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Chapter 4. An Analysis of the objectives set for the study

4.1. Specific objectives of the study

4.2. To define the concept of ‘Adolescence’ and understand the problems faced by the adolescents

4.2.a. Meaning of Adolescence & understanding of the concept by the teacher

4.2.b. Problems faced by adolescence & how coped with

4.2.c. Problems faced by adolescents at ‘Home’

4.3. To understand the Concept & Principles of Management so that the Teachers feel better equipped, to casually, without feeling extra burdened, spontaneously influence, impress & groom the adolescent pupils, so that they in turn, can better help themselves to successfully manage to tide over the stage of adolescence

4.3.a. Definitions of Management & Guidelines for teachers – how helpfully applicable in understanding and grooming adolescence

4.3.b. Understanding the significance importance / role / advantages of Management by the Teacher

4.3.c. Process of Management and its applicability by the Teacher

4.3.d. The Process of Management is an on-going process in the best interest of the Individuals (s) or the organisation
4.3.e. Principles of Management

4.3.f. Understanding the nature / characteristics / features of the Principles of Management by a Teacher

4.3.g. Understanding the need / importance / significance / advantages of the Principles of Management by a Teacher

4.3.h. About Henry Fayol & his 14 principles of Management and their usefulness to provide guidelines to teachers in handling adolescent students

4.3.i. Need for understanding the different New Concepts of Management by the Teacher

4.3.j. Understanding the different New Concepts of Management by the Teacher

4.4. Guidelines for Teachers to better understand themselves and their potentials, (in-spite of the problems faced by them), in grooming adolescence

4.4.a. Problems faced by a Teacher, as his/her individual self

4.4.b. Crucial personal qualities of a teacher for imparting Qualitative Education

4.4.c. Crucial teaching techniques of a Teacher for imparting Qualitative Education

4.4.d. Crucial objectives of education to be borne in mind by a teacher for imparting qualitative education

4.4.e. Further guidelines for Teachers for imparting Qualitative Education

Chapter 5. Analysis of the objectives of the Case Study
5.1 Objectives of the Case Study

5.2 Introduction to the case study

5.3 Methodology for the Case Studies

5.3.a Methodology

5.3.b Data collection questionnaires which bring about a base for arriving at conclusions, on various objectives set for the Case study

5.3.c Awareness of the fact by teachers / parents / students that students have grown from a child to a teenager

5.3.d Awareness of the fact by teachers / parents / students that at the adolescence stage of the life of the adolescent students, they are on their way to adulthood.

5.3.e According to teachers, / parents / students -- the changes that have taken place / will take place in adolescent / teenager students from childhood to adulthood.

5.3.f Awareness of the fact by teachers / parents / students that at every stage of life, be it childhood, adolescence or adulthood, it is natural that a human -being does face problems.

5.3.g On adolescent(s)student(s)always taking right decision(s) for himself/herself/themselves in handing their problem(s)

5.3.h On the view of ---teachers / parents / students -- that adolescent(s) student(s) always take all decision(s) on their own , without anybody’s help.
5.3.i. On adolescent(s)/teenager student(s) always sharing their feelings and confiding in their teacher, parents and friends regarding all their problems.

5.3.j. On thinking of Teacher(s)/Parents/Students, whether adolescent(s)/teenager student(s) understand and are aware, that at such a stage of life, they face problems.

5.3.k. Ranking of Physical problems from 1 to 11 by Students/Parents/Teachers.

5.3.l. Ranking mental problems from 1 to 10 by students/parents/teachers.

5.3.m. Ranking emotional & psychological from 1 to 18 by students/parents/teachers.

5.3.n. Ranking social problems from 1 to 7 by students/parents/teachers.

5.3.o. The other problem adolescent/teenager students of their same age group have to face enumerated by parents/teachers/students.

5.3.p. On whether the adolescent/teenager students confides in parents/guardians/family members/friends and are they always available to guide them.

5.3.q. On the teachers playing an important role in the life of the adolescent/teenager and consciously/sub-consciously influencing their behaviour pattern and helping them to face their problems.
5.3.r. On whether a teacher can be a role model and help their adolescent / teenager student(s) in shaping their future. ..............Error! Bookmark not defined.

5.3.s. Qualities expected in a RoleModel Teacher - Respondents’ expectations of the qualities expected in a Role-Model Teacher ..........Error! Bookmark not defined.

5.3.t. On if approached, how the teacher helps the adolescent student(s) to cope up with their physical problems ............................................Error! Bookmark not defined.

5.3.u. On teachers being asked that if approached, how the teacher helps the adolescent student(s) to cope up with their mental problemsError! Bookmark not defined.

5.3.v. On if approached, how the teacher helps the adolescent student(s) to cope up with their emotional / psychological problems ........Error! Bookmark not defined.

5.3.w. On if approached, how the teacher helps the adolescent(s) to cope up with their social problems........................................Error! Bookmark not defined.

5.3.x. On whether the physical change(s) constantly observed by adolescent student(s), affect / alarm / amuse them .........................Error! Bookmark not defined.

5.3.y. On whether the mental change(s) constantly observed by the adolescent student(s), affect / alarm / amuse them .........................Error! Bookmark not defined.

5.3.z. On whether the emotional / psychological change(s) constantly observed by adolescent students, affect / alarm / amuse them........Error! Bookmark not defined.

5.3.aa. On whether the social changes constantly observed by the adolescent student(s), affect / alarm / amuse them. .........................Error! Bookmark not defined.

5.3.bb. On the students, who are comfortable with the teachers - whether, feel free or hesitate to approach them for their problems ..........Error! Bookmark not defined.
5.3.cc. On the thinking with reasons supporting it of a teacher, as to who (a) parents b) friends
c) teachers can be a role-model and help adolescent/teenager student(s) the most in
being a responsible adult(s) and good citizen(s) of the country. 

5.3.dd. On whether the teachers are supportive and available whenever required.

5.3.ee. On a teacher influencing, impressing and helping an adolescent/teenager student(s)
become a better person(s). 

5.3.ff. On the teacher(s) reading about the Principles of Management in their college days or
later. 

5.3.gg. On the Teachers’ belief whether the Principles of Management will help them teach
better. 

5.3.hh. On ranking Principles of Management based on importance.

5.3.ii. On whether ‘Principles of Management’ can be useful in grooming students -
Adolescent(s)/Teenager(s). 

5.3.jj. On whether the teacher(s) use(s) Principles of Management in their day to day teaching
and examples of usage. 

5.3.kk. On the thinking whether it is important for a teacher to be a role model for his/her
students. 

5.3.ll. On what qualities the respondent teachers possessed that can be replicated by the
students. 

Chapter 6. Findings, Conclusions & Suggestions...
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Published Papers & Conferences attended............ Error! Bookmark not defined.