
PRACTICAL 7 UNDERSTANDING ADOLESCENCE: A PERIOD OF TRANSITION FROM CHILDHOOD TO ADULTHOOD

Structure

7.1 Introduction

7.2 Part-1

7.2.1 Adolescence: A Period of Charm and Challenges

7.2.2 Case Study as a Method

7.3 Part-2

Activity : Understanding Adolescence: A Period of Transition from
Childhood to Adulthood

7.4 Part-3

Illustration of Written Report of this Practical

7.1 INTRODUCTION

Adolescence is termed as a period in the development of the human being when the growing individual begins to transform into an adult like physical form accompanied by improvement in the mental faculties. The developmental domains of the adolescent years are well discussed in Unit 15 “Families with Teenagers” of Block 4 of Course MCFT-001. It is a pre-requisite for this Practicum activity that you should have theoretical knowledge of the stage of adolescence. To understand this stage better, you are required to do a case study on an adolescent boy or girl.

Objectives:

After undertaking this Practicum activity, you will be able to:

- Understand parent-adolescent relationship;
- Explain sibling and peer relationships of adolescents; and
- Understand views of adolescents on a variety of aspects.

7.2 PART-1

7.2.1 Adolescence: A Period of Charm and Challenges

Adolescence has traditionally been considered a more difficult period in development than the preceding middle childhood years for both adolescents and their parents. Adolescence is described as a period of great storm and stress. At the same

time adolescents have immense physical, mental and emotional potential. Nevertheless, adolescents experience a lot of changes that include physical, sexual, psychological and cognitive changes as well as a change in social needs. They experience a rapid rate of biological maturation. They are struggling to achieve identity of their own seeking answers to questions like “Who am I?” and “What will I do/become in future?”

Adolescence is considered as a physiological and psychosocial period during which most young persons adjust to radical changes in their bodies. It is a difficult stage of life. On the one hand there is struggle towards maturity and at the same time it is a period of hopes, new experiences and expanded opportunities for growth.

Various areas of development during adolescence are discussed below.

- **Physical Development**

One universal aspect of adolescence is physical growth and maturation. It is separated from earlier stages of development due to the physiological changes of puberty that marks its beginning. The term puberty refers to the first phase of adolescence when sexual maturation becomes evident. It begins with hormonal changes and their manifestations. Sexual maturation is accompanied by a growth spurt.

The term ‘growth spurt’ refers to the accelerated growth in height and weight that occurs with puberty. This increase in growth varies widely in intensity, duration and age of onset from one child to another. Changes in height and weight are accompanied by changes in body proportions in both boys and girls.

For the adolescent girl, menstruation is a symbol of sexual maturity and womanhood. Because young women’s reaction to menstruation may generalise broadly, it is vital that their initial experience with it be as good as possible. A majority of girls view menstruation as either negative or neutral. This attitude may be due to physical discomfort and hormonal influences on mood but it appears to be largely due to negative social attitudes. Just as the onset of menstruation may be traumatic for adolescent girls, uncontrolled erection and initial ejaculation may surprise and worry young boys.

- **Cognitive Development**

Continuing cognitive development, including the advent of the stage of formal operations, allows adolescents to think more abstractly to formulate and test hypotheses and consider what might be rather than what merely is. These abilities often lead adolescents to criticise parental and social values. Egocentric young people at this stage may conclude that others are preoccupied with their appearance and behaviour as they themselves are! Adolescents’ cognitive development also plays an important role in personality development and in formation of a clear sense of identity. Because of the ability of formal operations, they develop certain skills like formulating hypotheses, deductive reasoning, integrative ability and abstract reasoning/logic. The main development is that possibility dominates reality.

- **Social Development**

Social development during adolescence includes the following aspects:

- 1. Relationship with Parents and Siblings**

Becoming independent of one's family is a basic task of adolescence in the Western view. In the Indian context, however, adolescents do not experience the need for independence in the same way as it is seen in Western societies. Interdependence with family is an important value. Yet, questioning and arguing with parents or any other authority may be quite common.

In India, parents give more freedom and space to boys than girls. Girls are more confined to home than boys. This conflict among the parental preferences of different roles and responsibilities for boys and girls at times leads to friction among sibling relationships. The special bond shared by siblings makes them realise by the end of teen years that they can trust, rely and share the most important family and personal problems with each other.

- 2. Relationship with Peers**

Peers play a vital role in the psychosocial development of most adolescents as their ties with parents become weaker. Peers provide an opportunity to learn social skills, to control behaviour and to share similar problems and feelings. Being accepted by peers generally and having one or two close friends is important.

Friends are likely to be of the same age and sex as well as from similar backgrounds. Sharing similar values and jokes with friends is common among adolescents. Contrary to popular opinion, peers are more likely to reinforce parental values than to oppose them, although there are likely to be generational differences in tastes, fads and customs.

Many factors affect the likelihood of an adolescent's acceptance by peers including intelligence, physical appearance, skills, social status and special talents. Generally adolescents prefer peers who are cheerful, tolerant, good natured and enthusiastic individuals who contribute to others by making them feel accepted and involved. Poor peer relationships during childhood and adolescence are predictive of adult emotional disorders, delinquency, disturbances in social adjustment and other forms of maladaptive behaviours.

- **Self-concept**

A central task of the adolescent is to form a stable sense of identity of which gender identity is one of the major components in addition to vocational identity. According to Erik Erikson's theory, individuals with a strong ego identity see themselves as distinct and separate individuals and with integrity of needs, motives and behaviour. Their self-perceptions are reciprocated in the sense that others perceive them as they perceive themselves. Mature identities are often formed after a period of searching and uncertainty.

Gender identity is one major component of identity formation. Different individuals may define different characteristics as part of their gender identity. Androgyny is a combination of culturally defined masculine and feminine traits. Vocational identity is central for many adults and young people. Adolescents who work during adolescence appear slightly better prepared for adult employment.

Self concept and self esteem of an individual, though it starts developing in the formative ages, becomes firmly grounded during adolescence. Self concept of adolescents is based on the perception of how others think of them and self esteem is based on the value given to these perceptions. Self concept regarding other's perception and our own preception about ourselves is important during adolescence.

● Emotional Development

Although most adolescents are basically optimistic about their future, a minority of them feel alienated from their society. They feel little involvement with people or with social institutions often viewing them all with distaste. Some appear to lack the capacity for intimacy and deep interpersonal relationship.

Both social conditions such as poverty and individual experiences contribute to an adolescent's tendency to become delinquent. Delinquency is especially high in deteriorated urban neighbourhoods and areas with little community solidarity. The personality characteristics that distinguish delinquency include impulsivity. Adolescents who are delinquents are rated as dishonest, troublesome and unpopular.

Although most adolescents do not go through a period of severe "storm and stress", some experience significant psychological problems including acute anxiety, psychosomatic disorders, depression and sometimes suicide. Suicide may also be precipitated by an immediate unhappy event but it is usually rooted in long standing difficulties in coping that lead to feelings of helplessness.

Eating disorders sometimes occur during adolescence. The essence of adolescence is to develop a coherent sense of personal identity and positive self-esteem, to become autonomous and socially responsible, to enjoy working and to be capable of making mature decisions as adults.

7.2.2 Case Study as a Method

Case study is an approach which studies a social unit or setting intensively. The examples of a social unit or others can be an individual, a family, a situation or community or even an entire culture. Case studies attempt to study the holistic character of the unit. This approach involves collecting indepth information pertaining to the unit under study.

The case study approach can use a variety of data collection methods such as observations, interviews, questionnaires and content analysis of existing records. Often it may use more than one method of collecting data.

Following are the advantages of case study method:

1. A great deal of information can be obtained about the unit being studied.
2. This design is well-suited to exploratory research.
3. The case study can be conducted in practically any kind of social setting.

Following are the limitations of case study method:

1. It may require months, years or a lifetime to complete a study.
2. It is difficult to derive general conclusions from the findings of case studies.
3. This approach relies heavily on the integrated ability of the investigation to use the information obtained, to present the unified interpretation of the unit being studied.

7.3 PART-2

Activity : Understanding Adolescence: A Period of Transition from Childhood to Adulthood

AIM:

To study the case profile of adolescents between 13 and 18 years of age.

OBJECTIVES:

After undertaking this Practicum activity you will be able to:

- Understand parent-adolescent relationship;
- Explain sibling and peer relationships of adolescents; and
- Understand views of adolescents on a variety of aspects.

METHOD:

Material required:

Pen/Pencil, note pad/paper, Interview schedule, tape recorder.

Procedure:

You have to identify one adolescent boy or girl in the age group of 13-18 years to conduct this practicum activity. Approach the adolescent and her or his family members. Explain to them the purpose of this practicum activity and seek their consent. Fix a date and time to conduct the practicum activity. For this practicum activity, you may require to visit 3–4 times to collect all information regarding the adolescent. While conducting the interview, please recollect the important points that we have discussed in previous practicals.

Tools for Data Collection:

You may use the following interview schedules to obtain information regarding an adolescent boy or girl and to understand the stage of adolescence. If required, you may modify the schedules.

I General Information about the Adolescent

1. Name:
2. Age: Date of birth:
3. Gender:
4. Class:
5. School:
6. Height:
7. Weight:
8. Work status:

Family Details

1. Mother's Education and Occupation:
2. Father's Education and Occupation:
3. No. of siblings:
4. Age and gender of siblings:
5. Type of family : Joint/Nuclear/Extended

II Interview Schedule Regarding Physical Development of the Adolescent

1. Do you find any physical changes in your body during the:
 - a) Last one year
 - b) Last 2-3 years
 - c) If more than 3 years, specify
 - d) No change at all
2. Has there been any change in your behaviour accompanying changes in your body?
 - a) If yes, how
 - b) No
3. How do you make yourself look more attractive?
 - a) By wearing stylish clothes
 - b) Wearing make up
 - c) Keeping the body fit by exercising
 - d) Going on a diet
4. How much time per day do you spend in enhancing your physical appearance?
 - a) Not at all
 - b) One hour
 - c) 2-3 hours
 - d) If more, specify
5. What kind of games do you like to play?
 - a) Indoor (specify)
 - b) Outdoor (specify)
6. Have the changes in your appearance affected your interaction with the opposite sex?
 - a) If yes (specify)
 - b) If no (specify)

7. Is your appearance affecting the way in which your friends approve of you?
 - a) If yes (specify)
 - b) If no (specify)
8. When did your menstrual cycle begin? (for girls)
When did you experience your first ejaculation (for boys)?
 - a) Before 12 years
 - b) 12-13 years
 - c) After 14 years
 - d) Not yet experienced
9. Did you know about this before?
 - a) No
 - b) Yes
10. From where did you get to know about this?
 - a) Parents
 - b) Friends
 - c) Media
 - d) Books
 - e) School teacher
 - f) If any other, specify
11. How did you react when you started menstruating/ejections?
 - a) Shy and embarrassed
 - b) Nervous and confused
 - c) Amazed
 - d) Sense of pride
 - e) Any other, specify
12. Did you experience any hormonal change after the age of 12 years, resulting in:
 - a) Appearance of body and facial hair
 - b) Changes in shape of the body
 - c) Appearance of secondary sexual features
13. Do you suffer from any kind of mental stress after or during the menstrual periods? (for girls)
 - a) If yes, specify what
 - b) No

14. What is the impact of the changes in your physical appearance on people other than your peers?
 - a) Have the same attitude as before
 - b) Treat me as equal now
 - c) Any other, specify
15. Do you feel that physical maturity is in any way related to your social and mental maturity? Yes/No

III Interview Schedule: Cognitive Development of the Adolescent

1. The first two statements are true.

Judge the truth of the conclusion.

Statement 1 Birds can fly

Statement 2 Ostrich is a bird

Conclusion: Ostrich can fly

Judgement:

2. The number of eggs doubles after every minute. The basket is full in an hour. When was the basket half full?

.....
.....
.....

3. A car was found smashed against a tree near a highway. What were the possible causes of this accident?

.....
.....
.....

4. Ajay is taller than Vinay and Ramesh is taller than Ajay. Now the tallest becomes shortest. Will Ajay be still taller than Vinay?

.....
.....
.....

5. You are asked to buy flowers from the market. The flowers available are roses, gladioli and daisies. How many different combinations of flowers can you buy?

.....
.....
.....

IV Interview Schedule to Understand Parent – Child Relationship

1. What type of family set-up do you have?

.....
.....
.....

2. Are both your parents working? If yes, what are their work timings?

.....
.....
.....

3. How much time do you spend with your parents? Do you sit together to have your meals?

.....
.....
.....

4. Do you discuss with your parents about various issues? What topics do you talk about together?

.....
.....
.....

5. Do you discuss your problems or secrets with your parents?

.....
.....
.....

6. Do you go out with your parents? Who do you prefer to accompany you on outings—your parents or friends? When and why?

.....
.....
.....

7. Do you consult your parents when taking decisions about which sport to play, choosing of school subjects?

.....
.....
.....
.....

8. Do you participate when household decisions have to be made? Yes/No

9. What will your parent's reactions be if you fail in achieving your goals in studies, sports or any other competitions?

.....
.....
.....

10. Do your parents interact with your age mates and friends? Yes/No

11. Do you feel that your parents sometimes give preference to your brother and/or sister? If yes, how do you handle this situation?

.....
.....
.....

12. Are you happy and satisfied with the relationship that you share with your parents? Yes/No

13. Do you feel that your parents play an important role in your life? Yes/No

14. Do you have the same value system as your parents? Yes/No

Give reasons and examples to support your answer.

.....
.....
.....

15. Who in your opinion can be considered as "ideal parents"? Do you feel your parents can be called ideal parents?

.....
.....
.....

V Interview Schedule to Understand Adolescent-Sibling Relationship

1) How many brothers and sisters do you have? How old are they?

.....
.....
.....

2) Do you attend the same school or college as your sibling?

.....
.....

3) If yes, do you remain in touch with your sibling during school/college hours?

.....
.....
.....

4) How much time do you spend with your sibling together doing certain tasks or for entertainment? What tasks do you do together?

.....
.....
.....

5) Do you share your books or clothes or stationary with your siblings?

.....
.....
.....

6) Do you have discussions with your siblings? What are the areas of common interest that you discuss and share with your siblings?

.....
.....
.....

7) Who do you prefer to go out with, your friends or siblings?

.....
.....
.....

8) Does your older or younger brother/sister help you in your studies?

.....
.....
.....

9) Do you fight with your siblings? What are the areas of differences?

.....
.....
.....

10) Is there anything in your siblings that you would like to improve/change?

.....
.....
.....

11) What kind of relationship do you share with your siblings?

.....
.....
.....

12) What are the areas of common interest among both of you?

.....
.....
.....

13) On what issues do you have conflicting ideas?

.....
.....
.....

14) Who takes the initiative in resolving the issues?

.....
.....
.....

15) Do you share your belongings with your sibling? Yes/No

16) Do you have any common friends? Yes/No

17) Do you find any differences in the behaviour of your parents towards you and your sibling? Yes/No

18) Do you share your thoughts and personal experiences with your siblings? Yes/No

19) Do you help one another when the need arises? Yes/No

20) Whose opinion is given importance in the house in daily living?

.....
.....
.....

VI Interview Schedule regarding School and Peer Relations

1. How much time do you spend with your friends?

.....
.....
.....

2. Do you do your school or college work together? Yes/No

3. What do you generally do when you are alone?

.....
.....
.....

4. Is physical appearance important? How does physical appearance affect the choice of friends? Yes/No

.....
.....

5. What qualities do you look for in a good friend?

.....
.....
.....

6. Will you support your friend even if you disagree with his or her opinion?

.....
.....
.....

7. Do you have differences with your friends? What are the issues on which you differ and would you support your friends' opinion when and if you disagree?

.....
.....
.....

8. What are the issues that you discuss with your friends?

.....
.....
.....

9. With whom do you prefer to go out? Discuss when and why.

- Parents
- Siblings
- Friends
- Any other, specify

10. On which issues do you think friends' opinion is more valuable than your parents'? Give two examples.

.....
.....
.....

- | | |
|----------------------------------------------------|--------|
| 11. Do your parents know your friends? | Yes/No |
| 12. Do you go out and stay at your friend's place? | Yes/No |
| 13. Are you happy and satisfied with your friends? | Yes/No |

VII. Self-concept of Adolescent

A. Write 10 Sentences beginning with "I Am"

1. I am _____
2. I am _____
3. I am _____
4. I am _____
5. I am _____
6. I am _____
7. I am _____
8. I am _____
9. I am _____
10. I am _____

B. Write a paragraph about yourself.

.....
.....
.....

FINDINGS:

.....
.....
.....

In this Section, you need to state the information acquired through various interview schedules. You may use the given interview schedules for this purpose or modify these schedules as per your requirements. Write the modified interview schedule also.

Don't forget to enclose the written record of each interview as it look place. Thereafter, write out the relevant information on the basis of the interview. You must also enclose in the File the audio tape if used, or the written sheets (on which you noted the answers of the respondent during the interview).

ANALYSIS AND DISCUSSION:

In this section, you have to compile the information and write a case study of the adolescent. Try to explain the information under the sub-headings like physical development, cognitive development, adolescent-sibling relationship, adolescent-parent relationship, self concept of adolescent etc. as it is obtained from the respondent on different interview schedules. Analyse the information according to the content you read in Unit-15 in Course MCFT-001. This section would be of about 1500 words.

CONCLUSIONS:

In this section, you have to conclude this practicum in about 500-750 words. In this, you have to state the inferences that you have been able to draw on the basis of the information you obtained from an adolescent boy or girl. You can also mention how far you have been able to meet the objectives of this practical activity, that are, understanding parent-adolescent relationship; and sibling and peer relationships during adolescence etc.

REFLECTIONS:

In this section, you have to reflect on your experience while performing this practicum in a simple paragraph of about 250-300 words.

You can mention the method you used, as you went about doing this practical and also the behaviour, reaction and cooperation of the adolescent under study. Don't forget to mention the cooperation and behaviour of other participants in the course of this activity like parents of adolescent, siblings, peers etc. You should state to which extent you met the aim of this activity. Also, write about your inner self experience in the course of this practicum.

7.4 PART – 3

Illustration of Written Report of this Practical

AIM:

To study the case profile of adolescents between 13 and 18 years of age.

OBJECTIVES:

After undertaking this Practicum activity you will be able to:

- Understand parent-adolescent relationship;
- Explain sibling and peer relationships of adolescents; and
- Understand views of adolescents on a variety of aspects.

METHODS :

Materials required:

Pen/Pencil, note pad/paper, Interview schedules, tape recorder.

PROCEDURE:

I have selected Helen Joshi who is 15 years old as a respondent for this practicum activity. She lives in a nuclear family with her parents and younger brother. I approached her and met her parents. I explained the purpose of this practicum activity to her and her parents. I sought their consent to interview. After asking some questions related to the programme of study, they gave their consent to conduct the practicum activity. We decided 10th July 2019 at 10.30 a.m. as it was second Saturday and holiday for parents and child. I reached there on time. After a brief discussion, I started asking questions from the given interview schedules. It took four and half hours in all to complete all the schedules. I visited them twice to interview the adolescent. I also noted the additional information in note pad which would help in writing the report.

FINDINGS:

The responses of respondent have been marked with a (*) and have been written in italics.

I. Interview Schedule : General Information about the respondent

1. Name : Helen Joshi
2. Age : 15 years: 10th May, 2004
3. Gender : Female
4. Class : 10th
5. School : Govt. Girls School
6. Height : 5 Ft
7. Weight : 43 Kgs
8. Work status : Student

Family details

1. Mother's Education and Occupation : B.A., B.Ed.; Teacher
2. Father's Education and Occupation : M.Sc.; Service
3. No. of siblings : One
4. Age and gender of sibling : 11 years; male
5. Type of family : Nuclear

II Interview Schedule Regarding Physical Development of the Adolescent

1. Do you find any physical changes in your body during the
 - a) last one year
 - b) *last 2-3 years* *
 - c) if more than 3 years, specify
 - d) no change at all
2. Has there been any change in your behaviour accompanying changes in your body?
 - a) if yes, how
 - b) *no**
3. How do you make yourself look more attractive?
 - a) by wearing stylish clothes
 - b) wearing make up
 - c) *keeping the body fit by exercising**
 - d) going on a diet
4. How much time per day do you spend in enhancing your physical appearance?
 - a) not at all
 - b) *one hour* *
 - c) 2-3 hours
 - d) if more, specify
5. What kind of games do you like to play?
 - a) Indoor (specify)
 - b) *Outdoor (specify)* * instead I like to go shopping
6. Have the changes in your appearance affected your interaction with the opposite sex?
 - a) *If yes (specify)* * *I feel shy*
 - b) If no (specify)
7. Is your appearance affecting the way in which your friends approve of you?
 - a) If yes (specify)
 - b) If no (specify) * *we are interested in each other's character and not merely their appearance.*

8. When did your menstrual cycle begin?
 - a) before 12 years
 - b) *12-13 years* *
 - c) after 13 years
9. Did you know about this before hand?
 - a) *No* *
 - b) yes
10. From where did you get to know about this?
 - a) Parents
 - b) Friends
 - c) Media
 - d) Books
 - e) *School teacher* *
 - f) if any other (specify)
11. How did you react when you started menstruating?
 - a) Shy and embarrassed
 - a) *Nervous and confused* *
 - b) Amazed
 - c) Sense of pride
 - d) Any other (specify)
12. What are the changes in your physical activity during the time of your periods?
 - a) *I slow down* *
 - b) Physical activity increases
 - c) It remains the same
13. Did you experience any hormonal changes after the age of 12 years such as:
 - a) Appearance of body and facial hair
 - b) *Changes in shape of the body* *
 - c) Appearance of secondary sexual features
14. Do you suffer from any kind of mental stress during or after the menstrual cycle?
 - a) If yes specify
 - b) *No* *

15. What is the impact of the changes in your physical appearance on other people other than your peers?
- Have the same attitude as before
 - Treat me as equal now**
 - Any other, specify
16. Do you feel that physical maturity is in any way related to your social and mental maturity?

As we grow all our faculties improve and we do grow physically as well as mentally and socially.

III. Interview Schedule: Cognitive Development of the Adolescent

1. The first two statements are true. Judge the truth of the conclusion.

Statement 1 Birds can fly

Statement 2 Ostrich is a bird

Conclusion: Ostrich can fly

The conclusion is not correct. There are exceptions to a rule.

2. The number of eggs doubles after every minute. The basket is full in an hour. When was the basket half full?
- * *59th minute*
3. A car was found smashed against a tree near a highway. What are the possible causes of this accident?
- * *Brake failure, driver hit from behind, drunken driving, wanted to commit suicide*
4. Ajay is taller than Vinay and Ramesh is taller than Ajay. Now the tallest becomes shortest. Will Ajay be still taller than Vinay?
- * *No*
5. You are asked to buy flowers from the market. The flowers available are roses, Gladioli and Daisies. How many different combinations of flowers can you buy?
- * *roses, daisies, gladioli*
- * *Gladioli, daisies*
- * *Gladioli roses*
- * *roses, daisies*
- * *roses, gladioli*

IV. Interview Schedule to Understand Parent – Child Relationship

1. What type of family set-up do you have?
- * *Nuclear*

2. Are both your parents working? If yes, what are their work timings?
** Yes Mother – 7 AM to 1 PM*
Father – 9 AM to 6 PM
3. How much time do you spend with your parents? Do you sit together to have your meals?
** 3-4 hours, Yes*
4. Do you discuss with your parents about issues? What topics do you talk about together?
**Yes , studies, politics, household decisions.*
5. Do you discuss your problems or secrets with your parents?
**Depends on the problem.*
6. Do you go out with your parents? Who do you prefer to accompany you on outings—your parents or friends?
**Yes. Depends on where I have to go.*
7. Do you consult your parents when taking decisions about clothes, which sport to play, choosing school subjects?
**Yes.*
8. Do you participate when household decisions have to be made?
** Yes.*
9. What are your parents' reactions if you fail in achieving your goals in studies, sports or any other competitions?
**They will tell me not to lose hope and try again.*
10. Do your parents interact with your age mates and friends?
**Yes.*
11. Do you feel that your parents sometimes give preference to your brother? How do you handle this situation?
** No.*
12. Are you happy and satisfied with the relationship that you share with your parents?
**Yes.*
13. Do you feel that your parents play an important role in your life?
**Yes.*
14. Do you have the same value system as your parents?
**Yes.*
15. Who in your opinion can be considered as ideal parents? Do you feel your parents can be called ideal parents?
** I have ideal parents as they love me and care for me. They also guide me.*

V Interview Schedule to understand Adolescent-Sibling Relationship

1. How many brothers or sisters do you have? How old are they?
** One, younger brother; 13 years*
2. Do you attend the same school or college as your sibling?
**Yes.*
3. If yes, do you remain in touch with your sibling during school or college hours?
**Yes.*
4. How much time do you spend with your sibling together doing certain tasks or for entertainment? What tasks do you do together?
**6-7 hours. Watch Television, do homework, play, eat etc.*
5. Do you share your books or clothes or stationary with your siblings?
**Yes, books and shirts.*
6. Do you have discussions with your siblings? What are the areas of common interest that you discuss and share with your siblings?
**Yes. School, teachers, friends, parents, sports etc.*
7. Whom do you prefer to go out with, your friends or siblings?
**Depends where I have to go.*
8. Does your brother help you in your studies?
**Yes.*
9. Do you fight with your siblings? What areas of differences do you have?
**Yes. What food to eat, which TV programme to watch etc.*
10. Is there any thing in your siblings that you would like to improve or change?
**No.*
11. What kind of relationship do you share with your sibling?
**Warm; sometimes argumentative.*
12. What are the areas of common interest among both of you?
**Books, TV and outings.*
13. On what issues do you have conflicting ideas?
**Books and TV.*
14. Who takes the initiative in resolving the issues?
**No one.*
15. Do you share your belongings with your sibling?
**Yes.*

16. Do you have any common friends?
**No.*
17. What are the things that you share and how much?
**Books and TV. To some extent.*
18. Do you find any differences in the behaviour of your parents towards you and your sibling?
**No.*
19. Do you share your thoughts and personal experiences with your siblings?
**Depends on type of thoughts and experiences.*
20. Do you help one another when the need arises?
** Yes.*
21. Whose opinion is given importance in the house in daily living?
** Weightage is given to the opinion and not to the person.*

VI Interview Schedule Regarding School and Peer Relations

1. How much time do you spend with your friends?
** 3-4 hours.*
2. Do you do your school or college work together?
**No.*
3. What do you generally do when you are alone?
** Finish my home work.*
4. Is physical appearance important in the choice of friends?
**No.*
5. What qualities do you look for in a good friend?
**Her nature and behaviour.*
6. Will you support your friend even if you disagree with his or her opinion?
**No.*
7. Do you have differences with your friends? What are the issues on which you differ?
**Yes, sharing note books.*
8. What are the issues that you discuss with your friends?
**Movies, school studies etc.*
9. With whom do you prefer to go out-with parents or siblings or friends?
** Depends on place that is to be visited.*

10. On what issues do you think friends' opinion is more valuable than your parents'?

The opinions of both are valuable for me.

11. Do your parents know your friends? Do you go out and stay at your friend's place?

**Yes. No.*

12. Are you happy and satisfied with your company of friends?

**They are okay.*

VII Self-concept of Adolescent

A. Write 10 Sentences Beginning with "I Am"

1. I am *15 years old.*
2. I am *confident of myself.*
3. I am *helpful even to my enemies.*
4. I am *caring towards animals and plants.*
5. I am *hardworking.*
6. I am *looking for a bright future.*
7. I am *very close to my family.*
8. I am *very dependent on my family for making decisions.*
9. I am *very pessimistic.*
10. I am *impulsive.*

B. Write a Paragraph about yourself

I am an ambitious career oriented girl. I don't like gender roles like cooking etc. I am sincere and hardworking. If I don't achieve what I want I would always regret it. Though after trying again and again, I would take up something else. I am very much God fearing and always listen to my conscience and do what I think is right and not what others feel about it. I don't take major decisions for I want to lay the burden of decision making and outcome results on other persons (my family). I am a pessimist.

ANALYSIS AND DISCUSSION:

Physical development

The respondent was of height 5 feet and weighs 43 kilograms. She had long hair up to shoulder length and exercises regularly to keep her body fit. The respondent was unaware about the menstrual cycle and got informed about it through school. She had reached puberty and her activity level slowed down during the menstrual cycle. According to her physical growth did accompany mental and social abilities during the adolescent stage.

Social development

The respondent lives in a nuclear family with working parents. She has strong ties with her parents and spends a lot of time with them. She also takes them into confidence when dealing with her day to day problems. According to her she has ideal parents who look after her and care for her and also guide her through life. The respondent has a younger brother with whom she share books, clothes, and other utility items. They shared a healthy emotional relationship. The respondent has friends with whom also she shares a positive relationship. Their healthy relationship is reflected in the manner they share and discuss issues with each other. The respondent did not seem to be emotionally dependent on her friends but towards her family.

Cognitive development

The respondent seems to have achieved formal operations thought process as she was able to perform the tasks given to her with ease. She was able to perform the task on combinations with ease and also was able to think about the various factors or possibilities that led to the accident, which a child in concrete operations cannot.

CONCLUSIONS:

The respondent was physically a well-built and attractive looking female. She had entered the phase of puberty and experiences a regular menstrual cycle. She felt that she was physically and psychologically old enough to take on the life challenges and looks for support, advice and help from her family. She believed in doing sincere and hard work to achieve her goals. She shared a healthy emotional relationship with her parents and younger sibling. With her friends there exist differences of opinion which she was unwilling to compromise with and she believed in a separate identity for herself than them. She did not believe in agreeing to their actions and beliefs due to peer pressure and stress to gain peer acceptance. The respondent actively sought her family's approval and involved them in most of her actions and decisions. The respondent shared a healthy relationship with her younger brother by sharing and helping him in daily life. In conclusion, it can be said that the respondent is a well-adjusted individual with high self-confidence and self-concept who does not believe in pursuing the traditional Indian female role in the family and will strive to bring about this change in her own decisions and actions.

P.S. : This is a brief description; you have to write case study of about 1000-1500 words.

REFLECTIONS:

Adolescent years are the years of dreams, charm and challenges. Working with an adolescent was an interesting experience of my life. Writing a case study was really interesting.... *(You would write your experience here).*

Note : *You need to be analytical and insightful in the sections on 'Analysis & Discussion', 'Conclusions' and 'Reflections'.*