with the State Innovation in Family Planning Services Project (SIFPSA) and the UP State AIDS Control Society (UPSACS), went to the extent of structuring a module termed safely as Family Life Education Programme. Handling the issue with utmost caution, the module aimed at providing basic information about the facts of life from class six onwards. However the "bold" step did not find many supporters either in the ministry or the bureaucracy.

The move was revived in May 2004 and the modalities were discussed at a meeting between officials from the departments of education, health, Unicef and UPSACS. This time help was sought from NACO to supply the module. However, enough care was taken to moderate and tone down the NACO module to make it more acceptable to parents and teachers in UP. A special screening committee was formed to go through the scanner and spike too bold or graphic portions which could offend sensitivities here.

The result: Ten chapters for class IX students can be termed basic in nature and content the same topics would be elaborated upon and taught extensively in class XI, she pointed out.

The chapters, she said, dealt with physical changes expected during adolescence, related issues and the best way to cope with them and then take on "adult" issues like sexually transmitted diseases and HIV/AIDS — its manner of transmission and ways to avoid the virus.

While information to junior students is sketchy, the seniors will cover the same topics with the help of case studies etc, says Johari who adds that the government did not rule out holding training camps for teachers who may find breaking the ice a little awkward initially.

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An outline of the content of sex education in China

The sex education currently being conducted throughout China (mostly at middle and high school levels) consists of two main components, programs concerning puberty, and programs concerning love and marriage.

Educational programs about puberty, and about love and marriage, are coordinated by the state Education Committee (Ministry of Education) and the Family Planning Committee (Ministry of Population). The preference in the Chinese system of sex education is for superior programs that have been developed and tested at local level be diffused after approval by the government agency in charge. Textbooks for sex education are produced by publishing houses in each province and city. The main contents of the curriculum include the sexual physiology of puberty, sexual psychology, the moral norms and social responsibilities involved in sexual activity, the dangers and prevention of sexual diseases including AIDS. Whereas at first parents and educators feared these issues would unduly arouse the students, at present scientific sex education has become more widely understood, and is now appreciated as enriching the students' outlooks on life, social values, and the world at large. Chinese educators are especially concerned with the "national state of affairs" and the "effects on society," in other words with the implications of sex education for the construction of a society based on morality and the spirit of socialism, and are determined to proceed with utmost caution.

Accordingly, with regard to increased levels of sexual consciousness and activity among youth, sex education in the schools is being regarded as increasingly important. At present, judging from the current national state of affairs, social conditions, and the quality of teachers in the classrooms, sex education is not sufficient to match the needs of youth or their physiological and psychological development. Unable to obtain knowledge and information about sexual matters through formal (public) channels, they can only seek such knowledge and information through informal (private or even secret) routes. In my opinion one of the most important questions involved is the effect on youth of this knowledge and information obtained through these informal channels. In sharp contrast to Japan, in China the government's policy is based upon the pretense that it maintains control over the level of sexual information available. Accordingly, regarding questions concerning the content of sex education provided at home and in the schools, as to whether sexual intercourse and contraception should be explicitly handled, and in what way, there are many important issues that need to be resolved in how China can best utilize the experiences of Japan and the Western nations.

http://www2.ipcku.kansai-u.ac.jp/~takagi/sou/ei.html
A touch of love in school syllabus

Beijing: Shanghai is adding a dash of romance to the school curriculum to teach children about real love, as opposed to the Internet chatroom variety.

Stories and poems on love written by well-known authors, Chinese and foreign, ancient and contemporary, have been added to middle-school textbooks in a special unit titled 'Love is Like A Song', Xinhua news agency said on Wednesday.

The literature includes works by Russian poet Pushkin, excerpts from Charlotte Brontes Jane Eyre and Chinese love classics written by ancient and contemporary writers.

With the development of information technology and the electronic industry, people in Chinese society, however, love, both spiritual and physical, remains a traditional taboo and a topic seldom touched on in the school curriculum, though it is a factor widely believed to divert students' attention from study.

The agency quoted Professor Fan Shou-chang, editor of the new textbook from the Shanghai Education Publishing House, as saying he hoped the new studies would help guide students through puberty smoothly.

Xinhua said trial courses had been held at schools across Shanghai. The class fell into a long silence when it was asked to comment on puberty love.

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Sex education needs to begin earlier, says Delhi

An overwhelming 92.4% respondents want sex education to begin by pre-teen level

The response has been overwhelming. To the query whether starting sex education at 14 years is too late, about 92.46 per cent respondents have said 'yes' in an 8888 poll. Therefore, the implications are clear - the subject must indeed be introduced in schools at the pre-teen level itself.

"Even the children are quite innocent at this stage, it's still not a bad idea. For children have to be prepared to face situations of abuse," says fashion designer Rina Dhaka, mother of two small children. Artist Shamsbad Kharbanda too shares similar views. "With growing awareness, the child is quite mature by then, so it's only wise that the right information is given to him by the right people."

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Monday, November 14, 2005

Need for sex ed. from parents?"
Government agencies mostly act unimaginatively. Adolescence is a state of the mind. Yes, sexually or hormonally, adolescence can be reached early, but to make it a norm is not right. Children will be children. Thinking that they will mature in class four or five is just foolish.

Age of awareness

Is your child growing up faster than you think? The Central Board of Secondary Education (CBSE) is...

Asin Chatterjee & Debashis Konar

Parents beware! Parenting a child was tough but with time it has become tougher. And now Central Board of Secondary Education (CBSE) has come up with a suggestion that new adolescence strikes early. And so, instead of the kids being called an adolescent at 12, be called at nine. The board has launched a nationwide awareness programme for principals and teachers where they will be educating teachers about the reasons which stimulated this change. But the move has invited mixed reaction.

CBSE spokesperson thinks the change was necessary because of the physical and mental changes kids are undergoing these days. "We took the initiative because of the physical variants in kids. There is physical and mental development in kids any which needs to be regulated. This is also called biological grooming. We have a programme running for the adolescents which we are running in collaboration with Vidyanagar Institute of Mental Health and Neuro Sciences (VIMHANS). This programme is part of the ARSH programme (Adolescent Reproduction Sexual Health), which we plan to hold all over India. Right now, the counselling is on in a few states," says he.

Jiandra Nagpal, one of the main forces behind the programme, says, "We always go by the specifications set by WHO. We have given suggestions to CBSE. Whatever changes we incorporate will be based on a consensus of the changes happening socially and psychologically. Another factor which we need to understand is the urban rural divide."

Psychologist, Anut Kaurkabty feels strongly about the decision. "I'm totally against such a thought. In a tropical country like India, advent of puberty is around 12-13 years. The Central Board of Secondary Education (CBSE) has launched a nationwide awareness programme running for the adolescents, says he."

Sociologist Subh Sain too feels advancement of the adolescent age from 13 to nine would help the cause. "Evolution is the reason for the advancement of puberty. If we do not make it a norm, it is not right. Children will be children. Thinking that they will mature in class four or five is just foolish," says Sain.

Opposed to the new development is endocrinologist Bhupesh Sinha, who feels the decision is faulty. "Government agencies mostly act unimaginatively. Adolescence is a state of mind. Yes, sexually or hormonally adolescence can be reached early, but making it a norm is not right. Children will be children. Thinking that they will mature in class four or five is just foolish," says Sain.

What age constitutes the adolescence period? Experts say it can be classified under two categories—Early adolescence in the age group of 13 to 15 and late adolescence in the age group of 16 to 20. The adolescence age in respect of boys and girls differ. While girls usually undergo puberty at 13 years or so, adolescence for boys may begin when they are 14 or even earlier. During the endocrinological age, it is also said that girls are early bloomers, fast growers and wittier faster; whereas boys are late bloomers, grow slowly and wither faster.

How young is too young?

Problems and issues relating to adolescent boys and girls is often debated in media, by parents, teachers and community groups. It has been a touchy subject, one wrong move and the children will be umpire. CBSE has drawn up a national action plan for introducing an awareness scheme. This programme is its affiliated schools. But this awareness programme will be held for a few institutions to go about with the project.

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In legal parlance, when one takes decisions with the help of others, he/she will be termed as a minor and called as aliens and when he/she is capable of taking decisions and acting independently, he/she may be as adults and should be treated as such.

Talkback Kolkata

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Website: http://www.kolkata.com
New Delhi: Catch 'em young — nothing else may work better in the area of sex education. More and more adolescents are becoming vulnerable to unsafe sexual practices and increasingly, intersex friendships are leading to sexual relations.

Last week, Population Council, an international NGO, released preliminary results of the first community-based survey in India on prevalence of premarital sex. The survey covered 8,696 married and unmarried men and women aged 15-24 in Pune district. It found that about one in five men and a little less than one in 10 women had premarital sex. Urban youngsters are more sexually active than rural ones. An urban slum in Pune city and a rural village covering 80 households in Pune district both with a population of about 1,000 each were selected. The district, close to Mumbai, is economically developed and the youth have access to education, employment and modern lifestyles. But HIV prevalence is also high.

It was found that despite strict parental supervision and norms that discourage premarital intersex friendship, partnerships were formed that lead to sexual relations by 15-30% of men and 10% of women. Partners are generally from the same neighbourhood.

Presenting the findings at a conference here, Mallika Alexander, research scientist at KEM Hospital, Research Centre in Pune, says, 'Terms such as 'proposals' and 'love affairs' are often used by them, the latter used interchangeably with 'premarital'. For example, Rani, a Class XII student in Pune, was approached by a classmate for 'love affair' an offer going beyond romance to a partnership that could include sexual relations.

The findings confirm that while gender differences in education are narrowing, young men appear more in control of their lives than young women, and have greater mobility and self-confidence. Evidence suggests that many young women perceive their lower status as a threat to their self-esteem and future prospects.

According to Prof Faugard Ram, head of the department of reproductive health at International Institute of Population Sciences, Mumbai, there are gender differences in sensuality too.

Around 9% of women reported that they had been forced and 30% said they had been persuaded. Some women agreed, fearing refusal to have sex would hurt their chances of marrying their partners. In contrast, just 2% of rural men and 6% of urban men admitted they had forced their partners to engage in sex.

First sex occurs within a month of partnership formation for a significant number of young couples. Findings also suggest that young men engage in sexual activities with other girls too, largely sex workers. Most of these are unsafe, without use of condoms, putting youth at risk of infection and unplanned pregnancy.

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A study conducted by Prof Faugard Ram, head of the department of reproductive health at International Institute of Population Sciences, Mumbai, there are gender differences in sensuality too.

Premarital sex not rare' One In 5 Men And One In 20 Women Have Defied Norms

Ahmedabad: You no longer need to camouflage sex with oblique references to 'birds and bees'. When it comes to sexuality, Gujarati children, even those in villages, are getting smarter and safer.

A survey — Assessment of awareness and attitudes of rural adolescents about reproduction and sexual health among over 2,700 school children in Ahmedabad reveals that 17% of boys and 15% of girls between 15 and 17 years said they saw nothing wrong in pre-marital sex.

Twenty percent of the adolescents said they would agree to a sexual relationship if initiated by a friend. This included 24% boys and 15% girls. The study carried out by dean of B J Medical College Dr Suresh Saxena and Dr Dinanath Rathod and others, was conducted on class X and XII students in 60 schools where the School AIDS Education Programme (SAEP) has been implemented.

Majority of the students knew about HIV spreading through multiple sex partners, from mother to infant, infected needles and transfusion of blood. However, only 16% knew about other sexually transmitted diseases. Many misconceptions such as believing that HIV can spread through razors and kissing and can be cured by drugs still persist.

"The level of HIV-related knowledge in students is adequate, though some misconceptions persist. The students are eager and sexual health education activities should be conducted on a large scale," said Dr Rathod.
When we celebrated my son's thirteenth birthday, I clearly remember a friend welcoming us to the "League of Troubled Parents", for that was what she felt managing her 15-year-old then. Today, five years down the line, I can fully understand the meaning of her words.

As parents, we are faced with a lot of puzzling questions and situations when teens are around. We are worried when we see them manifest traits which we disapprove of. We are perplexed by their arguments, defiance and sudden withdrawals into secrecy. We wonder why sometimes they drift unmindful of the goals they have set for themselves. In our desire for the best we are perhaps taking our task too seriously and overdoing it, thus causing friction with our children. Conflicts occur when our feelings and theirs don't match. Disregarding their feelings makes them disregard ours. When a child shares with us his exasperation with an unfair handling by his teacher, what he is asking for is that his parents understand his humiliation in front of the class and not find fault with him by saying, "you must have done something wrong." Feelings need to come out and there can be no restrictions on how they feel, but there must be restrictions on how they act. They must learn to express themselves in certain ways, at certain times and in certain places.

Friends they select may not always fit in with our standards. They may mix with them and come home different people, rejecting our lifestyle and culture. When we disapprove, it might help to ask ourselves honestly if they are actually undesirable, or are we rejecting them on old prejudices. What we do need to know is the reason why they have made them their friends. The more we reject the more they are tempted to defy. It works if we speak to them about our expectations and apprehensions and why we disapprove. Today our children are under pressure to perform and somewhere along the line they get the message that we adults are more worried about entertainment. This erodes their self-esteem, makes them lose interest and become defiant. If children appear to drift and still not take heed, leave the matter for a while and then start with a fresh approach. Sometimes it helps to confront the problem directly, without beating around the bush and lay down your concerns and expectations honestly. Love them unconditionally and not for what they achieve.

Some parents make such an issue of exams that they leave all work to be with their children during that period. This sends wrong messages to them. One, that their parents do not think them capable of studying hence they stay home. The child then loses self-confidence in his ability and two, the message comes across loud and clear that parents are more concerned about his achievement and not him as a person.

Here's how you can work out a better relationship with them:

- Create a climate for children to share their views and feelings with you freely and honestly. Give them a patient hearing and do not ridicule their ideas.
- Build certain family traditions when the whole family can participate in an activity or talk about the day's events.
- Discuss controversial moral issues when rights have been violated. Impress upon them the importance of thinking for themselves. Give them a voice in the family.
- Too many restrictions curb their independence and give them the feeling that their parents do not trust them. They lose self-confidence and begin to do things on the fly.

(Listen to me: Give teenagers a voice in the family)

When children step into their teens you join the league of troubled parents. But there are ways you and your youngster can deal with this rebellious phase, says ZENOBIA RUSTOMFARAM

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