Chapter 1. Introduction

1.1 Background

The topic of my Thesis is ‘Role of Teachers in Understanding Problems for Grooming and Managing Adolescence with the help of Management Principles – An Empirical Study’.

In my thirty plus years of teaching experience, I had come across many important aspects which I believe had great potential of being explored, which need to be understood and also carefully researched, so that its results turn out to be guidelines which can be shared with the teaching community, to evolve a thought provoking, innovative, yet, easy way of understanding adolescent pupils, so that the teachers can be casually better equipped in their role of managing and grooming ‘Adolescence’.

The adolescent students, in an educational environment, are the life blood of the institution. The teachers serve to be their backbone, helping them to enable themselves to stand tall and erect. In an educational structure, it is the teachers who are the ‘Pillars of Strength’, who also contribute, to lay a strong foundation for the students’ better tomorrow.

The upcoming questions that needed to be addressed understood and thus justify the need for research is:

- What is meant by ‘Adolescence’?
- Is it a period of change in the life of an individual?
- Is this transition period always smooth in all adolescents?
- What are the problems faced by the adolescents?
- Do the problems always affect their behaviour, with other people around them?
- Is the teacher who is interacting with adolescent students, aware of the problems faced by them?
- Are the adolescent students who are growing up know, that growing up is all about learning to make choices and take decisions?
• Are they naïve? or Are they aware that they must gradually master the art of Decision-Making?
• Do the teachers agree that they, along with the regular curriculum imparted to adolescent students, also need to manage and groom them?
• Will grooming and managing adolescent students pose extra burden to them?
• Is there a need to find a way, whereby the teachers can along with regular curriculum imparted, feel at ease, sxw2cd in also managing and grooming them?
• Do the teachers feel that they ought to be ‘Role Models’ for their adolescent students?
• Is there a need that the teachers be made to better understand the ‘Concept and Principles of Management’, in grooming their adolescent students?
• Is there a need for such literature which will better equip the teachers, without feeling extra burdened, to ideally be ‘Role Models’ for their adolescent students?

The best way to understand the importance of the proposed research work, in my view, is to understand and conclude the expected results and the possible guidelines that may emerge as an outcome of the research work which will help the teacher to be a role model for their adolescent students and be better facilitated to groom and manage them.

It is expected that the below mentioned results will be available

• Various stages of development in an individual’s life after birth understood and the term ‘Adolescence’, which would be simple, yet appropriately easy to understand, will be defined.
• It will be clear that adolescence is that stage, in which adolescents undergo changes.
• Undergoing changes could be posing problems for the adolescents.
• The personal problems of the adolescent could be physical, mental, emotional, psychological experienced while growing up.
• Positive and negative behaviour of the adolescent’s friends and/or classmates also plays on the minds of young adolescents.
• Adolescents also give importance to social problems directly or indirectly affecting them.

• Problems of adolescents will affect others around them including the teachers, who besides completing the regular curriculum feel committed to groom and manage them better.

• Adolescents, who are growing up, are learning to make choices.

• Adolescents may be naïve in the art of decision – making.

• In trying to climb the ladder of life, may not always be lucky to fall back on a strong ‘Home’.

• A teacher can be a ‘Role Model’ for the adolescent, by helping them to think in the right direction and unleash their potentials.

• Besides the educational and professional qualifications acquired, a good teacher should also imbibe in himself/herself some qualities of the head and heart, which in turn will help the educator in effectively imparting valuable education.

• A teacher educating adolescents should also have focus on the principles and objectives of education, particularly higher education, most importantly when today’s adolescents are exposed to the ever changing scenario observed due to globalisation.

• Teacher/ Educator should be knowledgeable about management tools that can be effectively applied by them in handling problems of their adolescent pupils and grooming them for a better quality life.

The above expected results would prove to be of great importance in the era of highly competitive world, where globalization demands qualitative education to cherish the long awaited dream of effective social welfare.

In human development adolescence is one of the most significant stages as it is a phase of uncertainty and transition to adulthood where rapid growth and development (physical, mental, emotional or psychological) may be observed by the Adolescent.

He / She also may experiment and spend time on a series of interpersonal relationships and come in contact with the teachers- yet another adult reference in addition to parents.
Adolescence is a vulnerable age group trying to emerge and achieve their identity. Adolescents have been referred to as ‘Lost Generation’ ‘Alienated’ or ‘Uncompromising’. However, it is more sensible to give a helping hand rather than criticize or be contented with just passing remarks. More than one-fifth of the world’s population is constituted by the adolescents. Effective strategies need to be framed as to effectively help them to combat problems commonly experienced by such vulnerable humans. Many aspects of their character could be positively or negatively influenced by their peers, media, which may prompt them to review or question even such values which they valued in their childhood. A profound interaction between all stake-holders, therefore becomes necessary. This is especially true for the educators (teachers) who dealt daily and directly with adolescents, so that they could come up with their problems and seek proper support and guidance, (instead of going astray in isolation or ignorance) and the richness of growth and development of the character of adolescents be enhanced. On detecting a student in distress or addressing the problems of disturbed adolescents the teacher (particularly when adolescent approaches him or her) should leave no stone unturned to relieve the perturbed adolescent, so that the adolescent is able to use his/her potentials and productivity, to make himself/herself a fine citizen of the country.

Adolescence literally means ‘to emerge’ or ‘to achieve identity’. With the advent of ‘adolescence’, the adolescent experiences gradually the expansion of responsibilities as well as privileges - such responsibilities which were not shouldered by them in the past and those privileges which were perhaps not enjoyed or allowed to be enjoy in the past. Also increased freedom – autonomy to make choices in decision making particularly personal decision-making is craved for and efforts are made by adolescents to attain it. They want to spend more time outside their home to have a greater share of interaction socially. Moral and civic insights lead to viewing new dimensions. Moral reasoning may also expand within themselves.

Personal reasoning may take firm roots in childhood which may get more sophisticated in adolescence. Better reasoning may lead to better co-ordination and interactions. Older adolescents tend to have better logic than the younger adolescents and are more likely to
question laws, rules and Government policies and may also demand re-examination or change for the same.

The physical and intellectual capacities of adolescents being high, are considered to be quite productive members of the society. If their confidence level is developed by the society they could end up being productive and promising members of society. If properly guided, could be assets for the society. If their energies are manipulated or diverted in the wrong direction, they could end up being disastrous burdens or liabilities for the society. It is therefore of utmost important that the positive energies be harnessed positively for the betterment of society.

Along with imparting academic education and emphasizing performance of adolescents, moral education and life skill education would also help the adolescent to view the stumbling blocks of life, avoid them so that difficulties of life can easily be overcome by them, which they may encounter during adolescence or at any juncture of their lives. Thus acquisition of the right knowledge, attitude and values could get translated into good behavior, allow their potentials to be used to the fullest extent which will make them able capable humans, promoting competence and well-being of themselves and the society at large.

The major or core set of life skills which need to be acquired by the adolescents are self-awareness, interpersonal relationships, creative and critical thinking, effective communication skills, problem solving and decision making. This will also help the adolescents to be more empathetic and be in a better position to cope up with emotions and stress, thus adding value to their personalities and making their lives more meaningful, worthwhile and dignified.

Although parents may try their level best to contribute towards better lives of adolescents, it is the teachers who very subtly at different levels help the adolescents to realize that they need to grow up not only physically but also mentally and psychologically, to be regarded as matured members of society.
Friendly and philosophical attitude in mentoring the students can open up a whole new world of hope and achievement for the adolescents. However, the concept of ‘training the trainer’ cannot be ruled out. If some guidelines are provided to the teachers for meaningfully playing their crucial role in building the society, it would make the whole experience of imparting education more worth-while and fruitful.

According to the Tenth Five Year Plan, a report of the Planning Commission on adolescents opined that there is no universally accepted definition of the term adolescence. Different policies and programs have used different age groups to identify adolescents for e.g. Draft Youth Policy of Government of India regarded adolescents as those aged between 13 – 19 years, Integrated Child Development Services (ICDS), girl adolescents are those aged between 11- 18 years. Reproductive and Child Health Program regarded adolescents as those aged between 10 – 19 years. However, the definition of adolescence given by WHO (World Health Organization), UNICEF (United Nations International Children’s Fund) - an adolescent is the one who is aged between 10 – 19 years. Work has been done, needs to be done, will and should be done to handle situations and solve problems for the so called ‘rebellions’ or the ‘disturbed population’.

Adolescents are like young plants. To get light, water and to blossom, is their rightful right, in their transition period between childhood and adulthood. They are in the process of growing up or it can be said that they are on their way to maturity. They have the potential to bring about changes in their own lives and others around them, since they are vibrant, full of enthusiasm, energy, curiosity and creativity. Proper guidance instead of instant reprimanding will help. However, ‘fun, pleasure and easy life without proper hard work is ‘illegitimate’, should be made to dawn upon them.

Although, collective efforts of the society are required to help the adolescents with their challenges, parents, peers and more particularly the teachers need to play their role in a careful and responsible manner, as the adolescents are embodiments of energy and hope for the nation and the society at large.

Early thinkers like Socrates and Aristotle stressed that adolescence is a difficult period – difficult not only for the adolescents, but also for their parents and teachers, because
adolescents at this stage, may want to contradict their parents or try to tyrannize their teachers. According to Rousseau adolescence is a stormy period - the roaring of the waves preceding the tempest. His advice to their parents was to be at ‘the helm of affairs’, so that, all is not lost. Hence, the parents should be there for the adolescents whenever they require them should care enough and also be in control of themselves so that they can affectionately and successfully control the adolescent’s behavior and successfully help them to tide over to adulthood. However, it must be noted that mood disruptions always may not be experienced by all adolescents, but it is more likely to occur in the stage of adolescence than at any other age. Hence, different thinkers and psychologists have addressed and will continue to address their views relating to the period of adolescence and adolescent behavior. Some psychologists have rejected the view - that stress and storm is observed universally by all the adolescents and that stress and storm is inevitable - meaning there by, that not all adolescents go through the experience of stress and storm, but it is only that it is more likely that adolescents are likely to pass through stress and storm during adolescence, than in any other age. Also, among adolescents, there may be variations in their individual differences, and in the extent of their exhibition of stress and storm.

Potential perils observed by adolescents, if are not recognized, at home by parents / guardians or in school / college by the teachers, the problems of the adolescents may aggravate.

Anxiousness, depression, insecurity, rebelling, undue risk-taking, rudeness, recklessness, impulsivity, anti-social behavior, debating, contradicting and questioning parents may be observed amongst adolescents. Hence, adolescence is a difficult period not only for adolescents, but also others around them.

Jean Piaget determined that children progress through a series of stages that represent the changing fashion in which they view and consider the world around them.
Lawrence Kohlberg later built this concept in his analysis/stages of moral development. Erik Erikson studied the process by which an individual forms a social personality. The theories developed by Piaget, Kohlberg and Erikson provide an important framework for humane educators and parents.

The development stages of Erik Erikson have a theory of social personality. The stage associated with adolescence is identity versus role confusion. Erikson proposed that the principal task of an adolescent in terms of social development is to form a clear identity consisting of a robust sense of self and an image of one’s future direction. When problems often arise in the adolescent’s struggle to complete this task, an identity crisis can be the result.

The development stages by Jean Piaget are responsible for the theory of cognitive development – the development of the ability to think. The fourth and final stage, formal operational stage is associated with adolescence. During this stage, the adolescent acquires the ability to use abstract thought and conserve easily to think logically. The powers of formal operation include: generalizing readily, relating propositions to each other in order to make deductions, entertaining hypotheses, understanding theories and appreciating philosophical concepts.

The stages of moral development by Lawrence Kohlberg, responsible for the theory of moral development, the process of learning and maturation centering on one’s concepts of rights and wrongs. The second stage (level) – Conventional morality stage is associated with school age and adolescent years.

Persons in this stage believe in law and maintaining social order. In this stage, there tends to be the feeling that something is right, if someone in an important position – authority figure – says it is right.

Hence leading finally to the principle of justice that guides us in impartially respecting basic human dignity thus moving into the last stage which is associated with adulthood where such adults have internal codes of conduct based to a large degree on their own reflections and analysis.
According to Anna Freud, to be normal during adolescence is by itself abnormal. Many are more likely to cause disruptions in social order and behave in such a manner that can harm themselves and people around them. Hence, frequent and intense conflict with parents, between mothers and particularly depressed adolescent daughters and between fathers and particularly depressed adolescent sons is often witnessed. Mood disruptions, risk behavior-- all make adolescence period difficult for the adolescents. To protect them from dangers, restrictions upon them may be placed which may be disliked, even when there are wrong, in wrong relations and extreme emotions.

Substantial evidence is proved by literature, that more stress with accumulated minor irritations of daily hassles, is observed among adolescents, than extreme events of death or sickness of their kith and kin or peers, or any other problem experienced by them within their family. However, some scholars like Steinberg suggests that conflict between adolescents and parents (a warm relationship) may be beneficial to adolescent’s development because it promotes autonomy and development of individualism, which may sometimes be true, but it does create difficult time for adolescents and their parent/parents.

Emotions may be different in the course of a day for an adolescent. They may feel awkward, may be lonely, nervous, ignored, self conscious, embarrassed or may feel extremely positive or extremely negative, are on the see-saw of emotions usually not balanced. Emotional fall from grace may be torturous. Parental divorce may sometimes be very traumatic.

Low popularity among friends or peers are also disliked by the adolescents. All this in the overall may suggest stress and storm in the lives of adolescents. Environmental factors in modern times influencing adolescents may prove to be better in allowing them to view situations in depth. However, instead of restricting them, it should be explained to the adolescents, the difference between right and wrong.

Norm-breaking by the adolescent for the right, should not be discouraged. Adolescents also experience mood swings due to hormonal changes which may prompt them to involve in risk behaviour and in extreme cases, even criminal behaviour.
Adolescents may become carriers of harm for themselves and others around them; e.g. risky automobile driving, abuse of drugs, risky sexual behavior crime, STD (sexually transmitted disease). Such risk behavior is more commonly seen in the western countries. However, it cannot be denied that risk behavior amongst adolescents can be observed anywhere in the world. During adolescence, the adolescent undergoes biological changes. During puberty, hormonal changes lead to the adolescent becoming emotionally volatile – sometimes even sleep deprived.

Effects of globalization are felt all over the world. Traditional cultures are in the process of being integrated into global economy. As globalization proceeds, western culture influence is felt all over the world, due to growing economic ties. Countries with traditional culture now have adolescent influenced with western culture. Besides cultural differences, individual differences may also be observed amongst adolescents. Adolescence is a time of turmoil. Adolescence paradox is that it can suddenly be a time of stress and storm for the adolescent and suddenly be a time or period of considerable growth. Adolescent(s) in this period look out for freedom and may want to break-free from parents.

It is very often observed that today’s adolescence is not at peace. According to Stanley, “it is a period of stress and storm”. According to Anna Freud “It is a period of serious conflicts”

Teachers play an important role in grooming the adolescents. Although they may be basically approached for the completion of the syllabus, there are other elements which a teacher cannot neglect in his/her profession. They are unwritten rules/practices/behavior pattern to be observed by them. They need to be quite dedicated to support their adolescent teens, whenever need be. Whatever the teachers teach or preach needs to be practiced by them. Long term sustainability in the minds of the recipients would indicate success of whatever little or more efforts put in by the teachers consciously or unconsciously. Teachers are the driving force for their adolescent students to move further in life to the destination of their dreams.
Commitment of the teacher, towards their work will in turn prompt the adolescent to do the same and educational attainments by them will be possible. Learning environment created for adolescents will be appreciated by them particularly when the teacher is evidently trying to pool all resources, at his/her disposal, for the benefit of the students. Teacher’s participation with the teens in their efforts for achievement will give a sense of security in the minds of adolescent students as they assure themselves that they are not lone treads to unseen areas where they want to be, but feel the assurance of an elderly person being there with them whenever required by them. However, the support given by the teacher should be on-going. A well co-ordinated functioning of the teachers and adolescent students at all times, will help the details of whatever done, be attended to. The teachers can act as ‘nuts and bolts’ in whatever little or more, constructively done by the adolescents; in their attempt of programming a function which could enrich their personalities in their non-academic or academic pursuit. Safety and emergency procedures which may be desirable by all stakeholders, including parents, can also be established by teachers for adolescents, in whatever they aim to do for them. Building up good teams for the teens who want to pursue any academic, co-curricular or extra-curricular activities and recognition on favorable results could get the students all charged up, to get set to run many a miles.

All that is required is to give them a little ‘push’, for which the readiness of the teachers to get them ready to convert their potential energies to kinetic energies, is necessary, so that the ball of their life, sets rolling towards new plains, never visited by them before.

A teacher with minimal efforts and effective personality can make a tongue tied talk, thoroughly dull think and a deceiver of actually doing something do, so much so that will surprise not only him/her but all around them. For being successful in achieving the unachievable is no magic but the willingness to create such magic in the mind of the teacher.

It is quiet known, that adolescence is a time of rapid physical, mental, emotional, psychological and social changes and development observed by the adolescent. But some
observe that it is occasionally complicated - more so by those who are physically/mentally challenged.

Challenged adolescents need extra care, which however should not be known to him/her. Instead of making him/her feel special (which could be disliked by them), it would be more worthwhile if they are treated like other normal students. Hence extra care, support, opportunity, encouragement, motivation done, should be done in a very subtle manner. Even the parents, caretakers need to be enlightened for the same. At a later stage, such adolescents also need guidance interaction and confidence for career exploration to help them find an occupation appropriate to their conditions. The pros and cons need to be put forward before them. However, they should be allowed to take their decisions because if the decision proves to be wrong, they may not curse others for the same. On the other hand, if they end up taking right decisions, they may bless all those who proved to be instrumental for the same. The above could also be true for normal adolescents or adolescents who do not have any disabilities. It is only that efforts taken for the physically/mentally challenged adolescents will be slightly more, but in no case should be evidently felt by the challenged adolescent because otherwise the whole exercise may end up affecting the personality of such adolescent adversely.

‘Self Concept’ is the sum total of thoughts, ideas, feelings, attitudes, a person has about himself/herself including his/her self esteem, personal worth, thus comprising of knowledge and understanding that one has of himself/herself. Some people are more aware of self-concept within them than others. Failures or success which people have experienced in the different areas of life are related very closely to the ways they have learned to view themselves and their relationships with others. The teachers can intentionally design some policies, programs or invite the help of people or arrange for some place that could realize the potential of the individuals for developing a positive and realistic self concept.

Core life skills are abilities helping individuals to adapt a positive behavior and adjust to effectively deal with demands and challenges of everyday life.
Core Life skills help an individual to find a ray of hope and opportunities to find solutions to problems. Such core life skills help to cope up with stress / emotions / interpersonal relationships empathetically and awaken self awareness, creative/critical thinking, effective communication and above all – problem solving and decision making abilities in an individual.

Teaching of such core life skills by the teacher to the adolescents will definitely help him/her to enrich their personalities and make them capable of handling situations and solving problems and above all, helping them to master decision making skills which will prove to be useful in their future, as the adolescents at a stage when they are adults will not have the support of parents and teachers. They would be required to be mature enough to make their own choices, to take their own decisions – but correct decisions as no one can afford to be wrong in taking decision in a competitive global world. One wrong decision could mar the life of the individual, whereas one correct decision could make the life of the individual worth living. Adolescence is a transition period of development. It is a period when their capabilities are very high and can be productive members of the society.

Instead they are more often seen as becoming liabilities to the society when positive elements like Parents/Teachers do not make conscious efforts of succeeding to channelize their potentials in the right direction. Conscious effort mostly made by parents in childhood and the teachers in adolescence, to help adolescents acquire life skill education, not necessarily always through extra programs but by interweaving the same with incidents narrated or syllabus taught so as to casually put before them the difference between good and bad, right and wrong, moral and immoral, legal and illegal, ethical and unethical; which will go a long way in casually imbibing such skills in their personality, so as to make the whole exercise helpful, worth-while and fruitful to them in the future.

Controlling the adolescents in classrooms is an inevitable challenge before a teacher where some problematic adolescents try to disrupt classroom discipline with their disruptions in the class.
If timely control is not exercised in the class at such times, other uninterested students too, may start taking undue advantage, as a result of which discipline in classroom gets a setback and the teacher may end up in completing the topic for the day in a superfluous manner instead of diving into its depth, as he/she starts feeling that since the students are not interested, there is no point in thrusting it upon them. However, the teacher need to understand that interest by the class is not to be taken for granted, but it is to be consciously created. For this the importance of the topic needs to be emphasized and advantages of understanding the topic with its relevance to being important from exam point of view, needs to be brought out to them. Sometimes, a topic unimportant from the point of view of the exam, but which needs to be taught, as it is a part of the syllabus could be related to its importance in our day to day life or as to how it could be useful in the future. Attention at the very start of the lecture needs to be captured rather than demanded and interest and attention created in the beginning should be retained till the end for which the teacher needs to be well-read in the topic so that any queries raised, the student is sufficiently and convincingly answered.

The teacher himself/herself may not have been well-read whilst a student, but cannot avoid being well-read as a teacher, particularly the topic to be taught in the class. Just imparting knowledge bluntly, also may not help. Instead anything and everything which retains interest in the topic can be tried out. Knowledge imparted should be in the logical sequence to keep the minds stimulated and the interest of the students captured. For this a teacher also needs to be heard till the last benches and constant vigil even when deeply engrossed in teaching, to stare and dare the adolescents at the slightest disturbance created. Along with such stares, the explanation should be continued with; otherwise other students paying attention too could be disturbed. Pouncing on the student at his/her slightest mistake, would be a grave mistake on the part of the teacher, due to which he/she will lose respect in the eyes of his/her students.

However, pulling up the adolescents, in one way or the other, when necessary, is necessary. Changing their seats (preferably in the beginning of the lecture) would help to separate the groups of trouble makers of the class. In short, the teacher should leave no stone unturned in successfully delivering to his/her class, the topic of the day with utmost
discipline and discipline not due to fear of being reprimanded or given punishment, but because it is a way of good behavior in a classroom. For this, the teacher himself/herself needs to be discipline personified in the class, so that along with learning the topic of the lecture, the students also learn to discipline themselves especially when they need to be in formally organized groups (such as a classroom). Community living taught in childhood should gain firm roots in adolescence.

Feed back after completion of the topic, by asking objective questions required to be quickly answered by the class is required and the volume of the response will decide whether the teacher was successful in delivering what he/she ought to deliver. The importance of a teacher in the lives of adolescents cannot be over emphasized. This is because adolescence is one of the most significant stages of human development, but it is a phase of life infused with uncertainty manifested by intense personal growth which may be physical/mental/psychological/social having their individual altercations.

The teacher is regarded as a facilitator for not only imparting education prescribed in the curriculum, but also for developing an all round educated personality in the adolescents. The education institutions are the second homes of the adolescents, where they experiment with a series of relationship—be it their relationship with teachers or other adolescent students or office bearers of the institution. Hence, the adolescent comes into contact with other adults in addition to their parents—the teachers and with others like them i.e. other adolescents and young people besides their siblings. They here, may need to come out of the comfort zone of their homes to learn to develop an all round adult mature personality in themselves, in spite of being loaded with vulnerabilities.

Support and guidance of the teacher can work wonders in slowly but steadily building the personalities of adolescents of today and citizens of tomorrow.

Also through co-curricular and extra-curricular activities, different skills may be acquired by adolescents which sooner or later get transferred into the society - benefit of which can be got by its different members—some in the present, some in the future.
It is usually argued that art is inborn in a person; e.g. art of singing, art of cooking which cannot be totally denied. However, art can scientifically also be learnt and acquired by providing guidelines for the same.

Similarly, it is true that some teachers have the inborn talent of teaching. They have the art or the know-how of doing their work. It is also true that a person who may have acquired a lot of knowledge or degrees may not be able to convey information to others – may be due to lack of communication skills. They may not be able to convey or express themselves in such a manner that the opposite person can appreciate the efforts taken and hence the person taking the efforts of conveyance of thoughts, ideas, views, knowledge, does not succeed or be appreciated as real good teachers or a role model teacher. Also a person having good communication skills may not be humane in attitude.

A teacher needs to be a human who understands that he/she is required to deal with a group of /class of such humans who actually need to be helped out by the teachers – although the help required may not be actually asked for. But he/she needs to be there for the students particularly when dealing with adolescent students, stretching a helping hand to them, particularly when on constant vigil observes someone about to slip or have a fall, thus preventing, may be a catastrophe in the life of an adolescent.

But adolescents at their age dislike vigil or being monitored, even from their people at home, be it grandparents, parents or other elder siblings or any guardian. This is because now, they want freedom/autonomy in dealing with their lives.

Their feelings should be honoured not only by the loved one(s) but also by the teacher(s), as they are now on a fast track to maturity or adulthood and do not like to be pestered or unnecessarily pulled up, which they quite accepted in their childhood. If this freedom is denied to them, they become rebellion and a source of pain for all around them. Hence, it is very much necessary to be logical in approach towards the adolescents. This, the teacher of an adolescent should always bear in mind. A teacher may be very knowledgeable but when it comes to interacting with the adolescent, also being totally disciplined and above all logical in behavior, is of utmost importance. When an illogical behavior comes up in the class, through some adolescent student(s), the teacher cannot
afford to lose his/her cool, even when the undue behavior needs to be controlled or while combating with illogical argument of the adolescent for saving his/her skin to avoid punishment for misbehavior. Logic appeals to one and all be it a child or an adult or an adolescent who is to be dealt with. The illogical adolescent needs to be dealt with – with logical and scientific talks; only then a teacher can successfully handle situations and solve problems.

Knowledgeable, disciplined, logical in approach, having communication skills and above all a sensitive human being can very well be a role-model.

However, knowledgeable person is not the one who can answer any questions under the sun. Sufficient information in a particular discipline or subject a teacher needs to impart information in is necessary.

The adolescent students must be made to understand the value of discipline by the educators/teachers. By discipline, one does not expect military discipline. Just following rules and regulations to the best of the ability and ‘do unto others, what you would have others to do unto you’ is required to be practiced. Then logic and sensitive human behavior will automatically and casually follow with the inner sense from within the person, prompting him/her to understand the difference between good or bad, right or wrong. One cannot spare one’s self from some extra efforts if required or if necessary. But unduly, unwanted, unwarranted more efforts should be dispensed with otherwise work for a person could be taxing or bothersome or burdensome.

Any work or anything done by a person should be enjoyable so as to derive work satisfaction from it i.e. work should give pleasure and not undue pain.

Very often there is just a hair-line difference between two options. It is then for the person to decide what he/she wants out of life. Sometimes, we as human beings, love to or fancy the negative points of the situation, we are in. However all situations/problems all the time may not have immediate solutions. At such times in-spite of best efforts, it is not possible to get out of a situation.
It would be wiser if we learn to find out our pleasure and plus points very often hidden in the situation, but to which we close our eyes to, needs to be understood by the adolescents.

A sensible human-being is one who can find his/her pleasure in any given situation instead of cribbing about it and making life miserable for himself/herself as well as others around him/her. This thought always needs to find its place in a teachers mind, so that very subtly whenever possible put it in the minds of others, particularly the adolescent students whom he/she is required to deal with.

Once a person has learnt to distinguish between right and wrong then proper moral social and civic behavior and problem solving and decision making skills cannot be far behind in any individual. It is a sorry state of affairs in a modern society that educationists for adolescents want them to be aware of AIDS and STDs and pat their backs for creating awareness for its prevention by encouraging them to be safe. But the whole understanding given to them is not quite logical as we make them knowledgeable about the use of condoms but fail to give the moral teaching to them earlier – that a man is made for his wife and that a wife is made for her husband and that platonic bliss gives greater pleasure than satisfying biological needs. If adolescents are continuously exposed to wrong behavior through media which is sometimes even wrongly and shamefully glorified, we cannot hope to control the epidemic of cheating on the spouse, deriving undue and illegitimate pleasures. It does not mean that adolescents should be ignorant towards the facts of life because otherwise undue persons entering their lives may take undue advantage of their ignorance. It is high time the parents as well as the teachers open up in their talks with the children gradually heading towards adolescence and adulthood.

This should be done through casual tasks by relating it to some incidents or even interweaving it with some topics of the academic subjects. But this should be done with utmost grace, commitment and dignity.

‘Self Restraint’ and ‘Self Control’ needs to be taught to a person right from childhood. But if not taught earlier, then by the time the human-being reaches the stage of
adolescence, the two above mentioned virtues need to be mastered at least during adolescence. ‘Spare the rod and spoil the child’ was true, is true and always shall be true. But it does not mean that a child or adolescent should be beaten up or reprimanded at the slightest mistake on his/her part. It, on the contrary means that the child needs to be pull-ed up to make him/her understand what he/she did, whenever something wrong is done by them. The implications of the wrong and the correct behavior need to be brought out to the adolescent.

Very often, elders, to curb confrontation with the young, with whom they deal, just let go undue and unruly behavior due to fear of being back answered. This fear should be overcome and must be overcome by elders, parents and teachers. But for this they too should be correct, prim and proper in their behavior. This is because the elders lose the right of correcting the wrong of the younger generation, if they themselves are wrong in their behavior.

In the olden days the adolescent boys were given more liberty than the adolescent girls. ‘Male chauvinism’ therefore was more prevalent in society, then. But the situation seems to be reversed now. The adolescent girls are given and seem to be taking more freedom. Girls seem to now be settling their scores with the boys, by the new concept of ‘female chauvinism, earlier, the adolescent girls although fashionable, would refrain from exposing or provocative dressing. The new wave now is ‘Do not tell my girl what to wear; instead tell your boy not to stare’. However self restrain and self control needs to be taught to both, the adolescent boys and girls in the sense that ‘the girls should have the sensibility to know what to wear and the boys too should be taught not to stare’. The teachers should drill this thought in the minds of adolescents. Just as in schools, uniform is a must for the rich and poor alike, so also in high schools and colleges there needs to be a dress code which is not revealing but modest.

‘Simple living and high thinking’ should be put in the minds of young adolescents. ‘Simplicity is the essence of beauty’ but being simple does not mean one should be a simpleton. However there should be no coercion of who should wear what. Only emphasis should be on the modesty of dressing to be observed by both the genders
particularly the adolescents, because adolescence is the stepping stone to adulthood. The virtues and vices of adolescence will be carried forward to adulthood. Modesty in dressing if observed by the teacher will go a long way in creating demonstration effect upon the adolescents as very often the students love to imitate their role-model teachers.

Some adolescents love to threaten others around them with displaying suicidal tendency at the slightest disturbance in their lives.

Such a population perhaps are not exposed to moral teachings in childhood, where the child is taught that ‘life is a beautiful gift of God and should be respected’ and that no one has a right to take away his/her life, as it does not belong only to one’s self but to the loved ones too, who care and share their lives with them. The thought of suicide should be rubbished out and ridiculed and the adolescent should be encouraged and motivated to be a fighter, fighting all odds in life only to be successful in reaching the desired goals. This can be best done by the teachers dealing with the adolescents through narration of some incident or even citing examples of some other adolescents who resorted to such cowardly behavior. In other words the teacher should teach the adolescent students to despise the wrong and encourage doing what is right.

The adolescents for their wrong behavior are not always to be blamed. They imbibe in themselves what they fancy is glorified in society e.g. Dance is the expression of one’s inner most feelings. This expression should not be curbed but should also not be allowed to resort to vulgarity in the guise of some happy innermost expression.

Today the word ‘sexy’ which was once upon a time taboo particularly for decent girls, now seems to be synonymous with ‘beautiful’ and is also shamelessly used and applauded by the media particularly films and TV Soaps, even for the senior citizens and elderly members of family. Such behavior needs to be shunned and not applauded by society. Music and Dance is an art which gives pleasure not only to the performer but also the audience of the performance. But this pleasure in no way should be wild to the extent of the performance being reduced to an item number of an item girl of an item dance. Dance demands grace of the performer. Instead, provocative and vulgar gestures in this form of art are glorified and we have the elderly, including even some of the
parents glorifying such moves of the adolescents. The so-called teachers or masters of this art very often in the guise of teaching a dance form, encourage wrong close moves in dance between adolescent girls and boys and then later the society cribs that today’s generation is fast deteriorating and the charm and grace of life is on the verge of being lost.

It is high time that parents and more particularly the teachers stop clapping their hands on the sight of vulgarity in the name of art. It is high time for the teachers to put their foot down and stand up for the virtues of life to be instilled in the young minds of the adolescents.

Minds of adolescents are like wet clay which needs to be moulded into right shape and framework. In modern world, virtues seem to be vices and vices seem to be virtues. A topsy-turvy picture of society needs to be straightened out in the minds of adolescents. If they are constantly exposed to the ‘wrong’ regarded as ‘right’ in society, they will imbibe the wrong in their character-formation, which can later on be disastrous for the society.

The up-side down picture needs to be straightened by the teacher, so that the straight picture of society full of virtues and not vice-versa is viewed by the adolescent.

Vulgarity in the name of fashion also needs to be discarded from society, which needs intelligent efforts on the part of the teaching community, particularly the teachers dealing with the adolescents.

The bonding of the teachers with their adolescent students should be such that the adolescents regard the teachers as the torch-bearers of society not only in theory, but also in actual practice.

Dynamism and flexibility is a must in the lives of humans which is also true for the adolescent population. But, at no time should the basic time-tested values of life and life skills be compromised for making way for immodesty prevailing in today’s society.

That in no way means that one should have a closed mind. Open-mindedness should, at all junctures be encouraged, but one needs to preserve basic values, dignity and grace in
the lives of the people. Noteworthy innovative measures should be taken for the same by
education policy framers of the society. This can be better done by teaching moral
science as a subject in the school where in the earlier stages the human-being as a child is
made aware of the existence of the ‘supreme power’ whom we may call by any name
through any religion. This will also promote religious tolerance in the young minds. At
the middle school level teaching the students to distinguish between right and wrong
through narration of incidents and finally at the high school level, knowledge of facts of
life may be imparted. It is very much crucial that the grooming of adolescents,
particularly by teachers be consciously managed. As management is the process of
planning, organizing, actuating and controlling, it is necessary that grooming of
adolescents be properly planned, the resources available be properly organized for the
same, so that work is actually done in this direction. However, last but not the least,
proper control needs to be exercised to measure planned performance with actual
performance, so that, deviations and reasons for the same can be found out and corrective
measures be undertaken to ensure such mistakes are not repeated in the future.

There has always been a controversy whether 'sex education' should or should not be
imparted with the curriculum. The objection seems to be usually for the words used for
the same. Hence, moral science as a subject can be continued even in the high school and
such facts of life can be revealed to the adolescence, with utmost seriousness, grace and
dignity.

Adolescents should be taught to think in the right direction, made to understand the
difference between right and wrong and also made aware of the fact that rights and duties
are the two sides of the same coin. ‘Rights cannot be enjoyed or demanded without
fulfilling its corresponding duties’. This thought imbibed in the adolescents, will help
them to proceed in the proper direction throughout their lives. Also the adolescents need
to understand the 'Principle of Karma' - i.e. 'what you sow, so shall you reap' i.e. 'If one
sows a plant of thorns, one cannot hope to reap sweet fruits in the future'. One cannot
succeed in getting real pleasure out of life by inflicting pain on others. Such compassion
and sensitivity needs to be instilled in the young minds, so that they learn to appreciate
and practice good behavior pattern and resent or despise the bad and ugly in their lives
and in the society at large, so that they do not end up in being meek, mute and helpless spectators of the wrong-doings around them.

If all learn to behave as they should, the earth could be a better place to live in. If the change cannot be brought overnight we can at least hope for a better change from the younger generation by properly grooming them right from their childhood. Very often, a teacher may be found complaining that their students have no etiquettes - that they are not taught proper manners. But it would be far better if the teacher is sympathetic towards such adolescent students and teach them what they have not been taught earlier by their parents or teachers. Sympathetic because, may be that they were not blessed with the real good teachers in their earlier years. Those blessed with real good grooming in their upbringing; need to give the benefit of it to those who are less blessed in this respect.

To groom the adolescents well, they need to be properly managed. They need to be taught the art of decision making and control over their actions to attain their goals which necessarily need to be predetermined. Proper planning of resources for the students is necessary by the authorities of education. The resources at the disposal also need to be properly coordinated, so that actual performance is actuated in such a manner that proper control over the spending of resources is prudent for the character formation of the adolescent students, who will yield rich dividends in future, as they will constitute human resource of the country.

The importance of proper character formation needs to be emphasized, so that, it dawns upon the adolescents and is retained forever in their minds that ‘Character is Destiny’.

The process of grooming and managing adolescents by the teacher is not a one-time process but a continuous one and the teacher cannot, does not and should not spare himself / herself of any pains for the same, as it is worth-while to do so, in the best interest of humanity and the society at large.

Performance evaluation of the teaching community is viewed by the society at large - be it viewed locally, regionally or on a national or international basis. The quality of Life of
people/citizens ultimately depends on grooming of life of an individual starting from childhood but more so during adolescence.

This is because the children during childhood seldom want to differ from the teachings of their parents, elders or teachers. But during adolescence they want to differ, experiment and do not readily and in blind faith want to follow whatever is told to them. They may want to tread like fools on taboo or un-treaded areas, as they now want to know what they want to do, not because they are told to do it but want to know for themselves why they should or why they should not be doing it, by gaining first hand impression of what they ought to or ought not to be saying or doing.

Adolescents during adolescence, start thinking of their future. A comparative study of what they have done in the past and what they want to do in the future decide for them as to what they do in the present. However, there may be more than one factor deciding their behaviour and behaviour pattern i.e. different factors influence their decision(s) depending on the choices made and decisions taken.

The strategies adopted, for the future by the adolescents also may depend on which economic strata of society they belong to and which strata of society they wish to belong to, in the future. They are desirous of a significant difference; this desire being more active amongst those desirous to come up economically in their lives for a better future for their family/loved ones and also themselves.

In some adolescents, there is a strong desire of self improvement only. But most of the adolescents are motivated, (more often self motivated) towards improvement of quality of life of all those around them who play an important role in their lives. The period of adolescence is a period of change already, but the adolescents now also possess the desire of changing the situations around them, as per their likes and desires. They often cannot control themselves but nurse a strong desire of changing the world around them. The logic of social welfare and general well-being appeals to their logic. However, as they are raw in their new life of adolescence, they may give more importance to material well-being and as they are still not emotionally mature could easily deviate or be deviated from the right path of life.
They may want to be rash and experiment with their lives—thus sometimes willingly or unwillingly can compromise with their health and safety.

Although, they may not consciously be aware of the concept of SWOT analysis (Strength, Weakness, Opportunity and Threat), subconsciously they want a quantum increase in their strength and sometimes as they are rash and brash ending up in some weakness which could be a threat to their present and future lives. But they also have a strong willingness to grab and avail opportunities coming their way which could increase the quality and well-being of their lives.

Some adolescents on seeing the well-being of other blessed adolescents may secretly cultivate a grudge against them, whereas some such other adolescents may promise themselves a better future. Some adolescents may want to blame their elders and parents if their quality of life is not as per the normal expectations of adolescents. If timely care is not taken for such adolescents, they could end up causing harm to themselves and others around them. It is here that the teacher(s) need to intervene and make them understand that the past was not in their hands, but their future is. The right sense of wisdom instilled in them can make the adolescent go places. All that is necessary is to make them aware of their own potentials and help them to cope up with their problems/situations for a better tomorrow. They should be convinced to dream for their future and then work hard to legitimately make their dream come true.

Some adolescents may dream of a great future and then legitimately or illegitimately want to see their dream come true. For this they may adopt some short cuts in life and make their lives more miserable. Hence, they need to understand that there is nothing wrong in dreaming of a better future, but it is definitely not right to adopt a short cut or illegitimate way of realising the dream.

An adolescent is required to be taught by the parents but particularly by the teachers that a balance needs to be maintained between economic development and average level of happiness and well-being in life.
Economic well-being does contribute to human happiness, but it is definitely not an end in itself. Wealth along with good health enjoyed with family and loved ones contributes to real happiness in life. However, social debt in one form or the other also needs to be repaid. Life should be a good blend of give and take; in the sense that whatever a person receives in life, he/she needs to give back to one's family/loved ones and also the society at large, thus creating a conducive environment for one's self as well as others around them, making the earth a better place to live in.

The true value of money lies in its ability to satisfy the needs of life. More money earning is welcomed by all. However, money exists for man and not vice versa. Money definitely is important in life but 'life' is more important than money. Money is a 'means' to attain the 'end' i.e. happiness and quality of life. All this needs to be understood by the adolescents.

Human wants are numerous or unlimited. But the resources to satisfy human wants are limited and hence even if one has the ability and willingness to buy the resources, he/she has no right to splurge or waste such resources. This thought needs to be drilled in the minds right from childhood. But such a thought should gain strong roots in adolescence, so that he/she does not waste money spent on him/her, by all concerned, but aims to becomes a responsible citizen of his/her country.

Today, in the world of globalisation, the whole world is a village. Adolescents should therefore be taught not only to be responsible citizens of their country, but should be taught to be good global citizens. Path of righteousness and tolerance should be shown to the adolescents by the teacher. Tolerance at micro and macro level is inevitable for a more prosperous world; because after fighting numerous battles and two world wars, mankind has understood that peace and tolerance is the only answer to human happiness. Especially the adolescents of today need to understand that they are living in a world LPG (Liberalisation, Privatisation and Globalisation). Although world of wide opportunities have now opened up for them, (which were not available to the adolescents of the yesteryears), it is also true that now they are facing not only local, regional, national, but also international/global competition.
Hence, quality of work in whatever they choose to do is now a must, as substandard work will not work out in modern times. Total Quality Management in work is the new management trend in all activities conducted particularly in formally organised groups/ institutions/ organisations. Finesse in whatever work done is the need of the hour, in today's global world. Thus the need arises, that the students in their years of growing up (adolescence) learn to manage and properly manage activities / situations / problems / challenges. For this, adolescents need to be properly groomed by the teacher(s) especially those adolescents who lack in proper grooming earlier. Grooming is nothing else but preparing/training/teaching an individual for a purpose or activity.

Teachers play an important role in grooming/preparing and training his/her adolescent students, to face the global scenario. For this, they need to properly manage their adolescence. Adolescents need to be managed by the teachers by influencing, supervising and controlling their behaviour, constantly. Tips to fellow educators to intensely / aggressively comprehend the interests, particularly priority interests in the adolescents and then assess the same. This will provide the educator (teacher) to get a proper understanding of whether the students are learning and imbibing good changes in their character/personality. It will also help the students to engage themselves more deeply in the process of learning. Any discipline-based writing or oral sayings can be successfully used by the teacher as a management tool for grooming adolescence. For this any technology can be used by the teacher to promote and implement active and co-operative learning. A structured guided context can be provided for a better understanding to address and solve problems of the adolescent students. The one key concept of a teacher should be to reach the goal of general overall grooming of the adolescent students. Student interaction through not only the instructions from teachers but also instruction and information gathered by the adolescents through students to enhance a better understanding of problems/situations faced by them will help and will give the courage to face them more vehemently. The adolescents would be more keenly engrossed in unveiling the solutions with better zest / zeal / enthusiasm / force and fervor.

The context rich solutions solving their problems may be realized by the adolescents giving them plausible motivation for solving their problems by being most amicable
towards life. Hence co-operative learning promoted by the teacher for his/her students can work wonders.

They get familiar with the steps used to solve their problems and successfully handle situations.

The knowledge of handling situations/problems systematically in the right sequence ultimately make the adolescent an exponent / supporter / upholder / champion / crusader to boldly face life and inevitably but definitely solve problems / difficulties / worries / troubles / drawbacks / hurdles / stumbling blocks / misfortune / mishaps which any human does face at all junctures of life.

A good teacher necessarily brings positive changes in the behavior of the students. He/she needs to put in some more efforts for the students (as they are in the stage of Adolescence), but in the normal process of performance by the teacher. The developed and good behavior pattern if not brought about in the stage of adolescence will become difficult to be instilled in such a human being later. Conditioning or training the mind of the adolescents for good behavior along with acquisition of knowledge is necessary. The teacher who is a more mature than the adolescent is required to create a subtle contact where the less mature personality of the adolescents is spontaneously influenced by the mature personality - the teacher.

The teacher helps adolescents to fill up the gaps and overcome obstructions which an adolescent seeks to overcome as the adolescents community needs to adjust themselves in that world in which they are supposed to live in.

The teacher needs to consciously or subconsciously help the adolescents in their journey to maturity by encouragement and stimulation of the mind of the adolescent thus causing the adolescents to learn and imbibe not only the subject information imparted but develop an all round personality of the adolescents. Techniques and strategies should be changed by the teacher if the desired result is far from being produced.

The teacher may present before the students some appropriate experiences to put life even in a dull personality of the adolescent. The abilities created through learning and
educating the adolescents should be such that responding to a situation which may or may not have been encountered previously. Adolescents should learn to synthesize old and new experience, resulting in the creations of completing new pattern of experiences in the future. Good Behavior pattern of adolescent needs to be created or originated in such a manner that the adolescent is in a ready state of mind to respond positively to changes required.

Every individual, as citizens should contribute their bit for success, development and survival of mankind. Hence the loyalty, efficiency, abilities and strength need to be molded by the teacher. Education by the educator (teacher) should be provided in such a manner so as to develop intellectual, moral material economic and aesthetic life of the educand (the taught).

The adolescents of today will be the matured adult citizens of tomorrow. Although the teacher may respond to the clarion call of duty by following a curriculum he/she needs to understand that his/her task is far more beyond it. Earlier, it was said that the responsibility of creating strong, secure and prosperous nation rests upon teachers, which is now more true in the world of Globalisation; in the sense that the teacher is now responsible to create not only good national citizens, but the responsibility has expanded, as they now need to create global citizens of their educands who would be responsible for shouldering a strong, secure, peaceful and prosperous world.

Nature has endowed mankind with such blessings which could be sufficiently enough for all. But the greed of mankind has very often left the whole world sobbing – particularly when undue clashes between interests of different people have lead to destructive world wars. Hence it is very much necessary that education creates such educated people who have the capacity for economic advancement but do not lack in sensitivity and compassion for all. Hence every pupil taught, particularly in adolescence, should be casually taught to imbibe the right values of life, to interact in a desired manner, with the society at large.
Teacher is the pivot of the entire education system. The teacher therefore is required to be a crusader of truth and righteousness. Having good qualities of head and heart will promote in himself/herself a good conscience which constantly guides him/her to do the right and shun the wrong and wrong-doers. Thus, such a teacher will instantly gain respect and adulation of his/her pupils who would also adorably want to instill such good qualities in themselves by instantly accepting such a teacher as a role-model. Such good qualities are bound to reflect in the students, thereby making possible, social change for the better. Ability and efforts in the normal course of work will help change and shape lives of many adolescents who would enrich not only the human resource of the country, but also of the entire world. Human Resource if intelligent, sensitive and compassionate will later help not only the organisations / institutions where they would be employed, but help manage the financial and physical resources of the organisation, country and world in such an intelligent manner that all resource wastages (the root cause of anxiety) would be reduced to a bare minimum, or even brought to a standstill. Enriching the human resource is the sacred duty of any teacher, but particularly the teachers of adolescents who are instrumental in chiseling the global citizens of the future.

Adolescents should be made to think in a positive manner. They should be made to develop constructive and optimistic attitude towards life. They should be taught to most spontaneously view complicated contradictions of life in a simple manner. The philosophy of life should be easily understood by them through simple words, phrases, sentences or ideas. They should be made to understand that they are growing up not only physically but should grow up mentally and emotionally - that they are now on their path to physical maturity, but that will not make them fully mature adults till they attain mental and emotional maturity e.g. if they laugh in the class at some student’s folly or on a student asking some question in the class, they should be made to realise that it is good to laugh, but laughing for wrong reasons is wrong.

They should be made to understand as to how they ought to behave through citation of some examples/sentences/phrases thus……

- Life is neither completely a bed of roses nor completely a bed of thorns. It is a combination of victory/success and failures. Although, one should always put
his/her best foot forward to win, even if faced with failure, one should remember that 'failures are the stepping stones to success'.

- Although hard work in life is necessary for success, it is not necessary to be a total workaholic. A balance must be maintained between work and family life for healthy mental health.

- Although there goes a saying 'healthy mind in a healthy body' and health and exercise should be taken care of on a daily basis, one may adopt such physical exercise(s) that can be tolerated by the body. Although brisk walking is recommended by many, one could find time for a walk at their own pace. One need not overdo anything to be done in life.

- If one commits a folly or makes mistakes, instead of trying to hush it up, accept it in a healthy way and instead of saying sorry, feel sorry and try your level best to not repeat the same again.

- Giving hope in life to adolescents is important. If one feels the season in life is autumn, spring cannot be far behind.

- One should try to achieve their pre determined goals. Even if it seems unattainable in the first attempt, 'Try, try and you will Succeed’ should be deep rooted in the adolescents.

- It should be made to dawn upon them that life has a meaning and a purpose to be fulfilled.

- That destiny/luck is nothing else but a result of one’s own deeds. Hence adhere to good thoughts, good words and good deeds.

- Never blame others for your failures or mishaps. Own up your own mistakes and rectify the same. Then success will never be far behind.

- Always "Hope for the best, but be prepared for the worst'. There are many who only hope for the best and do not even want to think of the worst. But far-sightedness in life is also of importance in life.

- Adolescents should be taught - "Simplicity is the essence of beauty’, but being simple in no way means being a simpleton i.e. 'one should be simple but not a simpleton'.

• Legitimate enjoyment of Hi-fi life sometimes need to also be seen by the adolescents and be made to realise how 'Simple living and high thinking is the secret to real happiness'.

• Adolescents should be taught to have confidence in one's own confidence and be self reliant. If the teacher finds his/her adolescent student(s) losing confidence or having no confidence at all in one's self, is a matter of concern and on realising the same, should make positive efforts through short but appropriate counseling of such student. Dependence on others is a mark of childhood. 'Growing up is all about being confident and self reliant' should be well understood by the adolescents.

• 'Confidence is good but not overconfidence'. 'One should be smart but not street-smart or over-smart'. Undue excess of anything is wrong and so is over-smartness --needs to be told to particularly such students who misbehave or try to unnecessarily disturb the class.

• Pleasure and pain go hand in hand in life and so does joy and woes of life. After the night’s darkness comes the pleasant day-light, which is the law of nature, is to be realised and accepted by all. Suicidal tendencies of adolescents need to be subtly rubbish out and ridiculed, making it a silly affair amongst them. ‘Hold your head high and fearless walk the path of life’ is the teaching to be combined and interwoven into some topic of the syllabus.

• As Barude puts it-- 'fashion is an accepted madness'. It simply sways the public. If one wants to be unique, there is no point in being one among the many. Although most adolescents want to be in line with other adolescents for the same, one should not overdo or go overboard for the same. It is much better to look charming and beautiful rather than blindly following even an unreasonable fashion, needs to be understood by the adolescents.

The teacher if required to churn out or sculpt good humans, it is necessary that the teacher himself/herself is an embodiment of goodness and good qualities personified. He/she also needs to have a passion to teach and transfer all good qualities in the educand (the taught). The educator should be gripped by the belief that his/her own education in
the past which was useful and meaningful needs to be successfully transmitted to his educands, who would further carry out the legacy in the future. The teacher should have a strong desire to give back the good received from his/her life to enrich the lives of his/her pupils. Whatever imparted should be conveyed with a keen sense of interest combined with responsibility. Although some extra classes like moral science classes should help, but if not provided in the curriculum, should be interwoven intelligently and conveyed at the right junctures whenever getting an opportunity to do so whilst teaching a topic; although care should be taken to keep the message 'short and sweet' which instantly appeals to the logic of the young minds and inspires them constantly. But for this to happen, a teacher needs to be well prepared, have a flair in the language through which the message is subtly imparted and a command over the subject taught, so that along with knowledge imparted in any discipline, the importance of character-formation and good behaviour too be easily understood by the adolescent students, so that they consciously prevent themselves from being vain characters.

The teacher is required not only to make the students understand their sacred duties towards themselves and their family and friends but should be made to realise their social duties too. The adolescent needs to be taught his duty to harmonise different sections of the society instead of he/she himself becoming a disintegrating force of the society. The importance of not only national integration but also global integration needs to be understood. This will lead to growth and development of the globe, in the true sense of the term. ‘Broad-mindedness, mutual trust and co-operations can make the mountains move’ is to be strongly fastened in the minds of the adolescents; then global satisfaction, peace and welfare will not be far behind. This ultimate inspiration can make this world an Eden like the Heavens above, should be the hope and ideal before the adolescents of today.

But, such a hopeful and colourful theory should also be combined with practical knowledge, so that they do not get disillusioned in the future or feel that values exist not in daily life but in daily soaps or fairy tales. They should be made to understand that there is nothing ideal in this world and yet defining the ideal or fixing something as ideal is necessary, because if we cannot reach it, we con at-least go somewhere near it.
Anger of adolescents should be encountered by the teacher with cool-mindedness. The teacher should make the adolescents realize that anything that is right is not to be done due to fear of being punished for doing the wrong. Thinking right, saying what is right (sometimes even legitimately fighting for the right) and doing what is right should be a way of life spontaneously imbibed and practiced by all. For this a teacher along with timely completion of the syllabus and having class control needs to have the art of establishing contact with his/her students, have lofty morals, command over his/her literature and be an embodiment of deep knowledge, fine expression, subtle sensible humor and good behaviour. The teacher needs to be a role-model and on being equipped with the concept and principles of management, would feel far more motivated in grooming and managing the adolescents
1.2 Research Problem

In an environment of global competition, it is the teachers who are instrumental in giving a better shape to the ‘Human Resource’ of a country. They are the ‘Pillars of Society’, supporting literacy, education and culture of the country.

- Are the teachers really aware of their role in transformation of a country?
- Are the teachers having the ability and willingness to subconsciously and consciously accept the responsibility of grooming and managing adolescents?
- Are they reciprocating and available when required by the students?
- Are they willing to take extra efforts and stretch out a helping hand to teach ideal practice to the learners/pupils/students, besides teaching the regular subjects allotted to them for teaching?
- How can the naïve adolescents acquire the art of ‘Decision-making’ from the teachers?
- How can a teacher be motivated and also derive pleasure from whatever he/she does?
- How can interaction between teachers and adolescent students be improved, so that constructivism is the result?
- How can an adolescent student be motivated by a teacher, so as to bring out long – lasting changes in their lives for their better future?
- How can a better understanding of ‘Qualities of a good teacher’ and ‘Concepts and Principles of Management’, act as a tool in grooming and managing adolescence?

The above-mentioned questions that come up, need to be addressed and understood.
1.3 **Objectives & Scope of study**

The aim and objectives of the research is to overall address the question of how best a teacher can be a ‘Role Model’, so as to handle the problems faced by adolescents and how best a teacher, without feeling extra burdened, successfully ‘groom’ and ‘manage’ them, with the help of Management Principles.

Specific objectives are summarized below:

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

Other objectives are:

- Concept of Adolescence
- Problems faced by Adolescents
  - On their ongoing changes, which maybe Physical, Mental, Emotional, Psychological
  - Others (Including Social Problems)
  - At ‘Home’
- Applying the management tools in grooming and managing the Adolescents, by the teaching community
  - To understand the Concept and Principles of Management
  - To apply Principles of Management in Grooming the Adolescents
  - Teacher as ‘Role Model’
  - To be of useful help providing guidelines to the teachers, in better handling Situations / Problems, thereby helping the adolescent to make the right choices, by applying best practices.