

CHAPTER 1

INTRODUCTION

1. INTRODUCTION

Adolescent Mental Health

Adolescence is the time when a child experiences extreme amount of changes in emotions, cognition, social judgement and self-concept(Paus et al., 2008). The onset of varied psychological conditions in an individual, intensifies during adolescence (Kessler et al., 2005). A major factor for behavioural disorder in adolescence is deficit in emotional regulation (McLaughlin et al., 2011) which is a key predictor of psychopathology (Cracco et al., 2017). Adolescents are also at a high risk of anxiety and depressive disorders due to disruption in regulation of positive and negative emotions (Young et al., 2019). Comparatively, girls face more emotional challenges than boys (Kandel, 1982). Along with this, there is a sudden sense of autonomy that arises during adolescence and deception becomes their way of avoiding parent control (Gingo et al., 2017). It has also been observed that there is a total psychological turbulence and an attitude of revolt towards rules and expectation (Samper Vendrell, 2018).

Self-concept, which is an individual's beliefs about his or her own personal attributes plays an important role in adolescent psychology and refinement of self-concept has also proved beneficial in reducing psychotic experiences in adolescence (Healy et al., 2019). Emotional regulation has been noticed to be the bridge between self-concept and psychological adjustment in adolescence (Parise et al., 2019). Adolescents who have less clarity of their self-concept are more susceptible to delinquent behaviour which is at peak during this age (Levey et al., 2019). Results of another study shows that adolescent self-concept mediated the relationship between peer-victimisation and psychological distress (Norrington, 2021).A study by Catharine Sebastian demonstrates that neuro-cognitive development in adolescence impacts self-consciousness and susceptibility to peer-influence (Sebastian et al., 2008).

Adolescents are also at risk for adverse psychological and physical health due to irregular and insufficient sleep due to factors like loneliness and perceived stress (Majeno et al., 2018). A study conducted in Spain showed that emotional and behavioural difficulties were negatively correlated with emotional wellbeing and Positive affect, and positively associated with Negative affect suggesting promotion of emotional well-being for prevention of psychological problems in adolescents (Sánchez-García et al., 2018). Another study conducted on school going-adolescents in Spain, reported that males have greater problems and tend to externalize their difficulties while females tend to internalize their difficulties (Ortuño-Sierra et al., 2017). Studies also show that yoga can help in enhancing psychological fitness while super-brain yoga has shown positive results in reducing anxiety in adolescence (Choukse et al., 2019; P. Kumar et al., 2017). Mantra chanting, a key element of yoga, has also been effective in improving performance IQ (Chamoli et al., 2017), executive function (Pradhan & Derle, 2012) and reading accuracy (Colwell & Murlless, 2002) in children. *Chanda*/prosody is an important component of chanting. *Chanda* are pauses and rhythm in Sanskrit poetry and are categorized according to certain rules based on the number and arrangement of syllables, the arrangement of pauses and the number of syllabic instants in the verse. In classical Sanskrit poetry there is a wide range of prosodies/*Chanda*. Among these *Chanda*, *Totakam* (Mishra, 1999) is a popular *Chanda* with a very simple pattern, hence compatible for children to follow. While there are a lot of studies on the beneficial effects of chanting, there isn't any study that shows the impact of *Chanda*/prosody element of chanting. Our study is thus aimed at finding out the effect of the prosody element i.e., the rhythm and pauses in chanting and its impact, with or without the verses on an adolescent's psychology.