

# State ranking of private colleges in Andhra Pradesh

2019-2020

- ❖ According to the Educational World Survey St. Joseph's college of Education for Women got **28<sup>th</sup> rank.**

2021-2022

- ❖ The St. Joseph's college of Education placed **5<sup>th</sup> rank.**

2023-2024

- ❖ The institution St. Joseph's college of education for women secure **6<sup>th</sup> position**

Rank				Competence of faculty (200)	Faculty welfare & development (100)	Curriculum & pedagogy (100)	Placement (100)	Infrastructure and facilities (100)	Leadership/ governance quality (100)	TOTAL SCORE (700)	NIRF 2019* Rank
2018	2019	2020									
NR	NR	28	St. Joseph's College of Education for Women, Guntur	159	75	72	73	75	72	526	NR
NR	NR	28	Assumption College, Kottayam	159	74	73	74	75	71	526	NR
NR	NR	28	Dr. NGP Arts and Science College, Coimbatore	163	79	65	68	79	72	526	67
NR	NR	28	St. Mary's College, Thoothukudi (TN)	165	74	76	65	74	72	526	NR
47	27	29	Kristu Jayanthi College, Bangalore	160	69	73	65	84	74	525	NR
NR	NR	29	Sri Ramakrishna College of Arts and Science, Coimbatore	161	74	72	68	80	70	525	151-200
NR	NR	30	Osmania College, Kurmool	158	75	71	72	76	72	524	NR
42	28	31	St. Joseph's Degree and PG College, Hyderabad	156	76	66	68	83	74	523	NR
NR	NR	32	Maris Stella College, Vijayawada	159	74	67	74	74	74	522	NR
NR	NR	33	Nagindas Khandwala College, Mumbai	165	75	70	73	70	67	520	NR
NR	NR	34	Sophia Girls' College, Ajmer	168	73	65	66	72	75	519	NR
NR	NR	35	Rathinam College of Arts and Science, Coimbatore	155	71	74	71	75	72	518	101-150
30	20	36	Women's Christian College, Chennai	154	73	72	68	82	68	517	NR
25	23	36	Ethiraj College for Women, Chennai	152	77	78	62	78	70	517	36
53	37	37	Maharani Lakshmi Ammanni College for Women (MLACW), Bangalore	161	70	68	67	75	74	515	NR
NR	NR	37	Biyani Girls College, Jaipur	166	70	66	65	77	71	515	NR
NR	NR	38	Fergusson College, Pune	164	74	69	69	72	66	514	27
57	38	38	University College for Women, Osmania University, Hyderabad	153	72	67	66	84	72	514	NR
NR	NR	38	BK Birla College of Arts, Science & Commerce, Kalyan, Thane	164	67	69	70	71	73	514	NR
NR	NR	39	Khalsa College, Amritsar	163	66	71	67	73	73	513	NR
NR	42	40	St. Mira's College for Girls, Pune	162	69	67	74	73	67	512	NR
66	42	40	SIES College of Arts, Science and Commerce, Mumbai	165	67	69	66	73	72	512	NR
40	25	40	DG Vaishnav College, Chennai	156	72	68	64	81	71	512	NR
54	40	41	Jyoti Nivas College, Bangalore	162	71	67	59	79	73	511	NR
NR	NR	41	Bombay College of Pharmacy	164	67	66	68	74	72	511	NR
NR	NR	42	Ramnarain Ruia Autonomous College, Mumbai	163	66	67	69	73	72	510	NR
NR	NR	43	Lachoo Memorial College of Science and Technology, Jodhpur	165	72	63	65	76	68	509	NR
NR	NR	44	Duvvuru Ramanamma Women's College, Nellore	149	71	64	71	79	74	508	NR
NR	NR	45	The Bhopal School of Social Sciences (BSSS)	158	68	62	70	74	75	507	NR
63	41	45	Sophia College for Women, Mumbai	164	67	72	67	72	65	507	NR
NR	NR	45	Sir Sitaram and Lady Shantabai Patkar College of Arts and Science, Mumbai	168	68	71	67	68	65	507	NR
80	55	45	Bhavan's Vivekananda College, Hyderabad	151	71	68	69	78	70	507	NR
83	61	46	The National College, Jayanagar, Bangalore	165	66	67	66	74	68	506	NR
88	35	46	Guru Nanak Khalsa College of Arts, Science and Commerce, Mumbai	162	67	66	67	74	70	506	NR
NR	NR	47	Jai Hind College, Mumbai	165	68	68	70	71	63	505	NR
NR	NR	47	Ramakrishna Mission Sikshanamandira, Howrah (WB)	147	69	73	70	76	70	505	NR
NR	NR	49	St. Aloysius College, Jabalpur	162	72	63	65	77	65	504	NR
NR	NR	48	Tirpude College of Social Work, Nagpur	162	67	68	69	72	66	504	NR
NR	NR	48	General Shivdev Singh Diwan Gurbachan Singh Khalsa College, Patala	162	65	67	66	74	70	504	NR

NB NR= Not Ranked; NIRF= National Institutional Ranking Framework, 2019 of the Union HRD ministry

# Private autonomous ASC colleges: State rankings



St. Joseph's College (Autonomous), Bengaluru students: Karnataka #1

Rank	Rank		Total score (700)
	India 2024	State 2024	
<b>Andhra Pradesh</b>			
16	1	PB Siddhartha College of Arts & Science, Vijayawada	547
34	2	Andhra Loyola College, Vijayawada	516
38	3	Sri Durga Malleswara Siddhartha Mahila Kalasala, Vijayawada	512
54	4	Ch. SD St. Theresa's College for Women, Eluru	482
71	5	Duvvuru Ramanamma Women's College, Nellore	464
75	6	St. Joseph's College of Education for Women, Guntur	458
76	7	Osmania College, Kurnool	457
76	7	Akkineni Nageswara Rao College, Krishna Dist (AP)	457
81	8	Jagarlamudi Kuppuswamy Choudary College, Guntur	452
94	9	St. Joseph's College for Women, Gnanapuram, Visakhapatnam	437
94	9	Sri Yerramilli Narayana Murthy College, Narsapur, West Godavari	437
95	10	Manis Stella College, Vijayawada	436
95	10	SVKP & Dr. KS Raju Arts and Science College, Penugonda	436
102	11	Shree Velagapudi Ramakrishna Memorial College, Guntur	428
105	12	Sri Sai Baba National Degree College, Anantapur	425
112	13	Ideal College of Arts & Sciences, Kakinada	413
117	14	Montessori Mahila Kalasala, Vijayawada	407
124	15	SDS College of Arts & Applied Sciences, Vizianagaram	396
124	15	JMJ College for Women, Tenali	396
130	16	Noble College, Machilipatnam	382

Rank	Rank		Total score (700)
	India 2024	State 2024	
<b>Assam</b>			
99	1	Jagannath Barooah College, Jorhat	432
106	2	North Lakhimpur College	424

Rank	Rank		Total score (700)
	India 2024	State 2024	
<b>Bihar</b>			
75	1	St. Xavier's College of Education, Patna	458
94	2	Patna Women's College	437

Rank	Rank		Total score (700)
	India 2024	State 2024	
<b>Jammu &amp; Kashmir</b>			
48	1	MIER College of Education, Jammu	493
111	2	Islamia College of Science & Commerce, Srinagar	415

Rank	Rank		Total score (700)
	India 2024	State 2024	
<b>Karnataka</b>			
2	1	St. Joseph's College (Autonomous), Bengaluru	590
3	2	Mount Carmel College, Bengaluru	584
11	3	Presidency College, Bengaluru	560
13	4	Kristu Jayanti College, Bengaluru	554
33	5	Jyoti Nivas College, Bengaluru	517
36	6	JSS College for Women, Mysuru	514
46	7	The National College, Jayanagar, Bengaluru	496
61	8	St. Ann's College of Education (Women's), Mangaluru	475
64	9	Lingaraj College, Belagavi	471
69	10	Mahatma Gandhi Memorial College, Udupi	466
73	11	Indian Academy Degree College, Kalyan Nagar, Bengaluru	460
76	12	Maharani Lakshmi Ammanni College for Women (MLACW), Bengaluru	457
77	13	PC Jabin Science College, Hubballi	456
84	14	NMKRV College for Women, Jayanagar, Bengaluru	449
85	15	JSS College of Arts, Commerce and Science, Mysuru	448
90	16	St. Philomena's College, Mysuru	442
92	17	SBRR Mahajana First Grade College, Mysuru	440
93	18	AS Patil College of Commerce, Vijayapur	439
94	19	St. Agnes College, Mangaluru	437

# Private autonomous ASC colleges: State rankings



Mount Carmel College, Bengaluru principal Sr. Arpana (centre left) & students: India #4

Rank		Total score (700)
India 2022	State 2022	
<b>Andhra Pradesh</b>		
17	1	Sri GCSR College, Rajam 532
18	2	Andhra Loyola College, Vijayawada 530
20	3	PB Siddhartha College of Arts & Science, Vijayawada 526
48	4	Ch. SD St. Theresa's College for Women, Eluru 477
54	5	St. Joseph's College of Education for Women, Guntur 471
59	6	Osmania College, Kurnool 466
61	7	Akkineni Nageswara Rao College, Krishna 464
66	8	Sri Durga Malleswara Siddhartha Mahila Kalasala, Vijayawada 459
71	9	Duvvuru Ramanamma Women's College, Nellore 454
73	10	Jagarlamudi Kuppuswamy Choudary College, Guntur 452
86	11	St. Joseph's College for Women, Gnanapuram (Visakhapatnam) 439
86	11	Maris Stella College, Vijayawada 439
89	12	Shree Velagapudi Ramakrishna Memorial College, Guntur 436
92	13	SVKP & Dr. KS Raju Arts and Science College, Penugonda 433
94	14	Sri Yerramilli Narayana Murthy College, Narsapur 431
96	15	Sri Sai Baba National Degree College, Anantapur 429
102	16	Montessori Mahila Kalasala, Vijayawada 418
111	17	Ideal College of Arts & Sciences, Kakinada 405
111	17	SDS College of Arts & Applied Sciences, Vizianagaram 405
117	18	JMJ College for Women, Tenali 394
118	19	Noble College, Machilipatnam 391

Rank		Total score (700)
India 2022	State 2022	
<b>Assam</b>		
92	1	Jagannath Barooah College, Jorhat 433
99	2	North Lakhimpur College 425

Rank		Total score (700)
India 2022	State 2022	
<b>Bihar</b>		
63	1	St. Xavier's College of Education, Patna 462
83	2	Patna Women's College 442

Rank		Total score (700)
India 2022	State 2022	
<b>Karnataka</b>		
2	1	St. Joseph's College (Autonomous), Bengaluru 597
4	2	Mount Carmel College, Bengaluru 587
13	3	Presidency College, Bengaluru 548
23	4	Kristu Jayanti College, Bengaluru 521
25	5	JSS College for Women, Mysuru 518
28	6	Jyoti Nivas College, Bengaluru 512
36	7	The National College, Jayanagar, Bengaluru 499
50	8	St. Ann's College of Education (Women's College), Mangaluru 475
58	9	Mahatma Gandhi Memorial College, Udupi 467
64	10	Maharani Lakshmi Ammanni College for Women (MLACW), Bengaluru 461
69	11	Lingaraj College, Belagavi 456
70	12	NMKRV College for Women, Jayanagar, Bengaluru 455
72	13	PC Jabin Science College, Hubballi 453
72	13	JSS College of Arts, Commerce and Science, Mysuru 453
73	14	Indian Academy Degree College, Kalyan Nagar, Bengaluru 452
76	15	St. Philomena's College, Mysuru 449
83	16	Bhandarkar's Arts and Science College, Udupi 442
85	17	St. Agnes College, Mangaluru 440
85	17	SBRR Mahajana First Grade College, Mysuru 440
88	18	AS Patil College of Commerce, Vijayapur 437
93	19	Srisaila Jagadguru Vageesha Panditaradhy College, Harihar 432
101	20	St. Aloysius College, Mangaluru 421
112	21	The National Degree College, Basavangudi, Bengaluru 403

**Major and minor  
Research projects  
of  
UGC and ICSSR**

**UGC Major Research Project**

**2018-19**

Title: "Effectiveness of Vedic Mathematics in the Acquisition of Problem Solving ability in Mathematics"

Principal Investigator: **Dr. T. Swarupa Rani**



ज्ञान-विज्ञान विमुक्तये  
UNIVERSITY GRANTS COMMISSION  
BAHADURSHAH ZAFAR MARG  
NEW DELHI-110002

FD-III Diary No. 6719  
Dated. 06/08/2015

Y

F. No. 5-111/2014(HRP)

MRP-MAJ-EDUC-2013-44041

The Under Secretary (FD-III)  
University Grants Commission  
New Delhi-110002

10 SEP 2015

Sub:- Release of Grants-in-aid to St. Joseph's College of Education for Women, Guntur- 522001 (Affiliated to Acharya Nagarjuna University, Nagarjuna Nagar, Guntur) for the year 2015-2016 under Plan in respect of Major Research Project in entitled, "Effectiveness of Vedic Mathematics in the Acquisition of problem solving ability in Mathematics" awarded to Dr. T. Swarupa Rani, Deptt. of Education, Tenure of project for Three year(s) w.e.f. 1/7/2015 to 30/6/2018

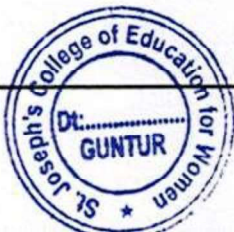
Sir,

I am directed to convey the approval -cum- sanction of the University Grants Commission for payment of grant of Rs. 4,83,000/- (Rupees Four Lakhs eighty three thousand only) as 1<sup>st</sup> Instalment for the year 2015-2016 towards Major Research Project to the The Principal, St. Joseph's College of Education for Women, Guntur- 522001 for the Plan expenditure to be incurred during 2015-2016.

S.No.	ITEMS	Head of Account	Amount Approved	Grant Released as 1st instalment
<b>A.</b>	<b>Non - Recurring</b>			
1.	Books & Journals	3.A(49)(b)35	75,000/-	75,000/-
2.	Equipment (1-Pad)		50,000/-	50,000/-
<b>B.</b>	<b>Recurring</b>			
1.	Honorarium to Retd. Teacher @ Rs. 18,000/- p.m.		-----	-----
2.	Project Fellow @ Rs.14,000/- p.m. (for 30 months)	3.A(49)(b)31	4,20,000/-	2,10,000/-
3.	Contingency		1,00,000/-	50,000/-
4.	Hiring Services		35,000/-	17,500/-
5.	Travel/Field Work		50,000/-	25,000/-
6.	Overhead Charges 10% of approved recurring Grant (Except Travel & Field Work)		55,500/-	55,500/-
	<b>Total (A + B)</b>		<b>Rs. 7,85,500/-</b>	<b>4,83,000/-</b>

- The sanctioned amount is debitible to the Major Head 3.A(49)(b)31 Rs.3,58,000/- & Head 3.A(49)(b)35 Rs.1,25,000/- and is valid for payment during financial year 2015-16.
- The amount of the Grant shall be drawn by the Under Secretary (drawing and Disbursing Officer), University Grants Commission on the Grants-in-aid Bill and shall be disbursed to the The Principal, St. Joseph's College of Education for Women, Guntur- 522001 through Electronic mode as per the following details

Payment Details	
(a)	Name & Address of Account Holder <b>The Principal, St. Joseph's College of Education for Women, Guntur- 522001</b>
(b)	Account No. <b>0195001200000015</b>
(c)	Name & Address of Bank Branch <b>Punjab National Bank Guntur Station, Station Road, Guntur Ph. No. 0863-2246506 Email- bo0195@pnb.co.in</b>
(d)	MICR Code of Branch <b>520024103</b>
(e)	IFSC code <b>PUNB0019500</b>
(f)	Type of Account: SB/Current/Cash Credit <b>SB</b>



*T. Swarupa Rani*  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
FOR WOMEN  
GUNTUR-522 001., A.P.



विश्वविद्यालय अनुदान आयोग  
University Grants Commission  
मानव संसाधन विकास मंत्रालय, भारत सरकार  
(Ministry of Human Resource Development, Govt. of India)  
बहादुरशाह जफर मार्ग नई दिल्ली- 110002  
Bahadurshah Zafar Marg, New Delhi-110002



FD Diary No. 9652  
Dated: 6/2/2019

No. F. 5- 111/2014(HRP)

15 FEB 2019

The Under Secretary (FD-III),  
University Grants Commission,  
Bahadur Shah Zafar Marg,  
New Delhi-110002.

Sub:- Release of Grants-in-aid to ST. JOSEPH'S COLLEGE OF EDUCATION FOR WOMEN, Guntur 522001, ANDHRA PRADESH ( affiliated to ACHARYA NAGARJUNA UNIVERSITY-NAGARJUNA NAGAR- GUNTUR , ANDHRA PRADESH ) for the year 2018-19 under Revenue in respect of Major Research Project entitled "Effectiveness of Vedic Mathematics in the Acquisition of problem solving ability in Mathematics." awarded to Dr. T. SWARUPA RANI, Deptt. of Education, Tenure of project from 1/7/2015 to 30/6/2018.

Sir,

I am directed to convey the sanction of the University Grants Commission for payment of grant of Rs.63,804/- (Rupees Sixty three thousand eight hundred four only) as reimbursement of Final Installment for the year 2018-19 towards Major Research Project to the Principal, ST. JOSEPH'S COLLEGE OF EDUCATION FOR WOMEN, Guntur 522001, ANDHRA PRADESH for the Revenue expenditure.

S.NO	Name of the Item	Amount allocated RS.	Head of Account	Amount already Released RS.	Amount Being Re-imbursed as final installment RS.	Total grant RS.
<b>(1) Non- Recurring</b>						
(i)	Books & Journals	75,000/-	3.A.17.(iii)(b).35	75,000/-	-----	75,000/-
(ii)	Equipment	50,000/-		50,000/-	-----	50,000/-
<b>(2) Recurring</b>						
(i)	Honorarium	-----	3.A.17.(iii)(b).31	-----	-----	-----
(ii)	Project Fellow +HRA20%	3,77,533/- 75,507/-		3,39,780/- 67,956/-	45,304/-	4,53,040/-
(iii)	Contingency	1,00,000/-		90,000/-	10,000/-	1,00,000/-
(iv)	Hiring Services	35,000/-		31,500/-	3,500/-	35,000/-
(v)	Travel/ fieldwork	50,000/-		45,000/-	5,000/-	50,000/-
(vi)	Overhead	55,500/-		55,500/-	-----	55,500/-
	Total	8,18,540/-		7,54,736/-	63,804/-	8,18,540/-

P.T.O



T. Swarupa Rani  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
FOR WOMEN  
GUNTUR-522 001., A.P.

2019-20

UGC Minor Research Project

Title: "Value Conflict among Prospective Teachers"

Principal Investigator: Dr. B. Srilatha



UNIVERSITY GRANTS COMMISSION-SOUTH EASTERN REGIONAL OFFICE  
A.P.S.F.C. Building (4th Floor) 5-9-194, P.B. No.152, Chirag-Ali-Lane HYDERABAD- 500 001  
Ph: 040-23204735: Fax: 040-23204734 Email: [ugcsero@gmail.com](mailto:ugcsero@gmail.com)

F.NO:4-4/2015-16(MRP /UGC-SERO)

October, 2016

**MOST URGENT**

The Principal  
ST. JOSEPH'S COLLEGE OF EDUCATION FOR WOMAN.  
GUNTUR 522001.

**PROPOSAL NUMBER : 4215.**

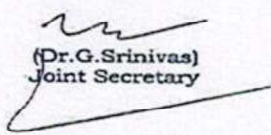
Sir/ Madam,

This has reference to the Minor Research Project titled VALUE CONFLICT AMONG PROSPECTIVE TEACHERS" submitted by Dr. B.SRILATHA, Department of DEPARTMENT OF EDUCATION of your college. In this regard I am to inform you that the UGC has provisionally considered the proposal for financial assistance to the tenure of Rs. 170000.. In case the Principal Investigator is interested in undertaking the project, the **enclosed Acceptance Certificate** may be filled in all respect and sent to this office immediately through **email:mrpugcsero@gmail.com**.

The proposal number mentioned above may be mentioned in the covering letter & in the Acceptance Certificate.

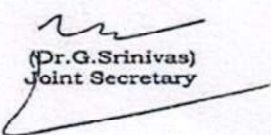
Encls: As mentioned

Yours faithfully

  
(Dr.G.Srinivas)  
Joint Secretary

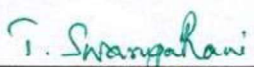
Copy to:

Dr. B.SRILATHA  
Department of DEPARTMENT OF EDUCATION  
ST. JOSEPH'S COLLEGE OF EDUCATION FOR WOMAN.  
GUNTUR 522001.

  
(Dr.G.Srinivas)  
Joint Secretary

P.T.O



  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
FOR WOMEN  
GUNTUR-522 001., A.P.



2020-21

UGC Minor Research Project

Title: "Evaluating Life skills of Teachers"

Principal Investigator: Dr. C. Grace Indira



BANARAS HINDU UNIVERSITY

बनारस हिन्दू विश्वविद्यालय

(Established by Parliament vide Notification No. 225 of 1916)

FACULTY OF EDUCATION

SCHOOL OF EDUCATION

KAMACHHIA, VARANASI - 221 010



soc.bhu@gmail.com

Ref. No. Edu /SoE /2018-19/ 897

Date: 02/08/2019

To,

Dr. Grace Indira, C.  
Associate Professor,  
St. Joseph's College of Education,  
for Women Sambasivapet,  
Opp. Road to Naz Theaters,  
GUNTUR-522 001.

Dear Madam,

This is to inform you that amount of Rs. 4,00,000 has been approved for your project "Title Evaluating Life Skills of Teachers". The Breakup of the amount is as given below.

Sr. No.	Items Estimated Expenditure	Amount
1	Books and Journals	30000
2	Field Work and Travel	250000
3	Contingency (including special needs)	80000
4	Hiring Services	40000
<b>Total</b>		<b>400000</b>

Kindly do the needful at your end and provide the account details to which the amount has to be transferred. Also insure that your institution follows PFMS/EAT module for funds transfer.

Thanking you,

Yours sincerely

Prof. Seema Singh & Prof. Anjali Bajpai

Coordinators  
Co-ordinator  
School of Education  
(PMMMNMTT)  
Sch. No. 5030



T. Sranganani  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
FOR WOMEN  
GUNTUR-522 001., A.P.

## Distinctiveness of the College

St. Joseph's College of Education for Women, Guntur was recognized as Research Centre by Acharya Nagarjuna University in the year 2003. Since then our staff members were allotted research guide ship and have been guiding scholars for their Ph.D and M.Phil in Education.

83 Ph.D's and 77 M.Phil's are awarded and 59 M.Ed students completed their degrees under the supervision of staff members till now and still 25 scholars are pursuing Ph.D

College is trying its level best to contribute for research for the Department of Education of Acharya Nagarjuna University and other state universities by rendering the services of our faculty members as Chairpersons and members of BOS and Dean of the Department.

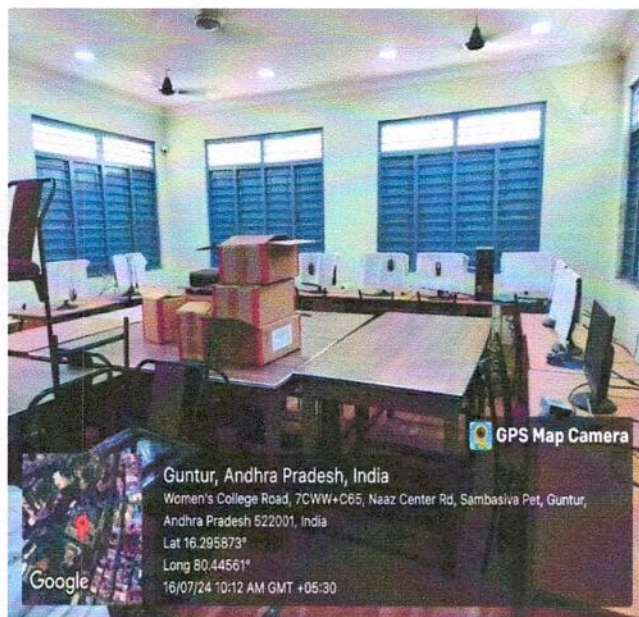
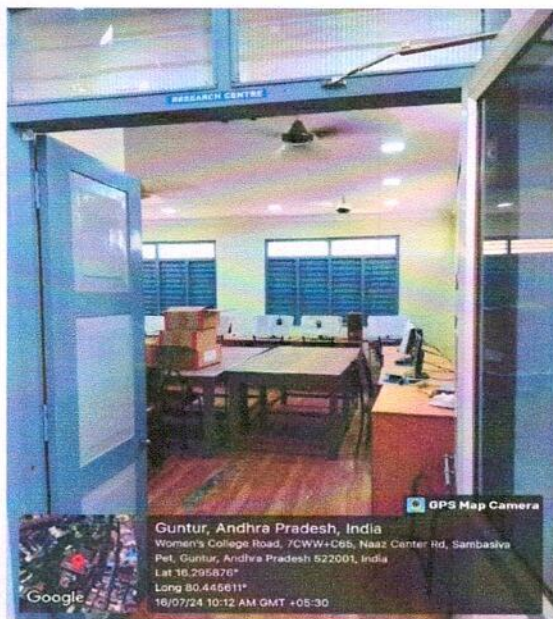
The management and administration of the college is so cooperative and supportive in providing all sorts of help to Research Scholars such as access to usage of Library, internet facilities, availing printer, Scanner and Xerox facilities at free of cost. Research scholars are permitted to meet their Supervisors for carrying out their research.

The College as Research Centre tried its level best to render support and cooperation and help for the research scholars of our college who are doing Ph.D on part time basis by giving free access to library internet, Xerox printer and scanner facility and also for data collection through online. Every year our college conducts one internal seminar as an activity of research circle for all the M.Ed students and also for the research scholars to orient them with regard to identification of research problem, review of related literature, research proposal preparation etc Our principal Dr.T.Swarupa Rani conducted one Google meet on April 15<sup>th</sup>, 2020 to help the scholars with regard to research work. All the services rendered by the college through the research Centre help the staff member's students and Research scholars to continue their research.

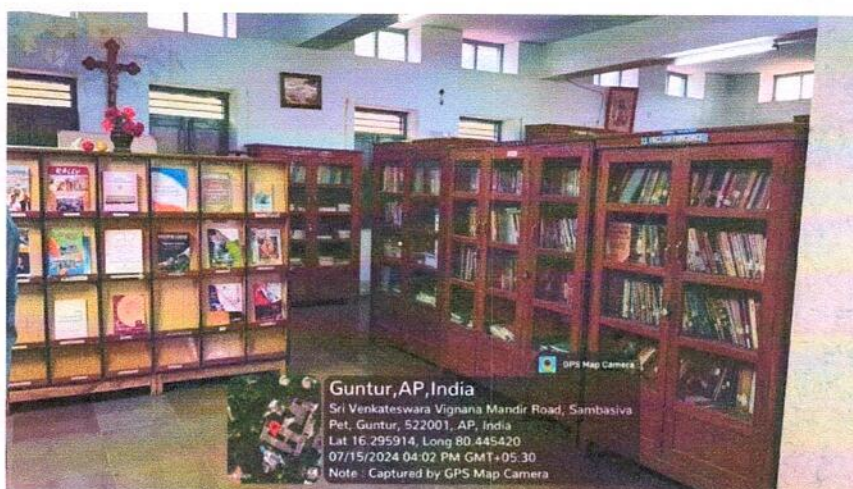
**Institution is creating an eco-system for innovations and other initiatives for creation and transfer of knowledge that include** interaction between faculty, scholars, students, to enhance research opportunities, academic excellence, real-world problem solving, and knowledge creation and dissemination.



*T. Swarupa Rani*  
PRINCIPAL  
ST. JOSEPH'S COLLEGE OF EDUCATION  
FOR WOMEN  
GUNTUR-522 001., A.P.



SJCE maintain well established research Centre for researchers with providing journals periodicals books computers and internet facility. College has a spacious library with more than 4000 books, 300 journals, 400 encyclopedias, Buch volumes, reference books and M.Ed., dissertations. Our library is research Centre also. PhD. scholars from different colleges utilize our library and systems. Our library is equipped with SOUL (2.0) software with bar code.



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## Resources available in the Library

S.No	Resources in the library	Total
1	Books	38,268
2	UGC Fee books	9048
3	M.Ed Books	905
4	Book Bank	1027
5	Gift books	1590
6	English books	210
7	M.Ed Dissertations	500 +
8	E-Books	5000+ Under N-List
9	E-Journals	2000+
10	NDL	6,00,000
11	Journals	13
12	CD&Video	200+
13	Newspapers	04
14	Dictionaries	Available
15	NET,SET,TET Books	Available
16	Previous year semester question papers	Available
17	Question Bank	Available
18	School text books	Available
19	Buch Volumes	Available
20	Syllabus and college Regulations.	Available
21	Encyclopedia	Available

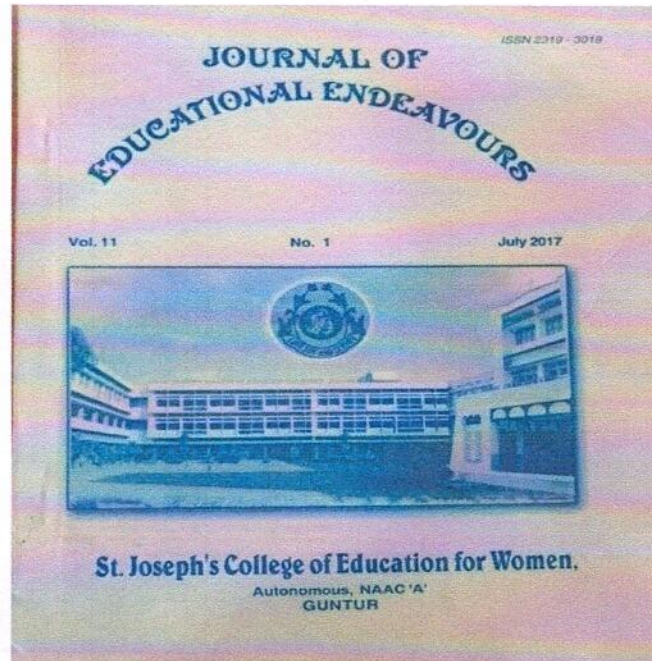


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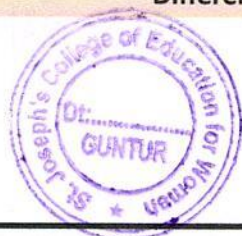
## Maintaining College Research Journal

Another feather in our cap of research is our half-yearly journal "Journal of Educational Endeavors". We started this journal in 2006 and we are able to successfully release the journal with good and informative research articles.

We have published 31 journals and 325 articles so far. Our M.Ed. students, staff and Scholars are free to contribute as many articles as possible.



Different journals available for students in the library



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## **Training Student-Teachers to be the researchers to solve the problems of the classroom Through Action research**

Research is fundamental to advances in human society. Research innovations and inventions are the potent tools to bring desirable progress and improvement in all walks of human life.

Educational research provides a vast landscape of knowledge on topics related to teaching and learning, curriculum and assessment, students' cognitive and affective needs, cultural and socio-economic factors of schools, and many other factors considered viable to improving schools. Action research is research used by teachers, supervisors and administrators to improve the quality of their decisions and actions. With the help of action research, decision can be taken regarding the day-to-day problem which occurs before the principals, supervisor, administrators and managers .In other words they can remove them by evaluating their own working methods.

Student teachers who are the future teachers are to be trained in all aspects of the school. In this regard all our student teachers were guided trained to take up action research and focus on the problems of their internship schools. Our students proved their capability in handling the problems faced by them during the internship and successfully resolve the problems and improved the teaching-learning situation. Some of the problems they solved through action research are-Irregular to school

### **Providing Guidance for M.Ed Students to undertake Dissertation:**

Faculty members provide adequate guidance to all the M.Ed students to successfully complete their dissertation work. In this regard, every year the college conducts an internal seminar to orient the students about the various aspects of research like identification of research problem, review of related literature, research proposal preparation etc. The faculty takes keen interest in encouraging and guiding M.Ed students



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Educational research is directed towards the solution of a problem in the field of education. Research in education as in the other fields is essential for providing useful and dependable knowledge through which the process of education can be made more effective. Educational Research is an important part of M.Ed curriculum that aims at finding out solution of educational problems by using scientific philosophical method. Dissertation is the report of the research study done by the M.Ed students as a part of practical work. Our students focused on the most recent and needed issues of the field of Education and society and conducted scientific research and came with fruitful and practicable conclusion.

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### ACTIVITY UNDERTAKEN BY ME

2. IDENTIFY A PROBLEM FOR ACTION RESEARCH AND PREPARE A PROPOSAL FOR ACTION RESEARCH.

#### INTRODUCTION:

- ⇒ Action Research is actually suitable for any person who wishes to improve his or her performance or any group or organisation who hopes for doing the same.
- ⇒ As a matter of fact action research is widely used in education especially by teachers who use it to improve their teaching.
- ⇒ Action research, involves inquiring into one's own practice in order to improve practice

#### MEANING OF ACTION RESEARCH:

- ⇒ The word Action Research is derived from French word 'Rechercher' which means careful search.  
Re - Again  
Search - Finding out the meaning.
- ⇒ Action Research is a philosophy and methodology of research generally applied in social sciences.



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DEFINITIONS:

- ⇒ "Action Research is the study of social studies with a view to improving the quality of action within it."
- ⇒ Action Research is developing attitude democratically among students and teachers.

OBJECTIVES OF ACTION RESEARCH:

- To develop scientific attitude among teachers and principals for studying their problems.
- To develop democratic attitude among students and teachers.
- To improve the working condition of school.
- To improve the human relations.

IMPORTANCE OF ACTION RESEARCH:

- It improves quality of teaching and learning process.
- It improves the achievement levels of pupils.
- It makes learning process interesting.
- It gives confidence to be teacher to solve problems.
- It develops scientific attitude among students and teachers.

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## CHARACTERISTICS OF ACTION RESEARCH:

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- It is participant driven and reflective
- It is collaborative
- It leads to change and the improvement of practice not just knowledge in itself.
- It is content specific
- It is carried out by practitioners rather than outside researchers.
- It aims at changing things.

## NEED AND PURPOSE OF USING ACTION RESEARCH IN EDUCATION:

- To develop and improve teaching, research into classroom is needed.
- Teachers should know what is actually happening in the classrooms.
- To know about what learners are thinking.
- To know why learners are searching in the ways they do.
- To implement new approaches to teachings.

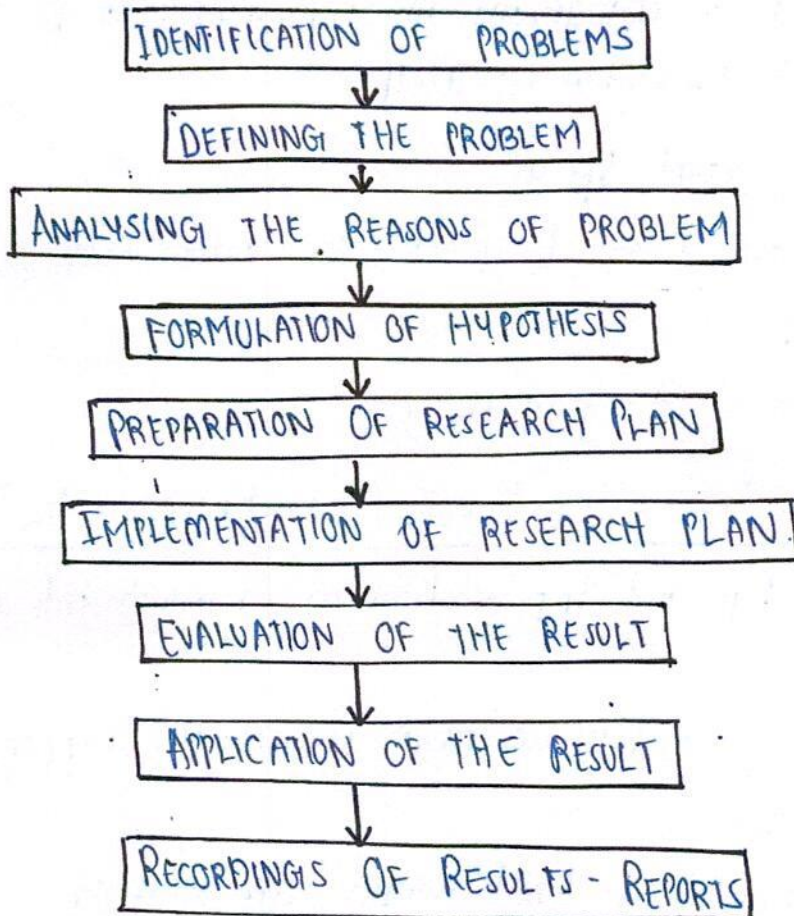


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## STEPS IN ACTION RESEARCH

Steps involved in action research are



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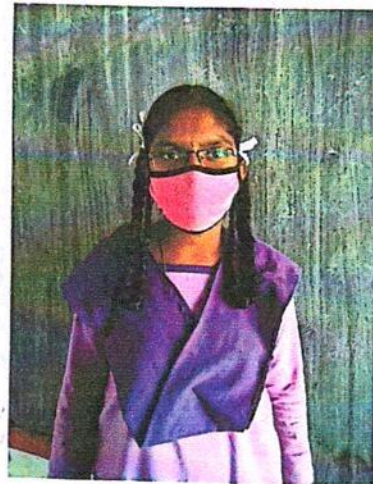
1. SELECTION (IDENTIFICATION OF A PROBLEM)

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The selection of the problem is "LONELINESS". I observed and selection of one girl from class 10<sup>th</sup>, who is always feeling lonely and always sits alone in the corner of the class and who don't mingle with other students.

2. DEFINING THE PROBLEM:

She always feels lonely because she changed the school. All are new to her. As she came from a small village, she couldn't mingle with others.



3. ANALYSING THE REASONS OF THE PROBLEMS:

- Reasons may be
- unwanted by everyone
  - Parents may be expecting a boy child.
  - Misunderstanding between the parents.
  - No proper care and love received.



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4. FORMULATION OF HYPOTHESIS:

I had a talk with her parents in phone and tried to talk about her and tried to get some reasons for her behaviour. I also found out her address where she lives and got some information how she behaves

5. PREPARATION OF RESEARCH PLAN:

After knowing the problem and gathering the information and reasons for her problems. I am happy to guide her and encourage the girl to overcome her loneliness.

6. IMPLEMENTATION OF RESEARCH PLAN:

I have decided to take a special case of her and in her studies. I have started to be friendly and cooperative from then onwards, she became very close.

7. DRAWING AN EVALUATION RESULTS:

From the part of the family background and from her parents they should draw special attention, love and care for her. Hence she may become active and engaging



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8. APPLICATION OF RESULTS:

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This problem of loneliness may cross in one's life. But only thing is it should be love by all and every one and accept them.

9. RECORDING OF RESULTS AND REPORT:

I have helped her personally to overcome and made her parents to be happy and to accept as she is. I also made her strong from inside, motivated her a lot and gave her the confidence by self power.

OBJECTIVES OF A PROBLEM "LONELINESS"

The student might have been not faced social contact, not sociable in nature. She might have been experiencing constant feelings of sadness, anger or helplessness. Being physically separated from friends, family and relatives. She may be experiencing a loss of close relationship, lack of love, care and acceptance.

CAUSES OF THE PROBLEM: Lack of friendship, physical absence of people around her, no one to share her feelings, may feel that she is not loved by anyone.



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# PLANNING INTERVENTION STRATEGY AND IMPLEMENTATION:

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This may help the students to overcome from loneliness.

STRATEGY	RESULT
I accept the student as she is inspite of her caste, colour, creed, race etc.	The student tries to be happy and moves freely to share all her problems.
I gave counselling to the student, hence she may show interest to study.	when I speak with the child, she may share her problems. According to it I may teach and help her to understand the study lessons.
I motivated the child to mingle with everyone in classroom.	The child started to speak and mingle with everyone and started playing with her friends.
I kept the child in the activities to participate in programs	The child began to take part in all the curricular and co-curricular activities whenever there is a chance. she participated and even even she gets good marks.
I told to attend school regularly and not to miss the classes even one day until she is ill.	The child started to come daily and I made her to sit in the front benches. hence she can pay



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I spoke with her friends and also told to exchange ideas and view and encourage her to study well

I spoke to her teacher and parents and told them not to beat or shout at her.

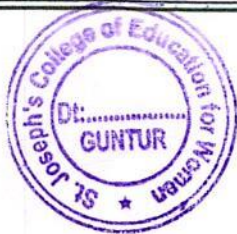
pay attention.

The students started to mingling with her for studying and playing.

They started to love her and trying to understand her. They are eager to know the information of the child in the school and in classroom.

### FORMULATION OF ACTION HYPOTHESIS:

Teacher should try to understand the girl's problem and accept her as she is. Teacher should show motherly and friendly love and feel oneness with the students loneliness. Teacher should try to help her to overcome from her loneliness. This education must be given in proper time at her childhood and help her to understand the lesson. The teacher should make her involve in the classroom activities. The student should be given H.W to do and also give chances to participate in other activities.



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### COLLECTION OF DATA FROM THEIR CLASSMATES:

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When I asked about the girl with her classmates. They said that she is always said moody and lonely. she never speak to anyone and not concentrates on studies. So I felt bad and started caring and showing interest to help her.



### COLLECTION OF DATA FROM THE TEACHERS:

When I asked her teacher she said that the child is not taken care, and not loved by her parents. Due to all these reasons, the child is not keeping concentration in the studies. even though teacher tried to help her she failed to study well.

### COLLECTION OF DATA FROM THE HEADMASTER:

After listening to teachers and Co-students, I went hear H-M to collect some data. He said that she's new to the class and city



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and belong to very poor family and parents can not take care of her properly. Page No. : 21

### COLLECTION OF THE DATA FROM THE PARENTS:

The parents also spoke about their struggle for survival and health problems of their family and her status.



### ANALYSIS OF DATA: After enquiring

from them, I made an analysis of why she is behaving like that. Hence we guided and gave counselling to her and now she is happy and able to participate in all the activities, able to accept the relatives and finally getting good marks in all the subjects. I have also spoken with her parents, they too felt very happy and there is no more misunderstanding between them.

### VERIFYING THE ACTION HYPOTHESIS:

I spoke to the student she said that she is unable to study because of loneliness, unwantedness, no proper love and acceptance. I spoke to her a lot and tried to know her closely. I encouraged her to forget everything



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by mingle with everyone to participate in all the activities and to keep concentration in the studies. When teacher giving lessons. The student felt happy and able to participate in all activities.

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### CONCLUSION:

By knowing the weakness of the student, the student stood 4<sup>th</sup> in the class. Every one is unique. So knowing each ones weakness and as a teacher helping to the particular student, gives meaningful to life.

Every teacher should see that no partiality and find out like this kind of students try to help them overcome from their weakness.

This is Action Research!

### BIBLIOGRAPHY:

www.google.com - wikipedia.actionresearch.com

The girl from kasuseyamma high school



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**Guidance to the Ph.D Scholars to do experimentation, formulate new strategies, Packages etc.**

St. Joseph's College of Education for Women, Guntur was recognized as Research Centre by Acharya Nagarjuna University in the year 2003. Four of our Faculty members were recognized as Research guides in education and are allotted Regular/Part-Time research scholars every year since 2008. Our staff members as Research Supervisors have been guiding students research scholars for M.Phil and PhD in education.. 50 PhD's are awarded under the supervision of our staff members till now and still 25 scholars are pursuing Ph.D. Another feather in our cap of research is our half-yearly journal "Journal of Educational Endeavors" (ISSN Number 2319-3194). We started this journal in 2004 and we are able to successfully release the journal with good and informative research articles.

Under the able and efficient guidance of our faculty members the research scholars were able to conduct scientific research through Experimental Method on topics like Effect of Yoga Practice, Language Games, Abacus, Vedic Mathematics, Mind Mathematics Strategies etc. Scholars were awarded Ph.D for research on latest trends like Life skills, ICT, Metacognition etc. Research studies on societal needs of the hour like Inclusive Education, Educational Aspirations of Scheduled Tribe students etc were also done in an extensive manner and were awarded PhD's.

Our college was a study Centre for IGNOU courses. As a part of M.A (Education) programme every student must conduct one research study and prepare project report (Dissertation). Our faculty members as Academic Counselors guided the students for their project work.



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## LIST OF DOCTORAL FACULTY

Sl.No.	Name of the Faculty	Year of Award	Name of the University
1	Dr. T. Swarupa Rani	2002	Nagarjuna University, Guntur
2	Dr. C. Grace Indira	2004	Nagarjuna University, Guntur
3	Dr. G. Rajeswari	2006	Nagarjuna University, Guntur
4	Dr. Sk. Aktharunnisa Begum	2009	Barkatullah University, Bhopal
5	Dr. J. R. Priyadarsini	2010	Acharya Nagarjuna University, Guntur
6	Dr. B. Sri Latha	2012	Acharya Nagarjuna University, Guntur
7	Dr. J. Vijaya Kumari	2016	Acharya Nagarjuna University, Guntur
8	Dr. Sr. P. Santha Kumari	2017	Acharya Nagarjuna University, Guntur
9	Dr. Ts. Subhashini	2021	Acharya Nagarjuna University, Guntur
10	Dr. P. Prasanthi Madhavi Latha	2022	Acharya Nagarjuna University, Guntur

**Note :** All the Ph.Ds awarded are from **UGC** recognized universities



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## NUMBER OF RESEARCH GUIDES OF ANU IN THE COLLEGE

S.No.	Name of the Guide	Ph.Ds Produced	M.Phil Produced
1	Dr. T. Swarupa Rani	23	20
2	Dr. B. Sri Latha	7	
3	Dr. J. R. Priyadarsini	14	
4	Dr. C. Grace Indira	11	



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## Research Policy

### Preamble:

The purpose of this document is to present a research policy frame work for the faculty of SJCE. In the present fast developing technological world where research is dynamically progressing the teacher educators who are the architects of the future teachers need to continuously update themselves for the new knowledge. Hence there is a need to build up research environment, provide adequate support and facilities for the teachers and researchers. SJCE is taking much interest and initiative to support and encourage the family members to continue their Ph.D work while in service.

### Aims of the Policy:

1. To provide guidelines for conductance and publication of Research work.
2. Granting study leave for research field work.
3. Granting seed money for doctoral studies.
4. Provide essential infrastructure to support for research projects and research work.

### Guidelines:

Research Committee will be responsible for conducting all the activities related to research like granting funds, study leave, providing infrastructural facilities etc. for the Research Support.

### Research Policy:

SJCE has designed the proactive policy to promote the research, motivate the faculty members and students to undertake research activities adopting the following norms.

- (1) Grant to present papers in national and international conferences.
- (2) Research funding for the projects.
- (3) Seed money will be provided for Doctoral studies.
- (4) Provision of study leave for research field work.
- (5) Organizational support for research work.

*T. Swargamani*  
Chairman

Member



*T. Swargamani*  
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## Code of Ethics for Research Scholars and Research Centre

St. Joseph's College of Education for Women,(SJCE) Guntur, has mandated research guides, research scholars and the system of assessment of academic and research work leading to award of degrees at Masters and Research level in the form of thesis, dissertation and research publications, chapters in books and other similar work which reflect the highest element of academic integrity and originality observed as per stipulation of the college and University Grants Commission (UGC). SJCE College undertakes to comply with provision formulated by the UGC in its draft policy "Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions Regulations, 2018", Draft Policy note number: F.1-18/2010(CPP-II).

Our College gives utmost importance to encouraging its faculty to follow ethical guidelines established by the college and the UGC in carrying out the research activities under which the college has established internal ethics committee for research involving human and animal subjects. The research proposals have to be approved by the committee.

Plagiarism Check is another important requirement that the college insists for all the M.Phil. and Ph.D. theses to go through plagiarism check and the certificate is to be submitted with the signatures of both the research scholar and research guide concerned. The research scholars are encouraged to make use of the available online free software to check research articles, proposals, project reports, besides using plagiarism check to regulate the student's projects.

The College encourages the departments to conduct workshop in research methodology where ethics in research is an integral part, awareness is also created



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to faculty members by invited talks on IPR. Patents and ethics in research. Software is made available in the college to check research articles, proposals, project reports, besides using plagiarism check to regulate the student's projects.

The College encourages the faculty members to conduct workshop in research methodology where ethics in research is an integral part; awareness is also created to faculty members by invited talks on IPR, Patents and ethics in research.

SJCE College shall consider all incidents of misconducts of research seriously and shall ensure initiating of enquiry process and adjudication of such misconduct. Our College views research misconduct as an extremely disturbing element and consider it as a threat to the basic principles and standards of research in the college which strives to promote and maintain outcome based research which has social relevance.



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## Organizing research circle / internal seminar / interactive session on research

Our Research Supervisors provide adequate guidance to all the research scholars and M.Ed students to successfully complete their dissertation work. In this regard, every year the college conducts an internal seminar to orient the students about the various aspects of research like identification of research problem, review of related literature, research proposal preparation etc. This year the college conducted internal seminar on 4.08.2018. Eminent Research experts Prof.T.J.Rajendra Prasad and Prof.D.Bhaskara Rao oriented the gathering about research issues.



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## **Organizing Research Circle / Internal Seminar / Interactive Session on Research**

This year the college conducted on 06.07.2019. Internal seminar to orient the students about the various aspects of research like identification of research problem, review of related literature, research proposal preparation etc. Our Research Supervisors provide adequate guidance to all the research scholars and M.Ed students to successfully complete their dissertation work.

Since the Government of India announced lockdown from March 20, 2020 due to Covid 19, the college was closed offline but worked online for instruction and research purpose. All the services rendered by the college through the research Centre help the staff members, students and Research scholars to continue their research. Our staff members Mrs.P.Prasanthi Madhavi Latha under the guidance of Dr.Mrs.C.Grace Indira, our staff member and Mrs.T.S.Subhashini under the guidance of Dr.T.Swarupa Rani, our Principal are the part-time Research Scholars who got benefited by the college to continue their Ph.D work.

### **Facilitating research by providing organizational support**

Library, Internet, Inflibnet, Xerox, Scanner and Printer facilities - Library is open to research scholars. Books are available for lending as well as for reference. Ph.D theses and M.Ed dissertations are available for reference. Separate reading cubicles are there in the library to accommodate research students. ICT facility like computers, printer, scanner, and Inflibnet and Wi-Fi facility is available for research work. Mrs.T.S.Subhashini and Mrs.P.Prasanthi Madhavi latha who have registered for Ph.D (part time )were given free access to use library ,internet ,Xerox, scanner and printer facilities at free of cost



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## Organizing research circle / internal seminar / interactive session on research

Our principal Dr.T.Swarupa Rani conducted one internal seminar as an activity of research circle for all the M.Ed students and also for the research scholars to orient them with regard to identification of research problem, review of related literature, research proposal preparation etc. through Google meet on April 15<sup>th</sup>, 2020 to help the scholars with regard to research work. Our Research Supervisors provide adequate guidance to all the research scholars and M.Ed students to successfully complete their dissertation work.



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## ❖ Academic Support for Developing Research Skills

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Curriculum Development Cell (CDC)  
Joseph 's Brainstorm Cléique (JBC)

We are happy to invite you all for  
the talk on

Enhancing Research  
Ambience: Minor Research projects  
By

**Prof.T.Swarupa Rani**

Principal  
St.joseph college of education for women



04/10/2023



4:30 pm

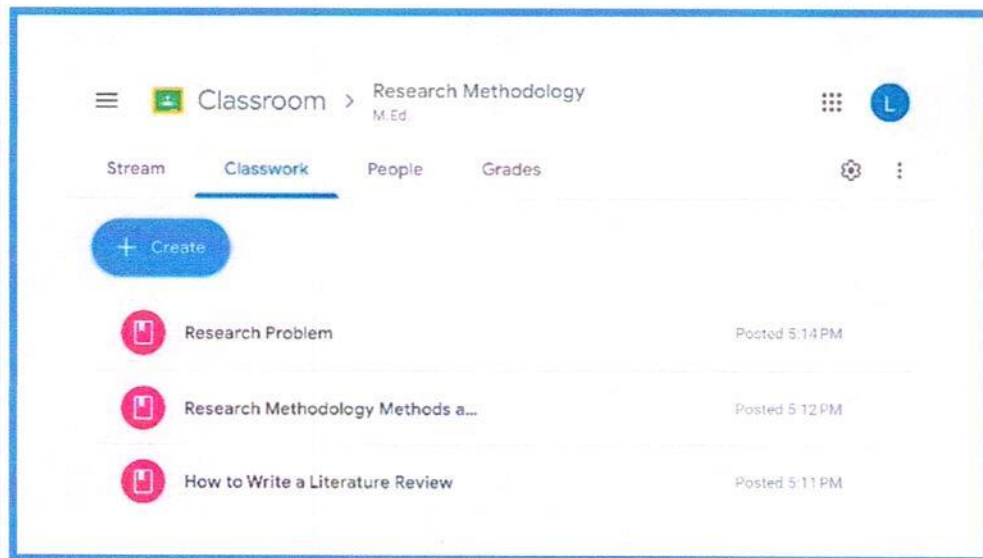


Board room  
st.joseph's college of education  
for women

## ❖ Enhancing Research Ambience: Minor Research Projects

On October 4, 2023, Prof. T. Swarupa Rani conducted a talk on “Enhancing Research Ambience: Minor Research Projects.” The presentation emphasized the importance of minor research projects in fostering a robust research environment and provided insights into effective research methodologies.

## Google Classroom- Research Methodology



Google Classroom has provided Research Methodology content for M.Ed. students, allowing them to access comprehensive learning materials. Students can also ask questions and seek clarifications directly through the platform.



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Students actively engaged in Literature Review work by utilizing library resources, conducting thorough research, and analyzing various academic sources. This hands-on approach allowed them to deepen their understanding of the subject matter and enhance their ability to synthesize and evaluate existing literature. Their active participation in this process contributed significantly to their academic development and research skills.



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## List of Research scholars guided by the staff (2018-2023)

S. No	Year	Name of the Guide	No. of PH.D scholars	No. of M.Ed Students	Total
1	2018-23	Dr. T. Swarupa Rani	23	6	27
2	2018-23	Dr. Sri Latha	7	7	14
3	2018-23	Dr. J.R. Priyadarsini	14	9	22
4	2018-23	Dr. C. Grace Indira	10	8	18
5	2018-23	Dr. Shaik Aktharunnisa Begum	-	8	
6	2018-23	Dr.Ts.Subhashini	-	6	
7	2018-23	Dr. J. Vijaya Kumari	-	5	
8	2018-23	Mrs. B. Sucharitha	-	5	
9	2018-23	Dr. P. Prasanthi Madhavi Latha	-	4	



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# Facilitating Scholars to publish Research Journals through the Institutional Journal at Free of cost

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## JOURNAL OF EDUCATIONAL ENDEAVOURS

ISSN 2319 - 3018

Vol. 15

No. 1

Jan, 2023



**St. Joseph's College of Education for Women,**

Autonomous, NAAC 'A'  
GUNTUR

## JOURNAL OF EDUCATIONAL ENDEAVOURS

Vol. 15, No. 1, January, 2023

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ACADEMIC ANXIETY OF SECONDARY SCHOOL STUDENTS

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**Abstract:** 21<sup>st</sup> century can be indicated as the century of competition. Everywhere there is a race, a competition. With the huge development in science and technology, all part of the world is connected with this competition. Especially in the field of education, this competition is rapidly increased among the students. To survive in this competition, educational achievement is necessary and compulsory to all and for good educational achievement, anxiety free, a positive environment is also essential. Academic anxiety is a deliberating factor which impacts on students' academic achievement. In the present study, an attempt was made to investigate the impact of academic anxiety on the students at secondary level.

**Key words:** Academic Anxiety, Secondary School Students.

INTRODUCTION

We live in a world that is changing faster than ever before and facing unparalleled challenges. In the current competitive situation where students are expected to perform multi roles with performance and effectiveness, it is highly needed to realize their right position and passionate intelligence towards the unseen complexities of life and quality education. The proposed New Policy on Education mainly focused on improving the quality of education that can be produced by making the students emotionally intelligent.

Emotional knowledge helps in bringing better achievement of students and offer them skills for their personal and professional lives. We are at the beginning of new century and intelligence and success are not viewed the same way as they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theories. Students have become the centre of concern, not only in reasoning capacities, but also in creativity, emotions and interpersonal skills.

Our emotions play quite a significant role in guiding and directing our behaviour. Many a times they are seen to dominate our behaviour in such a way that we have no solution other than behaving as per their wish. On the other hand, if a person has no emotional intelligence in him he becomes crippled in terms of living his life in a normal way. Hence, emotions play a key role in providing a particular direction to our behaviour and thus shaping our personality according to their development. In this study we would like to throw light on the emotional aspect of our behaviour.

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Literature Review

1. Stella Mavroveli, a study was done on "Trait emotional intelligence influences on academic achievement and school behaviour"

**Findings:** As predicted by trait EI theory, associations between trait EI and academic achievement were modest and limited to Year 3 children. Higher trait EI scores were related to more nominations from peers for prosocial behaviours and fewer nominations for antisocial behaviour as well as lower scores on self-reported bullying behaviours. Furthermore, SEN (Special Educational Needs) students scored lower on trait EI compared to students without SEN. Trait EI holds important and multifaceted implications for the socialization of primary schoolchildren.

2. Sajad Ahmad Bhat - "The Relationship of Emotional Intelligence with Anxiety among Students"

**Findings:** Improving the level of emotional intelligence can lower the chances of anxiety people who manage their feels are good at school. People who cannot manage their emotions are fallen into stress and anxiety.

3. Naman Jassal, BA\* - "Relationship between Academic Stress and Emotional Intelligence in High School Students"

**Findings:** The practical analysis of this study for academia is numerous. For preparing students to cope with stress several stress management techniques are used. Therefore, every school should take some stress management classes for students. These sessions can help students to learn the cognitive, social, and emotional competencies but these competencies are not developed through lectures and discussion, we have to put prime emphasis on theory-based knowledge. Students should know some basic knowledge and skills that will help them to become outstanding or achievable academic performers and comfortable in adapting effective leadership skills.

4. Mary Jo Jackson University of South Florida St. Petersburg Sharon Larisa Segrest University of South Florida St. Petersburg - "The effects of emotional intelligence, age, work experience, and academic performance"

**Findings:** Our study confirmed that emotional intelligence was positively associated with work experience. Second, our study suggests that certain subfactors of emotional intelligence are related to academic performance as measured by GPA. While global emotional intelligence was not significantly associated with academic performance, there was a significant association between the emotional intelligence subset of well-being and GPA.

5. Ana Costa Luisa Faria - "The impact of Emotional Intelligence on academic achievement: A longitudinal study in Portuguese secondary school"

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## STATEMENT OF THE PROBLEM

This study was designed to investigate the academic anxiety of secondary school students and its effect.

**Title of the Study :** Academic Anxiety of Secondary School Students.

### Operational definition of the concept used

"Academic Anxiety constitutes particular unpleasant psychological and physiological reactions of an organism to extrinsic or/and intrinsic threat which amounts to disintegration or extinction of the organism". - Dutt (1974)

### RESEARCH OBJECTIVES

1. To find out the level of academic anxiety of secondary school students.
2. To find out the academic anxiety of secondary school students in the following components (a) Trait anxiety, b) Science anxiety, c) Test anxiety, d) Writing anxiety, e) Math anxiety.
3. To find out the academic anxiety of secondary school students in the following variables.

A - Gender (Boy / Girl)

B - Locality (Urban - Rural)

C - Type of School (Government / Private)

D - Parent Educational Qualification

E - Social economic status

F - Family Status

G - No. of Siblings

### RESEARCH HYPOTHESIS

There would be no significant influence of Academic Anxiety with respect to gender, locality, type of school, parental education status, economical background, family status and number of siblings among secondary school students.

### POPULATION FOR STUDY

The population for this study is the Secondary School Students in Government and Private schools in urban and rural area, Karimnagar.

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### SAMPLE FOR THE STUDY

A sample of 120 boys and 120 girls from class IX from 4 schools was taken.

### TOOL USED IN THE STUDY

Standardised tool was used namely, the Academic Anxiety Inventory developed by Dr. Priyama in the year 2001.

### DATA COLLECTION:

Research tool was administered on the sample subjects for collecting evidence or data.

### RESEARCH METHOD

Descriptive survey Method was used. Mean, S.D., t-test were used to analyse the data. The data collected from boys and girls of Secondary School was analysed through the above statistical formulae.

### ANALYSIS

**Objective 1 :** To find out the level of academic anxiety of secondary school students.

#### Classification of academic anxiety of secondary school students

S.No.	Level of Academic Anxiety	No. of Students	Percentage
1.	Low [ $\leq M - \sigma$ ]	9	7.53%
2.	Average (between $M - \sigma$ and $M + \sigma$ ]	73	60.83%
3.	High [ $\geq M + \sigma$ ]	38	31.66%

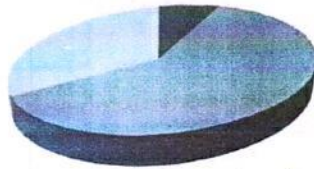
#### Interpretation:

From the above table it was observed that, the secondary school students had average level of academic anxiety up to 60.83%. Secondary school students had high level of academic anxiety up to 31.66%. Only 7.53% students had low level of academic anxiety.



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**Objective 2 :** To find out the academic anxiety of secondary school students w.r.t. the following areas.

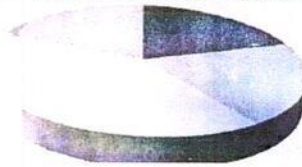
**Area wise Mean S.D and Percentage mean of secondary school students**

Area	Mean	SD	% of mean	Order
Trait	32.26	3.67	64.52	IV
Science	33.675	4.19	67.35	II
Test	36.46	4.56	72.92	I
Writing	31.94	3.51	63.88	V
Math	32.46	6.44	64.92	III

**Interpretation:** From the above table -5 it is interpreted that area of Test anxiety up to 72.92%. and the next place in the area of science is 67.35%. The third of the area Maths is 64.92. and followed the area is Trait up to 64.52.

**Finding :** The area of Test anxiety is up to 72.92%. and the next place in the area of science is 67.35%. The third of the area Maths is 64.92. and followed the area is 64.52% and last place of the area is Trait up to 64.52.

**Fig-2: Showing the different areas of academic anxiety**



**Objective 3 :** To find the academic anxiety of secondary school students with respect to the following variables: a) Gender, b) Locality, c) Type of institute, d) Type of family, e) No. of siblings, f) Annual Income

**Hypothesis :** There would be no significant difference between boys and girls in their academic anxiety.

Geder	Sample Size	Mean	SD	Mean Differences	C.R.
Boy	60	165.64	9.98	1.46	0.39**
Girl	60	166.22	10.93		

NS. Not Significant at 0.05 level

As per the above table the mean value of boys is 165.64 and S.D. is 9.98. The mean value of girls is 166.22 and S.D. is 10.93. The calculated 't' value is 0.39 is less than the table value (1.97) at 0.05 level. Therefore, there is no significant difference between the boys and girls in their academic anxiety. Hence the hypothesis is accepted.

**Findings :** The variable gender did not significantly influence the academic anxiety of secondary school students.

**Hypothesis :** There would be no significant difference between rural and urban secondary school students in their academic anxiety.

Locality	Sample Size	Mean	SD	Mean Differences	C.R.
Rural	60	168.78	10.59	1.48	2.80**
Urban	60	164.63	11.26		

\*\* Significant at 0.05 and 0.01 level

**Interpretation :** As per the above table the mean value of rural students is 168.78 and SD is 10.59. The mean value of urban students is 164.63 and SD is 11.26. The calculated 't' value is 2.80 is greater than the table value (2.55) at 0.01 level. Therefore, there was significant difference between the rural and urban area students in their academic anxiety. Hence the hypothesis is rejected.

**Finding :** The variable locality significantly influence the academic anxiety of secondary school students.

**Hypothesis :** There would be no significant difference between Government and Private secondary school students in their academic anxiety.



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Type of School	Sample Size	Mean	SD	Mean Differences	C.R.
Government	60	165.13	9.19	1.46	1.001 <sup>NS</sup>
Private	60	166.60	11.19		

NS : Not Significant at 0.05 level

As per the above table the mean value of government is 165.13 and S.D. is 9.19. The mean value of private school students is 166.60 and S.D. is 11.19 respectively. The calculated 't' value is 1.001 is less than the table value (1.97) at 0.05 level. Therefore, there is no significant difference between the government and private secondary school students in their academic anxiety. Hence the hypothesis is accepted.

**Findings :** The variable type of school was not significantly influencing the academic anxiety of secondary school students.

**Hypothesis :** There would be no significant difference between joint and nuclear family students in their academic anxiety.

Type of Family	Sample Size	Mean	SD	Mean Differences	C.R.
Joint	60	161.29	11.19	2.45	2.142*
Nuclear	60	166.54	10.67		

\* Significant at 0.05 level

As per the above table the mean value of joint family is 166.29 and S.D. is 11.19. The mean value of nuclear family is 166.54 and S.D. is 10.67 respectively. The calculated 't' value is 2.142 is greater than the table value (1.97) at 0.05 level. Therefore, there is significant difference between the joint and nuclear family students in their academic anxiety. Hence the hypothesis is rejected.

**Findings :** The variable type of family significantly influenced the academic anxiety of secondary school students.

**Hypothesis :** There would be no significant difference between one and more than one sibling of secondary school students in their academic anxiety.

No. of Siblings	Sample Size	Mean	SD	Mean Differences	C.R.
One Sibling	80	166.81	11.5	1.52	1.09 <sup>NS</sup>
More than one sibling	40	165.14	10.19		

NS : Not Significant at 0.05 level

As per the above table the mean value of one sibling students is 166.81 and S.D. is 11.05. The mean value of more than one sibling students is 165.14 and S.D. is 10.19 respectively. The calculated 't' value is 1.09 is less than the table value (1.97) at 0.05 level. Therefore, there is no significant difference between the one sibling and more than one sibling students of secondary school students in their academic anxiety. Hence the hypothesis is accepted.

**Findings :** The variable number of siblings did not significantly influence the academic anxiety of secondary school students.

**Hypothesis :** There would be no significant difference between the students with family income above 1 lakh and below 1 lakh in their academic anxiety.

Annual Income	Sample Size	Mean	SD	Mean Differences	C.R.
Below 1 lakh	50	166.52	11.18	1.76	1.57 <sup>NS</sup>
Above 1 lakh	70	163.75	11.01		

NS : Not Significant at 0.05 level

As per the above table the mean value of above 1 lakh income of secondary students is 163.75 and S.D. is 11.01. The mean value of below 1 lakh income of secondary school students is 166.52 and S.D. is 11.18 respectively. The calculated 't' value is 1.57 is less than the table value (1.97) at 0.05 level. Therefore, there is no significant difference between the above 1 lakh income of secondary school students in their academic anxiety. Hence the hypothesis is accepted.

**Findings :** The variable annual income was not significantly influencing the academic anxiety of secondary school students.

**Findings :**

1. There was no significant difference between the boys and girls in their academic anxiety.
2. There was significant difference between rural and urban secondary school pupils in their academic anxiety.



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3. There was no significant difference between the Govt. and Private secondary school pupils in their academic anxiety.
4. There was significant difference between the joint and nuclear family secondary school pupils in their academic anxiety.
5. There was no significant difference between the students having one sibling and more than one sibling in their academic anxiety.
6. There was no significant difference between the students with family income above 1 lakh and below 1 lakh in their academic anxiety.

#### Educational Implications

1. The study will help in understanding the level of Academic Anxiety.
2. Overburden may cause high academic anxiety. Thus, students should not be loaded with extra burden.
3. It helps students to overcome anxiety proneness and adjust for emotional educational and social situations.
4. It helps psychologists, parents, college, guidance workers and counsellors and also for educational administrators.
5. With a manageable goal in mind, students can overcome feelings like hopelessness, irrational fears, and all others which lead to greater stress and anxiety.
6. If the student's anxiety levels are interfering with his or her ability to function socially or academically, they should be advised to seek help from a professional.
7. Talking to someone specifically trained to teach coping strategies can make a significant difference in the student's life.

By utilizing these steps, as teachers we will be well on the way to help students to overcome Academic Anxiety.

**Conclusion:** The present study focussed on influence of related factors on anxiety among urban and rural, gender (boy and girl) and school (private and government) in secondary school students. Majority of rural secondary school students were under high level of anxiety. When compared to government and private school students, private school students were under more anxiety compared to government school students. So, the immediate need for counselling programmes and remedial measures such as yoga, meditation and participation in some recreational activities were needed to reduce the anxiety among high school students.

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### Articles in the research journal



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