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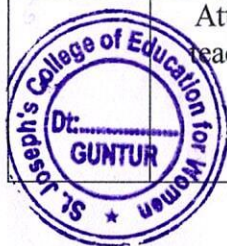


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FOR WOMEN
GUNTUR-522 001., A.P

St.Joseph's College of Education for Women, Sambasivapet, Guntur-522002, Andhra Pradesh

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during 2022-2023

Year	Title of paper	Name of the author/s	Name of journal	Year of publication	ISBN/ISSN number Link
2022-23	Family environment and Academic Achievement of Intermediate students.	Dr.B.Srilatha	An International Journal of Scientific Research, UGC	Sept,2022	ISSN: 2277-8179 UGCSr.No.49217 www.worldwidejournal.com
	Parent – Child Relationship of secondary school girl children in relation to their Demographic variables	Dr.Ts.Subhashini	Bulletin De literature oral	2023	ISSN: 2173-0695 (SCOPUS)
	Leadership in Adolescents: A successful life pathway for secondary school students	Dr.Ts.Subhashini	Bulletin De literature oral	2023	ISSN: 2173-0695 (SCOPUS)
	Learning of Mathematical concepts in relation to spatial ability among secondary school pupils	Dr.Ts.Subhashini	Journal of north eastern university	Apr-23	ISSN: 1005 – 3026 https://dbdxxb.cn/
	Evaluation of Social Maturity among Prospective Teachers	Dr.C.Grace Indira	International Journal of Novel Research and Development	2022	ISSN: 2456- 4184 http://www.ijnrd.org/
	Attitude of prospective teacher toward teaching profession	Dr.B.Srilatha	International Journal of Multi-disciplinary Educational Research	Dec-22	ISSN: 2277-7881



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	Efficacy of Mind Mathematics Strategies on Academic Performance of Primary School students in Mathematics	Dr.J.R.Priyadarsini	Journal of Educational Endeavors	Jan-23	ISSN:2319-3018
	Personality Dimensions of Secondary School Students	Dr.J.R.Priyadarsini	International Journal of Multidisciplinary Educational Research	Feb-23	ISSN:2277-7881 www.ijmer.in
	Academic Anxiety of secondary school students	Dr.J.R.Priyadarsini	International Journal of Education for the 21 st Century	Jan-June 2023	ISSN:2349-5774 http://prasannasocialserviceorganisation.org/
	Academic Achievement of higher secondary students with respect to levels of emotional intelligence	Shaik Habeeba Sulthana	Journal of Educational Endeavours	Jan-23	ISSN:2319-3018
	stress and Academic Achievement of Secondary school Students	Dr. T.Swarupa Rani	International Journal of Analytical Reviews (IJRAR)	Sep-23	ISSN: 2348-1269 http://www.ijrar.org/
	Comparative Analysis of emotional Intelligence Among Secondary School children: Exploring Gender and Locality Differences	Dr.C.Grace Indira	International Journal of Creative Research Thoughts(IJCRT)	8, August 2023	ISSN: 2320-2882 http://www.ijert.org/



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3.2.1 Average Number of research papers/ articles per teacher published in Journals notified on UGC website during the last five years

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INTERNATIONAL JOURNAL OF SCIENTIFIC RESEARCH

FAMILY ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF INTERMEDIATE STUDENTS

Editorial

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ABSTRACT

The main focus of the present study is to examine the Family Environments and its impact on Academic Achievement of Intermediate Students. The study has employed the normative survey methodology. The data is gathered using the Family Environment scale developed by Dr. Harpreet Bhatia and N. K. Chandha (2012) and scores of their examination for Academic Achievement. The researcher selected 100 Intermediate students in the Guntur District using a random sample method. The study's key results are the family environment of intermediate students is at average level. It is observed that the household environments of boys and girls and government and private students differ. The discrepancy is going in the direction of the girl students. It is discovered that the home situations of intermediate students belonging to rural and urban, joint and nuclear, with and without siblings, single parent and both parents do not differ in their family environment. Finally, there is high positive significant relationship between family environment and academic achievement of intermediate students.

KEY WORDS

INTRODUCTION

The most crucial tool in the process of raising society's citizens to the next high quality of life is education. The first social institution to employ this tool was the family, which influences the person through changing their social conduct. Irrespective of the person's age, it is necessary for a healthy lifestyle. Adolescence is a time of turmoil and stress, extreme irritability, and self-centeredness. Families in general and parents in particular have frequently been seen as the child's most crucial support system. It has the greatest influence on how pupils' personalities are shaped if his parents have a generous and possessive love for him. He has a decent chance of growing up normally. However, if they deviate from this, the child's growth can be affected. The necessity to investigate the higher secondary students' familial environments was therefore realized by the researchers.

The value of academic achievement in a student life is very significant. Academic achievement is an indicator of success or failure of students. High academic achievement always makes happy but when achievement is not desirable or underachievement led to frustration to the students. Generally, academic achievement is the scores obtained in the examinations. A normal achiever who accomplishes what may generally be expected of him/her for his or her age. On the other hand, overachiever is one who accomplishes more than his or her abilities would seem to justify and under-achiever is one who accomplishes less than his or her abilities. Therefore, academic achievement has a great impact on personality development of the students.

Need and Significance of the Study

The family environment impact on student is playing the major role in everywhere. Parents are the first teachers and role models for their children, the family environment have a strong influence on their learning. The study about the family environment is in order to get a better understanding about the lives of the students in their families. Students usually get more influenced by their parents, society and trends. In this study we could see the family environment impact on the students and how the student is shaped physically, emotionally, socially and in having academic adaption. The investigator tries to know the impact of the family environment on the students' academic achievement by conducting this investigation.

Reviews of the related literature

1. S. Jaikumar* and R. Muthumanickam (2010) studied on "Family Environment of Higher Secondary School Students." It is found that there is a significant difference between male and female students who are in the first and second birth order and third and above birth order on their family environment. There is no significant difference between joint family and nuclear family students on their family environment.

2. Nara (2014) conducted study on home environment of secondary school students in Haryana. The major finding of the study was that the male possesses better home environment rather than the female school students. The results conclude that urban parents are conscious for providing the facilities for children's growth, whereas the rural parents are ignorant of the importance of those facilities.

3. Pandey and Singh (2015) conducted study to find the impact of home environment on education aspiration of school students. The result shows that there is significant, correlation found between home environment and educational aspiration of intermediate school students. The significant relationship shows that there is positive effect of home-environment on the educational aspiration.

Statement of the problem

"Family Environment and Academic Achievement of Intermediate students".

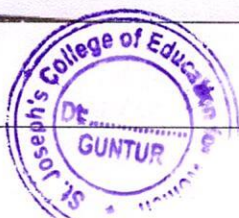
Objectives

1. To find out the family environment of intermediate students.
2. To find out the influence of the following demographic variables on the Family Environment of Intermediate students.
 1. Gender: Boy/Girl
 2. Residential Area: Rural/Urban
 3. Type of Management: Govt./Private
 4. Type of Family: Joint/Nuclear
 5. Siblings: Yes/No
 6. Parental Existence Status: Both/Single
3. To find out the relationship between Family Environment and Academic Achievement of Intermediate students.

Hypotheses

1. There would be no significant difference between boys and girls in their family environment.
2. There would be no significant difference between residential areas of intermediate students belong to rural and urban in their family environment.
3. There would be no significant difference between Intermediate students studying in the government and private managements in their family environment.
4. There would be no significant difference between Intermediate students of joint and nuclear families in their family environment.
5. There would be no significant difference between intermediate students with siblings and without siblings in their family environment.
6. There would be no significant difference between Intermediate students with single parent and with both parental existence status in their family environment.

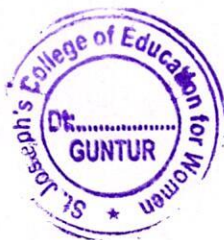
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Parent-Child Relationship Of Secondary School Girl Children In Relation To Their Demographic Variables

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ABSTRACT:

The parent child relationship consists of a combination of behaviors, feelings and expectation that are unique to a particular parent and a particular child. The quality of the relational bond between parent and child affects children's emotional development, school performance, and social growth. This study examined the parent-child relationship among secondary school girl children. The sample of the present study has taken from 1200 Secondary school girl students and adopted normative survey method. The tool adopted for the study is the 'Parent Child Relationship Scale' developed and standardized by Nalini Rao, was administered for the present study. The main objectives of the study were 1. To study the level of parent child relationship of Secondary school girl children. 2 To study the different dimensions of parent (Father/Mother)-child relationship of secondary school girl children and to classify them. 3. To study the effect of the following variables on the Parent- child relationship of Secondary school girl children with reference to locality, medium of instruction and school background. The results indicated that secondary school girl children were found to have extremely cordial relationship of parents. Another finding is that there is no significant difference between rural and urban, English and Telugu medium secondary school girl children on their parent - child relationship. There is a significant influence of the type of school management on the parent child relationship of secondary school girl children

KEYWORDS: Parent-child relationship, dimensions of PCR, demographic variables

Introduction

Parents perceive their relationships with their children in a variety of ways and numerous researchers have attempted to assess these connections. Relationships with parents continue to play a crucial role in shaping children's social, emotional, personal and cognitive development into middle childhood and adolescence (Lamb & Lewis, 2005). Parents should provide equal opportunity to girls and try to understand their problem. Especially Girl child education becomes pertinent for the attainment of national development. A parenting role plays a significant role in the growth and personality development of a child. It occupies the most important place in the perceptual world of the child. In spite of rapid changes within the modern family parental disciplining is still considered very essential for building healthy emotionality and personality of the girl child. If parents give enough care and support by promoting a warm parent-child relationship with their children they can make their children emotionally strong.

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Leadership in Adolescents: A Successful Life Pathway for Secondary Students

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ABSTRACT:

According to Steve Jobs Innovation distinguishes between a leader and a follower. A leader should think creatively and innovatively which makes him to be exceptional. Words have the power to motivate people and make them do the unthinkable. Hence, a good leader should have good communication skills. The leader should praise the members if they do well, but if they struggle, make them realize their mistakes and work together to improve. Student leadership is simple as leadership on a student level. This is important characteristic to have in school because each school, whether small or large, has similar attributes to those of a community. Teachers can engage young adolescents with activities that require consensus building and application of democratic principles; teacher advisory programs and service learning can foster teamwork and build community. Most of the active time of an adolescent is spent in school setting. Therefore, many adolescent may try to take up the role of student leadership during this stage of lifespan. Schools ensure young adolescents' access to student government, service clubs, or other leadership groups that allow them to develop their own projects.

KEYWORDS: Innovative, Democratic Principles, Teamwork, Service Clubs

Introduction

Leadership is derived from the verb *to lead* which suggests among others things "to guide" or "to cause to follow one", to direct by persuasion, influence or action of thought. The word Leader is obtained from English word *Leden* which means 'to travel' or 'show the way'. A leader is defined as a group member who exerts more positive influence over others than they exert over him. Leaders have enormous influence over their followers. Leaders make decisions for their followers and shape the course of their lives and even the type of people they are. The leader persuades the members to feel, think and act together.

Concept of Leadership:

Leadership is the art of influencing others to their maximum performance to accomplish any task, objective or project – Cohen



LEARNING OF MATHEMATICAL CONCEPTS IN RELATION TO SPATIAL ABILITY AMONG SECONDARY SCHOOL PUPILS**Dr. J. Shakila¹ & Dr. T. Subhashini²**

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ABSTRACT

Mathematics is a subject of problems. Its teaching and learning demands solving of innumerable problems. Efficiency and ability in solving problems guarantee the success in learning of the mathematical concepts. Learning mathematics is basically a constructive process, which means that pupils gather, discover, create mathematical knowledge and skills mainly in the course of some social activity that has purpose consequently mathematics classroom instruction should move away from the information transmission model meaningful and authentic context should play a crucial role in mathematics learning and teaching, therefore, we need an integrated approach to mathematics teaching. Mathematics helps to promote logical thinking, develops truthfulness in thinking, exactness and clarity of thought and promotes power of concentration. It develops the attitude of discovery in pupils'.

Spatial ability is category of reasoning skills that refers to the capacity to think about objects in three dimensions and to draw conclusions about those objects from limited information. For example, a person with good spatial reasoning skills might be particularly quick to finish a tangram puzzle, a game in which smaller shapes must combine to form a larger shape. Someone with good spatial abilities might also be good at thinking about how an object will look when rotated. These skills are valuable in many real world situations and can be improved with practice. Many tests of spatial ability have been developed, as well as mental exercises meant to improve these reasoning skills. Therefore secondary school children's learning of mathematical concepts in relation to spatial ability is found very significant for the present study.

Key words: Learning mathematical concepts, Spatial ability, Secondary school pupils.

Introduction:

Our society is moving in to a technological era. We need people with sound mathematical skills. The mathematical curriculum has undergone periodic changes. In the sixties, there was the way of modern mathematics throughout the world including our country. Whether the programme of modern mathematics is successful or not, is not relevant. But qualitatively better mathematics education is undoubtedly the need of the study. Spatial ability can be defined as the ability to interpret and make drawings, form mental images, and visualize movement or change in those images. Most of the spatial ability tests contain two, three or multi dimension shapes, one is required to reason with the given dimensions to reach to the right conclusions. Spatial ability tests offer different sizes of shapes. One may identify forms

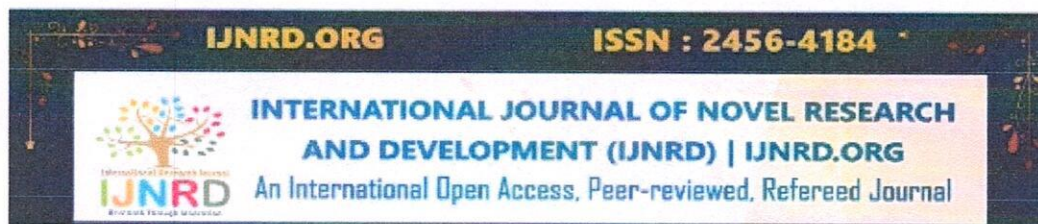
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“Evaluation of Social Maturity among Prospective Teachers”

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Abstract

This study deals with the investigation of Social Maturity among Prospective teachers. The study investigates Personal, Inter-Personal, social, and Emotional Adequacy levels. For this purpose, a descriptive survey model of the Social Maturity Scale was developed by research scholars, and it was used to collect the data from Prospective teachers. The scale consisted of 125 items divided into four components. The factors are randomly mixed. The researcher takes a random sample of 100 Prospective teachers from the Guntur District, (Andhra Pradesh). This study was limited to the Guntur district only: The data were evaluated by Statistical software to calculate t-test, Standard Deviation and Mean tests. The result revealed that 16% of the Prospective teachers have a low level of social maturity. 70 % of the Prospective teachers have an average level of social maturity. Only 14 % of the Prospective teachers have a high level of social maturity. The social maturity of Prospective teachers in all factors is around 83%. The variables of gender, course, subject group, and educational tours experience of the Prospective teachers differed significantly in their social maturity. According to this study, the investigator concluded that male and female, D.Ed, and B.Ed, mathematics and Science groups Prospective teachers differ in their social maturity.

Keywords: Social Maturity, Personal adequacy, Emotional Adequacy, Inter-Personal Adequacy, Social Adequacy.

Introduction:

The teaching profession is responsible and superior in society. Teachers are highly respected, especially in Indian society. The position of the Teacher in the Indian education system has been unique since ancient times. The Teacher's effort in reforming the students according to their social needs is immeasurable. If the school is a miniature society, then the Teacher has to perform many functions in controlling the students' emotions so that the evil effects in the society do not fall on them; teachers play a prominent role in providing the right experiences. Teachers performing such duties require social maturity. Social maturity can develop adequate inputs required in teachers, and this maturity can provide a fruitful way in the teaching-learning process. Teachers can understand how to interact with students and build positive emotions in them. Teachers need to respect the feelings, goals and opinions of students. Teachers' behaviour performances provide freedom and a good learning environment. Teachers' involvement and community experiences directly or indirectly impact students. Social maturity enables teachers to adapt without any inverse impact on students. If they develop social maturity during training, they can fully discharge their responsibility without difficulty. In today's society, students need proper socialization. Teachers need to strive to foster good behaviour in students constantly. Teachers need to create various learning experiences for students to develop the content and their holistic personalities. In designing these experiences, teachers need to empathize with the community's values, customs, and beliefs.

Socially mature Teacher:

The socially mature Teacher is capable of admitting and correcting faults quickly. The Teacher can maintain personal trust and respect. The Teacher's actions are structured, yet they are also flexible and spontaneous. The instructor is constantly ready to respond to situations and the requirements of the pupils. He enjoys teaching and wants his students to enjoy learning as much as he does. The Teacher can pay close attention to the students' questions, remarks, and concerns. Students are treated equally and fairly by the Teacher. Outside the classroom, he consistently engages in positive dialogue and contact with children. At all times, maintains a professional demeanor. Socially mature teachers can engage in open, two-way dialogue. The Teacher communicates with pupils' families regularly. He is qualified to speak about educational philosophy. Actively participates in meetings of the faculty and school committees and volunteers to help others. A teacher can participate in the community and take on leadership responsibilities on

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ATTITUDE OF PROSPECTIVE TEACHERS TOWARDS TEACHING PROFESSION

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Abstract

This paper focuses on the attitude of prospective teachers towards teaching profession. Teaching being a self-oriented activity demands a favorable attitude and specific competencies from its practitioners. Teachers' positive attitude helps students to have healthy discussions and thereby produce improved learning outcome. The purpose of this study is to understand how different variables like gender, residential area, qualifications, and marital status influenced teachers' attitude towards teaching profession. The improvement of educational quality depends on attitudes. The way teachers view their jobs has a big impact on how well students learn. Their level of job satisfaction is likewise determined by their attitude. This is crucial because teachers are the ones who build nations, and they actually have a significant impact on how nations evolve. The sample included 150 prospective teachers from Telangana's Osmania University. The researcher used a Teacher Attitude Tool developed by Dr. S.P. Ahluwalia, (1978). The study conclusions show that urban prospective teachers have a more positive view about the teaching profession than rural prospective teachers. Postgraduate prospective teachers have a better attitude than undergraduate prospective teachers in teaching profession. Equal attitudes regarding the teaching profession exist between male and female prospective teachers.

Keywords: Attitude, Prospective Teachers, Teaching Profession.

Introduction

One of the purposes of education is to develop all round personality of the child. It is a systematic, efficient and deliberate influence exerted by the teacher upon the pupils. It also unfolds and expands the inherent powers, capacities, abilities, interest, aptitude and attitude of the learners. Teacher is expected to be committed to his profession, learner, society, nation and to high human values. If quality education is a goal, it cannot be achieved without the sincere efforts of dedicated and committed teachers. According to Keith Harrell (1998), "attitude is everything". It affects and influences a person's behaviour which in turn affects performance. It often involves feelings, opinions and dispositions which affects behaviour. How successful a person is in achieving his or her set goals is a function of the person's attitude.

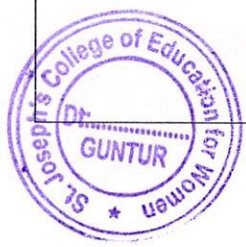
1.1 and Significance of the study

People's attitude towards their professions has a result on their performance. This is also valid for teaching profession. In teaching how a teacher performs their duty as a teacher depends to a great extent on their attitude. Attitude of a teacher towards teaching becomes influential so far as children can perceive the nature of feelings the teacher has towards them and there are evidences to show the presence of such a perception. If a teacher has dominant and autocratic attitude, the children are likely to be aggressive or over submissive. They show little satisfaction in their work and do not cooperate well with one another. In a class where a teacher has democratic and socially integrative attitude, the children are relaxed and friendly. They work together and they are interested in what they are doing. A warm, sympathetic, kindly and understanding teacher is more likely to have a positive influence on student as compared to the one who is unfriendly and autocratic. A teacher's attitude to teaching will certainly affect his or her performance in the classroom.

Hence, the present article is intended to study Attitude of prospective teachers towards Teaching Profession.

Statement of the Problem

Attitude is about emotions and feelings, and effective teachers willingly share emotions and feelings (i.e., enthusiasm, affection, patience, sadness, disapproval) as well as a sincere interest and care about their students. An



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EFFICACY OF MIND MATHEMATICS STRATEGIES ON SPEED OF PRIMARY SCHOOL STUDENTS IN MATHEMATICS

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Abstract

Mind Mathematics Strategies enable one to learn the basic mathematical concepts easily and calculate with speed and accuracy, learning the fundamental operations with much interest and attention. Moreover, it reduces academic anxiety and tension but promotes experience of joyful learning in solving problems in Mathematics. Mind Mathematics Strategies is getting popular now as it is much to do with one's own mind, avoid depending on any other gadgets for basic calculations. Mind Mathematics strategies prepares students from primary level to solve Mathematical problems with confidence and solve maximum no. of problems in a set period of time with much interest. This article focuses on 'Efficacy of Mind Mathematics strategies on Speed of Primary School Students in Mathematics'. To find out this, the researcher used Experimental Method which was followed by Solomon Four Group Design. This article contains Objectives, Hypotheses, tools, sample and method of study. The findings have shown (i) a positive effect to train children for calculations using only the mind and eliminates the fear and stress. (ii) Mathematics phobia is reduced and attain speed with accuracy in calculations raising academic achievement of the student.

Key Terms: Efficacy, Mind Mathematics, Speed

Introduction

Primary School Education is a real foundation for further education and the entire structure of the educational system rests upon it. Primary stage is the foundation for the entire academic life and career of the child. Therefore, if effective methods and techniques are employed for instruction for all subjects especially for subjects like mathematics which the pupils feel as difficult and get the same time which are very much essential for their bright career, the learning will be effective. Mathematics is a subject with great educational values which contributes significantly to the achievement of objectives of education. The main aim of education is to develop the individual in such a way as to become a contributory member of society. The three main considerations for sending a child to school are to develop utilitarian, disciplinary and cultural values. The knowledge of mathematics develops all these three aspects among the students from primary school itself. The primary goal of mathematics teaching and learning is to develop the ability to solve a wide variety of complex mathematical problems. Kothari Commission (1964), New Educational Policy (1986), NCF (2005, 2011) and also NEW Education Policy (2020) mainly emphasized that all children should develop problem solving capacities like understanding the problem, formulated different tactics, and explain results, apply these results for new situations.

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PERSONALITY DIMENSIONS OF SECONDARY SCHOOL STUDENTS

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Abstract

The present study intends to find out the Personality Dimensions of Secondary School Students in Bhadrachari Kothagudem district, Telangana. Null Hypotheses were formulated and key terms were operationally defined. The investigator focused on some variables like gender, locality of living, type of school, type of family, class studying. The researcher followed survey method for the present research work. Employing a simple random sampling technique, the investigator personally collected the data from the sample of 950 Students of IX&X classes. For assessing Personality Dimensions, Dimensional Personality Inventory established and standardized by Mahesh Bhargava (2006) has been used. The collected data was subjected to statistical treatment, analysed and interpreted. Percentages, means scores, standard deviation, t-values, and Pearson correlation were applied to the collected data. The findings of the study revealed that Gender, type of family, type of school doesn't make a significant difference in the personality dimensions of secondary school students. Locality, class of study make a significant difference in the personality dimensions of secondary school students

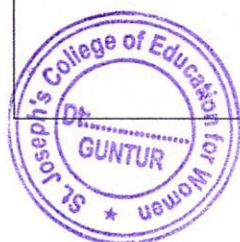
Keywords: Personality Dimensions, Secondary School Students

Introduction

Humans are social creatures. In each culture, a kid has hidden abilities from birth. The acquisition of hidden abilities is reliant on experience and maturity. A newborn baby's bodily demands are the only things that matter at first. Social requirements are not necessary. As the youngster becomes older, he engages in social interactions in a variety of settings. He begins to experience the outer world. His cerebral growth begins at the same time as his physical development. The environment and heredity are important factors in a child's growth. Both have a combined effect. He picks up certain skills and attributes from his surroundings and some from heredity. A child's emotions, capacity for reaction, involvement in other activities, and socialization all play a role in the development of his personality. In a normal mental state, newborns exhibit consistent variances in their degree of activity, attention span, ability to adapt to changes in their environment, and overall mental health. In addition to all of these variations, a child's personality develops in large part due to variations in their surroundings, upbringing, family customs, etc.

A person's personality is the dynamic arrangement of their physical and mental characteristics that results in certain thought patterns and impacts how well they adapt to their surroundings. This explains why people's personalities differ from one another. Everyone responds to societal pressure uniquely. The individual's conduct, biological predisposition, physical strength, and sensitivity can all be shown to differ. This leads to variances that manifest in an individual's tolerance level, particularly when parental discipline is used. Model conduct results from the internalization of cultural characteristics. In a similar vein, particular or distinctive events also contribute to the development of a person's personality.

Finding out what is meant by the word personality is the first step. The Latin term "persona," which describes the theatrical labour an actor or performer does to play several parts or hide their identity, is the source of the word personality itself. A person's personality is the way their psychological processes are dynamically organized within them to produce their



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ACADEMIC ANXIETY OF SECONDARY SCHOOL STUDENTS

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ABSTRACT: The fundamental aim of the present study is to find out the academic anxiety of the secondary school students. Null Hypotheses were formulated and key terms were operationally defined. The investigator focused on some variables like Gender, Locality, Type of School, Type of family. The researcher followed survey method for the present research work. For assessing academic anxiety 'Academic Anxiety Scale for Children (AASC)' by Dr.A.K. Singh & Dr.A. Sen Gupta, (2012) was used. The investigator personally collected the data from the sample of 930 students of IX class from Krishna district, through stratified random sampling technique and later on the collected data was subjected to statistical treatment, analysed and interpreted. The academic anxiety of secondary school students is found to be at moderate level. The t -ratios with all the variables were found to be not significant which shows that almost all the students are experiencing the same level of academic anxiety.

Key Words: Academic Anxiety, Secondary School Students

INTRODUCTION: Anxiety is one of the most common psychological disorders in school aged children and adolescents worldwide. Academic anxiety is associated with substantial negative effect on children's social, emotional and academic success. Its specific effect includes poor social and perception of social rejection, difficulty in forming friendship and lower academic achievement (Hudson and Rapee, 2006). These emotional problems are often neglected as they are not easy to be detected by the parents or by teachers. These figures could be underestimation since anxiety among a large number of children and adolescent goes undiagnosed owing to the internalized nature of its symptoms. In India main documented cause of anxiety among school children and adolescents is parents high educational expectation and pressure for academic achievement. Nowadays, the world is becoming more competitive and parent's desire for their children is to climb the ladder of performance in the field of education or vocation is of utmost priority. That type of attitude of society/parents leads to the child towards frustration. All though, it is suggested by many researchers that certain level of academic anxiety is essential to stay motivated and consistent in the course of study, but an aggravated and unaccounted level of academic anxiety has been treated as more likely the cause of low academic performance for significant numbers of students. Consequently, this study may be helpful in bringing about the facts of frustration in relation to academic achievement and certain demographic variables.

NEED AND SIGNIFICANCE OF THE STUDY: Present school education system is becoming more intricate than the years past and due to the influence of globalization many changes are taking place in the name of selection of the study courses, admission norms, evaluation system and developing advanced curriculum as a whole. Academic anxiety and frustration of the students have become the burning issues of academic debates. Educationists including psychologists are busy round the clock to find out the causes of frustration and its effective solution as the mental health and well-being of the students even cannot be assumed unless students are facilitated an anxiety free and friendly academic environment at school and home. This research may be helpful to the teachers to come out with well improvised pedagogical mechanism that may help an inclusive class room teaching. According to the report of National Crime Records Survey (2010) it is relevant to mention here that in one year alone, 2529 children or more than six children per day, committed suicide because of failure in examination. The tendency to structure one's time and leisure activities, careful planning of learning activities, balanced level of aspirations, study habits etc. may be some of the important factors in determining academic anxiety among students. Parents who take responsibility for children learning result in increasing their kids' interest in the studies. Therefore, this study was aimed to investigate the relationship of academic anxiety, behavioural pattern, self-perception, home environment and the academic achievement of secondary school students. Although its role has been accepted and proved by different researchers (Parveen, 2007; Mousa, 2010; Bindham and Sharam. Secondary education stage is a very important stage, because it is the base that directs the further study. At the end of this stage students make their mind to choose different streams according to their interest. The Present study was intended to provide the empirical evidences that could be helpful to understand the influence of academic anxiety, gender difference and some other demographical variables over the academic achievement of the secondary school students. Thus, on the basis of these gaps and issues, the investigator felt

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**ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS
WITH RESPECT TO LEVELS OF EMOTIONAL INTELLIGENCE**

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Abstract: The present study is an attempt to examine the impact of Emotional Intelligence on the Academic Achievement of higher secondary students. This is a descriptive study with the primary purpose of examining the impact of Emotional Intelligence on the Academic Achievement and high & low levels of Academic Achievement as measured by grade point average and levels of various emotional skills as measured by an instrument coined by Dr.(ku.) Anita S & Dr. Ashok Sharma categories explored are high Emotional Intelligence and low Emotional Intelligence of boys & girls, according to the Academic Achievement reports arranged. The purpose of the study is explanatory and productive. Emotional Intelligence theory, which contends intelligences other than cognitive exist and can have an effect on Academic Achievement is used as the basis of the study. Thus the present study reveals that there will be no significant impact of Emotional Intelligence on Academic Achievement of the higher secondary students.

Keywords: Impact, Emotional Intelligence, Academic Achievement, higher secondary students.

Introduction :

This study focuses on the "Academic Achievement of Higher Secondary Students with respect to levels of Emotional Intelligence" based on the below mentioned theoretical basis.

Theoretical Basis

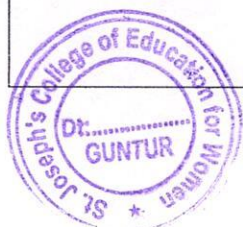
Owing to this above finding during literature review, the researcher tried to look for a relationship between Emotional Intelligence on Academic Achievement. Emotional Intelligence (E.I) is a skill or ability in the case of the trait Emotional Intelligence model, a self-perceived ability to identify, assess, and control the emotions of one self, of others and of groups. Academic achievement or Academic performance is the outcome of education – the extent to which a student, teacher or institution has achieved their educational goals. Academic Achievement is an important part of schooling. Parents and teachers want children to succeed academically. Often however, greater Academic Achievement could take place if the emotional side of learning was in place. Children need to feel confident to answer questions, take risks in the classroom and not be made to feel they may be laughed if they make mistake. The teacher is key here to ensuring a learning atmosphere in the class that promotes a culture of learning by trying.

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STRESS AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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Comparative Analysis Of Emotional Intelligence Among Secondary School Children: Exploring Gender And Locality Differences

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Abstract:

This study delves into the multifaceted realm of Emotional Intelligence (EI) as distinct from IQ, drawing from the seminal works of Goleman (1995) and Salovey and Mayer (1990). Five significant elements of EI are identified: self-awareness, handling feelings, self-motivation and control, empathy, and social competence. The research seeks to assess the EI of secondary school students in self-awareness, managing emotions, motivating oneself, empathy, and handling relationships while also investigating variations based on gender and locality.

Methodologically, a survey approach is adopted, encompassing a stratified random sample of 201 secondary school students from Vizianagaram district. The Ekta Sharma Emotional Intelligence Test, recognized for its robust Cronbach's alpha reliability coefficient of 0.9, serves as the assessment tool.

The findings shed light on the distribution of EI levels among students, revealing that 14% exhibit low, 72% moderate, and another 14% high EI. Moreover, the majority of students demonstrate moderate EI across the five components, emphasizing the need for targeted interventions. The study uncovers noteworthy disparities in EI between male and female students and between urban and rural school settings.

These results underscore the significance of cultivating emotional Intelligence among students and advocate for tailored interventions to bolster emotional skills. The study's implications extend to educational practice by emphasizing the necessity of EI-focused curricular integration, teacher training, and parental involvement to foster a more emotionally intelligent learning environment.

Key words: Emotional Intelligence, self-awareness, managing emotions, motivating oneself, empathy, and handling relationships.

I. Introduction:

Emotional intelligence (EI) has gained significant recognition as a fundamental aspect of human psychology that profoundly influences how individuals perceive, interpret, and respond to their emotions and the emotions of others. It encompasses a range of interconnected skills that contribute to effective emotional management and social interactions.

The first component of emotional intelligence is the ability to perceive emotions accurately (Salovey & Mayer, 1990, Cherniss et al., 2016). This component involves being attuned to one's emotional states and recognizing the emotions of others through verbal and non-verbal cues such as facial expressions, tone of voice, and body language and heightened awareness of emotions can be particularly crucial for adolescents as they navigate the complexities of identity formation and peer interactions during their secondary school years.

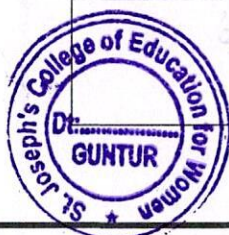


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3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during 2021-2022

Year /	Title of paper	Name of the author/s	Name of journal	Year of publication	ISBN/ISSN number Link
2021-22	A study on Family Environment of Secondary school students	Dr.C.Grace Indira	UGC Care Group I Listed Journal	2021	ISSN: 2278-4632 (UGC)
	A Relational study on Mental Stress and Suicidal Ideation Among Adolescent Students	Dr.T.Swarupa Rani	Research and Reflections of Education a peer Reviewed and refereed quarterly Journal	March 2022.	ISSN: 0974-648X UGC-CARE APPROVED www.sxcejournal.com
	Achievement Motivation of Secondary School Pupils in relation to Academic Achievement	Dr.J.R.Priyadarsini	International Journal of education for the Future (IJEF)	February, 2022	ISSN:2394-9902
	Emotional Adequacy of Teaching Professionals	Dr.C.Grace Indira	RIE Bhopal Journal of Education	July-Dec,2021	ISSN: 2582-0621
	Evaluation of Life skills among Teacher Trainees	Dr.C.Grace Indira	Modern trends in Teacher Education developing life skills	2021	ISBN 978-81-953951-6-3
	A study on self efficacy among adolescent students.	Dr.B.Srilatha	Global Journal for Research Analysis	Sep-21	ISSN: 2277-8160 www.worldwidejournal.com




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	A Study on Mental Stress among Adolescent Students	Dr.T.Swarupa Rani	Research Review International Journal of Multidisciplinary,	Oct-21	ISSN: 2455-3085, http://www.rjournals.com/
	Adjustment of Adolescent Students	Dr.J.R.Priyadarsini	International Journal of education for the Future (IJEF)	Oct-Dec 2021	ISSN:2394-9902
	A Study on Suicidal ideation among Adolescent Students	Dr.T.Swarupa Rani	International Journal of Multidisciplinary Educational Research -Peer Reviewed and UGC Referred Journal (IJMER)	Dec-21	ISSN: 2277-7881 http://ijmer.in.doi./2021/10.11.85.
	A study of Social Adjustment of Social Maturity of Adolescents	Dr.T.Swarupa Rani	Journal of emerging Technologies and innovative Research(JETIR)	Nov,2021,	E-ISSN:2349-5162 www.jetir.org
	A Study of social Intelligence and Social Adjustment of Adolescents	Dr.T.Swarupa Rani	International journal of research and Analytical Reviews(IJRAR)	Nov-21	ISSN: 2349-5138 www.ijrar.org
	Effect of Yoga Practice on Physical Wellbeing of Adolescents	Dr.J.R.Priyadarsini	International Journal of education for the Future (IJEF)	December,2021	ISSN:2394-9902
	Efficacy of Mind Mathematics Strategies on Primary School students in Mathematics.	Dr.J.R.Priyadarsini	International Journal of education for the Future (IJEF)	Jan-March 2022	ISSN:2394-9902 http://prasannasocialserviceorganisati on.org/



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14	Self-Concept of Secondary School Adivasi Pupils.	Dr.J.R.Priyadarsini	International Journal of education for the Future (IJEf)	Jan-March,2022	ISSN:2394-9902 http://prasannasocialserviceorganisation.org/
	Parental Bonding of Secondary School Students	Dr.J.R.Priyadarsini	International Journal of Education for the 21 st Century	Jan-June 2022	ISSN:2349-5774
	Awareness on NEP-2020 among Teacher Educators	Dr.B.Srilatha	Research article in UGC national seminar	Mar-22	
	Effect of demographic variables on interest and attitude towards Mathematics and Academic Achievement in Mathematics	Dr.B.Srilatha	International Journal of Research in Applied, Natural and Social Science	April 2022	ISSN: 2321-8851 www.impactjournals.us



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2021-22

**Juni Khyat
(UGC Care Group I Listed Journal)**

**ISSN: 2278-4632
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A STUDY ON FAMILY ENVIRONMENT OF SECONDARY SCHOOL STUDENTS

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Abstract

The present study investigated the family environment of secondary school students. The sample consisted of 200 students in district of Guntur of Andhra Pradesh state. They were selected by the simple random sampling method. The investigator adapted the family environment scales developed by Dr. Harpreet Bhatia & Dr. N.K. Chaddha (2002) to collect the data. The data was analysed using t-test. The results revealed that gender significantly influenced the gender, locality and medium of instruction. The study also revealed that the type of institute significantly influenced the family environment.

Key Words: Family, Environment, Secondary school students

Introduction

Every society or social structure is characterized by the basic unit i.e. family. These are the building blocks of social structure. They have a common motto, culture, rules and values. The key function of family is to preserve, protect and promote its generation year after year. Elder members of the family are responsible for rearing their offspring. They make sure the fulfillment of basic needs of family viz. food, shelter and clothes. According to Merriam-Webster Online Dictionary- —the basic unit in society traditionally consisting of parent(s) rearing their children where children refer to the young dependent member(s) and parent(s) refer to the adults taking care of the children. Even the traditional families whenever mentioned give us the impression of a bread winning father and a home making mother with two or more children.

Need and Significance of the Study

Family environment is the basic and essential nurturing support system for all of us. Home, is the source of greatest satisfaction and security to its members. The relationships among the family members and their ways of behaviour play leading role in the adjustments of a child. Parental involvement in the educational process and parents attitude towards their child's education, highly influence the academic life of a student. Studies have also proved that a less physically crowded, environment, along with motivation and parental support, were associated with higher educational levels of children.

We all want to live in a safe and healthy place, our neighborhoods, where we work and perhaps most importantly, our homes. Many of us view our homes as a safe haven, a place to reconnect with family and friends. Ironically, however, our home environment can be one of the places that is most likely to make us or our family sick.



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A RELATIONAL STUDY ON MENTAL STRESS AND SUICIDAL IDEATION AMONG ADOLESCENT STUDENTS

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ABSTRACT

This research paper studies the significance of the difference in the relationship between mental stress and suicidal ideation among adolescent students regarding the variables, namely, gender, locality of living, management, and stream of study. The sample consists of 250 adolescent students from Vijayawada city in A.P. The investigators used the normative survey method and data for this study. A measure of the mental stress scale of Trusha S. Koradiva (2018) and the Suicide Ideation Scale by Devedra Singh Sisodia & Vibhuti Bhatnagar (2012) were employed in this investigation. The findings showed a significant positive correlation between mental stress and suicidal ideation among adolescent students.

Gender and locality of teenage students do not differ significantly on their relationship between mental stress and suicidal ideation. In contrast, their engagement and the academic stream differ significantly between mental stress suicidal ideation

Keywords: Mental Stress, Suicidal ideation and Adolescent students

Introduction

Studies on stress and suicidal tendencies are of great importance in the present age and have become an essential topic in academic circles. Such research has attracted the attention of behavioural scientists to explore latent factors that contribute to the growing trend of suicidal ideation. Students experience the effects of stress in difficult and damaging ways. Some of the results are depression, general fatigue, and aggression. Various studies showed that stress and anxiety during adolescence could also harm health. Stress physically affects the human body and can also be detrimental to a person's mental well-being. The stress level also affects the students academically and can drastically change the way a person thinks and acts during school or at a social gathering. Banerjee said 25,000 students in which a large group of 18 to 20-year-old tend to commit suicide during exam month every year. Some scholars have argued that there is a strong connection between self-destructive practices in children and adolescents beyond expectations at school. Their research showed that children and adolescents were more likely to commit suicides due to extreme stress at school. The pressure of scholars on students has been questioned for some time. A high number of appointments, hostility

with different students, frustrations, and low affiliation with different students or teachers can cause stress. Students similarly face stress because of the impression of a broader learning base and shorter time required. Sulthim et al. (2009) found that 'Girls experience stress differently than boys because girls are more expressive and sensitive to what is happening in their environment'. Augustine, Shahnaz, Sylvia, and Madhavan (2011) conducted stress studies in India to learn about students' levels of stress and identify if any institution-specific differences in stress assessment and coping are prevailing. The results showed that students from both schools have similar stress awareness. Over the years, those who constantly pressure the students in any form of increased amounts of stress, highly competitive environment, parental pressure, heavy expectation on students, and career-related worries have been

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Dear Readers!

Greetings from the team of RRE.
With joy and gratitude to God, we are bringing out this special issue while we celebrate the 200th year of the conversion of St. Ignatius of Loyola, the 400th year of canonization of the two giants of our congregation, namely St. Ignatius of Loyola and St. Francis Xavier of the Society of Jesus and finally the 325th birth anniversary of St. John De Brito, a Portuguese missionary, offering his life for the sake of his faith in Oyster, Tamil Nadu, India. More about John De Brito's life time, you will find in the next page. He could be easily viewed as the best teacher ever, enjoying every moment of making the little children and adults embrace the life of Christian tradition. Reflecting on the approaches and pedagogy followed by the above missionaries, one major element flashes immediately to the simple approach of reaching the people, based on their life style, to put in another word, they first made a study of the people, understood the context and then designed the content to be delivered in a simple and informal way. Thus, they were able to win over the hearts of the people, creating an indelible mark with regard to their life style and communication along with towards in their canonical needs. Originating from distant countries, practicing a complete alien habit and owning different outlook, the missionaries were able to give up all the above and wear a new culture, life style and attitude which eventually led them closer to people. This is directly relevant to today's teachers who encounter very not of students in the beginning; then the teachers have to know the context of students and change themselves. The individual differences of the students have to be kept in mind and accordingly the pedagogy has to be innovated. Therefore, the teacher personality needs to be inclusive minded and duly enriched with ethics of teaching profession. This issue has twenty five papers, some dealing with prospects of teachers and their competence, mind-set, attitude and preparedness for teaching, another group of papers on higher secondary students focusing on their anxiety, perception of online teaching-learning and expectations and finally the rest of papers centering on digital education, NLP and mindful meditation. In total, all the papers have deeper reflections on various issues which will certainly, we believe, add strength to our teaching profession; for, only when we have the bank of wisdom, concepts, knowledge and pedagogies, will we be able to transmit our reflections in a meaningful way. While we thank our authors for their steadfast respect and love for our journal, we also implore them to be little more cautious in the presentations, especially the language so that the standard is safeguarded. Do write to us your comments, dear readers and we assure our quality read in the days to come.

Thanking you
Editorial Team

RESEARCH AND REFLECTIONS ON EDUCATION
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ACHIEVEMENT MOTIVATION OF SECONDARY SCHOOL PUPILS IN RELATION TO ACADEMIC ACHIEVEMENT

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ABSTRACT

This study seeks to find out the achievement motivation of secondary school pupils in relation to academic achievement. The research encompasses a diverse range of secondary schools, including government and private institutions, as well as those offering instruction in Telugu and English mediums. Both rural and urban areas are included to ensure a comprehensive representation of the Guntur district's educational landscape. Employing a stratified random sampling technique, The investigator personally collected the data from the sample of 1000 students of IX class. For assessing the Achievement Motivation of secondary school pupils, Achievement Motivation Scale developed and standardized by Prof. Prathiba Deo and Asha Mohan (2018) have been used. Stratified random sampling technique was used to select the sample and later the collected data was subjected to statistical treatment, analyzed and interpreted. Percentages, means scores, standard deviation, t-values, F-values and Pearson correlation were applied to the collected data. 73% of the total students found to have moderate to very high level of Achievement Motivation. The "t" ratios w.r.t all the variables were found to be significant. The "f" ratios w.r.t the variable parental Educational Background and Parental Economic background were found to be significant. This study reveals that 73% of the total students found to have moderate to very high level of Academic Achievement. The "t" ratios w.r.t all the variables were found to be significant. The "f" ratios w.r.t the variable parental Educational Background and Parental Economic background were found to be significant.


Keywords: Achievement Motivation, Academic Achievement, Secondary School Pupils

Introduction:

Achievement motivation refers to an individual's desire or drive to excel, succeed, and accomplish goals. When it comes to academic achievement in secondary school pupils, achievement motivation can have a significant influence. Pupils with high achievement motivation tend to set clear and challenging goals for themselves in academics. They have a strong desire to achieve and surpass their own expectations. Pupils with high achievement motivation are more likely to persist in the face of challenges and setbacks. They demonstrate greater effort and determination in their academic pursuits. They are willing to put in the time and effort required to master difficult concepts, complete assignments and prepare for exams.

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"Emotional Adequacy of Teaching Professionals"

Vinay Kumar Cherukuri*
C. Grace Indira**

Abstract

This study deals with the investigation of Emotional Adequacy among teaching professionals. The study aims to investigate the level of Stress resistance, Optimism, Emotional control. For this purpose, a descriptive survey model of the Emotional Adequacy Scale was developed by research scholar, and it was used to collect the data from teaching professionals. The scale consisted of 35 items which were divided into three components. The factors are randomly mixed. The researcher takes a random sample of 100 teaching professionals from Guntur District (Andhra Pradesh). This study was limited to the Guntur district only. The data were evaluated by Statistical software to calculate t-test, Standard Deviation and Mean tests. The final result revealed that 16% of the teaching professionals have a low level of emotional adequacy. 48 % of the teaching professionals have an average level of emotional adequacy. Only 36 % of the teaching professionals have a high level of emotional adequacy. The emotional adequacy of teaching professionals in all factors is around 83%. The variables gender, area, academic qualification, experience of the teaching professionals doesn't play any significant role in their emotional adequacy. Type of professional variable play a significant role. According to this study, the investigator concluded that different type of teaching professional differs in their emotional adequacy.

Keywords: Emotional Adequacy, Stress resistance, Optimism, Emotional control.

Introduction:

Teaching profession is a synthesis of emotions, knowledge and experience. Teacher's emotions directly influence the teaching and learning process. Teacher's emotional balance is primary object of teaching and learning process. Judit Orgoványi-Gajdos(2016) divided in to Teaching professionals three different stages. These are preservice, new teacher, and experienced teacher stages. Initial preparation of student teaching professionals at this stage, prospective Teaching professionals will gain some teaching experience; It's time to learn; they can learn how to teach and manage the classroom. In this stage, future teaching professionals understand the teaching and learning theories, philosophical and psychological foundations of education, and different methodologies for different subjects. The most crucial benefit of this phase is the opportunities to develop the theoretical knowledge and practical skills needed to

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Chapter - 10

Evaluation of Life Skills among Teacher Trainees

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DR. C. GRACE INDIRA

Abstract: This study deals with the investigation of the life skills among Teacher Trainees. The study aims to investigate the 10 life skills these are decision making, empathy, interpersonal relationship, coping with emotions, critical thinking, creative thinking, self-awareness, effective communication, coping with stress, problem solving. For this purpose a descriptive survey model Scale developed by researcher. The scale consists of 70 items. These items are divided into 10 components. The factors are mixed randomly. Researcher takes a random sample of 50 prospective teachers from Guntur District. (Andhra Pradesh). This study limited to the Guntur district only. The data was evaluated by Statistical software using to calculate t-test, Standard Deviation and Mean tests. The final result revealed that the 66% of the teacher trainees have average level of Life Skills, 18% of the teacher trainees have low level of Life Skills Only 16% of the teacher trainees have high level of Life Skills. Variables like gender, subject didn't play any significant role their Life Skills.

Keywords: life skills, Teacher Trainees, are decision making, empathy, interpersonal relationship, coping with emotions, critical thinking, creative thinking, self-awareness, effective communication, coping with stress, problem solving.

INTRODUCTION

Education is a process that lasts a lifetime. It contributes to a person's social, moral, and emotional growth.

Education is the only way for an individual to develop holistically. A person's education is formed by their interactions with nature, their community, and their school. When a person has valuable experiences, he acts like a flawless human being by controlling his emotions. Education gives people the life skills they need to thrive in their social and moral development. The right of students to receive an education in a nice atmosphere can be regarded.

Learning may be enjoyable if the heart, head, and hands are all in sync. The soul of creativity is a cheerful heart. A teacher is expected to be an entertainer, facilitator, and motivator, as well as to make learning enjoyable. A practical approach to education gives it a more rewarding experience for youngsters, allowing them to improve their talents, which is crucial in today's world. A teacher's priority should be to provide adequate opportunities, instill self-respect and responsibility, enable kids to make mistakes and learn from them, honor differences, and keep things simple. Through positive experiences, a teacher with good life skills motivates his students.

LIFE SKILLS FOR TEACHER TRAINEES

According to WHO, adaptive and positive social traits enable people to deal adequately with the challenges and exposures of everyday life? An individual's personal mental and social stability is communicated through life skills. Life skills can assist individual in resolving a variety of issues. It necessitates life skills in order to tackle difficulties in a logical and inventive manner. Controlling emotions and sentiments requires life skills. Life skills, according to UNICEF, are a behavior shift or development attitude built around knowledge, philosophy, and skills.

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A STUDY ON SELF-EFFICACY AMONG ADOLESCENT STUDENTS

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ABSTRACT

The purpose of this study was to measure the self-efficacy among adolescent students in Guntur district. It consisted of a sample of 200 students. For data collection, self-efficacy scale by Dr. Arun Kumar Singh and Dr. Shrutí Narain was used. Stratified random sampling technique was also used. The main findings of the study showed that there was a significant difference among boys and girls students. Moreover the results also showed that there was no significant difference among students in relation to their student's residential area and age.

KEYWORDS : Self-Efficacy, Adolescent Students

INTRODUCTION:

Through cognitive, motivational, emotional, and selective processes, self-efficacy beliefs control human functioning. Individuals' self-efficacy can influence their alternatives, objectives, effort to attain their aims or goals, and tenacity in their attempts. Individuals' self-efficacy beliefs impact their cognitive patterns and emotional reactions in such a manner that a happy mood boosts perceived self-efficacy while a depressed mood lowers it.

Individual behaviour change and performance are influenced by self-efficacy, which is an essential characteristic that boosts self-confidence and drive to give adequate treatment in complicated clinical circumstances. Individual performance is aided by self-efficacy because it acts as a link between individual knowledge and performance, influencing both. Self-efficacy refers to faith in one's own capacity to organise and accomplish the many behavioural processes necessary to meet a particular situational demand. It is measured by one's ability to structure performance and apply various skills in various settings.

People's motivation, emotional states, and behaviours are influenced by their beliefs rather than what is objectively true. Self-efficacy is a psychological word that basically translates to a person's conviction in his or her own competence. Self-efficacy is described as the belief or trust in one's ability to act in a given way in order to achieve a specific set of goals. Our individual self-efficacy beliefs are thought to influence our social relationships in nearly every manner. Understanding how to promote self-efficacy growth is a critical objective for positive psychology since it may lead to a more productive and happier existence. The social cognitive theory of psychologist Albert Bandura revolves around the concept of self-efficacy. In the formation of personality, Bandura's theory stresses observational learning, social experience, and reciprocal determinism. Self-efficacy is a term that refers to an individual's sense of competence. Competence varies depending on the scenario.

Definitions:

Albert Bandura says that "in order to succeed, people need a sense of self-efficacy to struggle together with resilience to meet the inevitable obstacles and inequities of life."

According to Mahatma Gandhi: "If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."

Self-efficacy is a key factor in determining our odds of success, in fact, some psychologists consider self-efficacy to be more important than skill in the formula for success. When creating goals, we must pay careful attention to self-efficacy to

ensure that our efficacy beliefs are aligned with our objectives rather than working against them.

Self-Efficacy of Students:

Self-efficacy is the belief in one's ability to accomplish a goal or obtain a desired result. Students who have a high feeling of efficacy are more likely to set tough goals for themselves and to be naturally driven. Instead than blaming external causes, these students will put out a high level of effort to achieve their obligations and attribute failure to things within their control. Self-efficacious students also bounce back fast from failures and are more likely to achieve their personal objectives in the end. Students with low self-efficacy, on the other hand, feel they will fail and are thus less likely to put out a focused, sustained effort, and may regard difficult activities as dangers to be avoided. As a result, students with low self-efficacy have low ambitions, which can lead to poor academic achievement, which can become a self-fulfilling feedback cycle.

How can students gain self-efficacy?

There are four sources of self-efficacy. Teachers can use strategies to build self-efficacy in various ways:

Mastery experiences -

Students' self-efficacy is boosted when they have a positive experience, but it is eroded when they have a negative experience. The most reliable source of self-efficacy is this.

Vicarious experience -

Seeing a peer excel at a task might boost one's confidence in their own skills.

Verbal persuasion -

Teachers may increase self-efficacy by providing reliable communication and feedback to help students through tasks or inspire them to give it their all.

Emotional state -

Anxiety can impair self-efficacy beliefs, but a good mood can increase them. An energetic sensation may be created by a specific degree of emotional stimulus, which can help you work better. Teachers can assist students by decreasing stressful conditions and lessening anxiety associated with events such as examinations and presentations.

Purpose of the Study:

The purpose of this study was to examine the self-efficacy (Dependent variable) with Gender, residential area and age (Independent variables) among Adolescent Students in Guntur district of Andhra Pradesh state.

Research Questions:

Do the demographic factors (gender, residential area and

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A Study on Mental Stress among Adolescent Students

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Abstract

The present study is aimed at assessing the mental stress among adolescent students in the context of certain demographic variables. A sample of 250 adolescent students aged 16 to 18 years from the city of Vijayawada was selected using a stratified random sampling method. The investigator used the normative survey method for conducting the study. The mental stress measurement scale constructed and standardized by Trivedi S. Karadhyia (2018) was employed in this investigation. This scale consists of 30 items with five alternative options such as strongly agree, agree, undecided, disagree, and strongly disagree. It consists of 3 positive and 27 negative items.

The reliability coefficient was found to be 0.91 according to the Spearman Brown formula. The content validity of the scale was established through careful and critical scrutinization conducted by a team of experts in the field of psychology and education. The findings found that nearly 15% of the sample of adolescent students has low level of mental stress, 76% of the sample has moderate level of mental stress and the remaining 9% of the sample has high level of mental stress. Hence, this shows that adolescent students differ in their levels of mental stress. The gender and locality of living of adolescent students don't make a significant difference in their mental stress, whereas type of management and academic stream of adolescent students make a significant difference in their mental stress.

Keywords: Mental Stress and Adolescents

Introduction

Adolescence is a very important period in human life. Adolescents often have to cop up with high stress experience rate and it can be proved by the associated psychological factors over development period is at least somewhat increasing on account of stress. Stress can trigger feelings of depression, fear, conflict, suffering, anger, sadness, incompetence, guilt, loneliness, or confusion. Practitioners experience high levels of stress due to academic commitment, violence, and suicide and thus a large financial strain on families, the health care system and society and the lack of time management skills. These issues can lead to educational failure, family conflicts, drug abuse, violence, and suicide and thus cast a lot to families, the health care system, and society. An individual's response against stress based on whether they perceive an issue as a threat or challenge. Challenging stimuli results in motivation, good performance, but threatening them or suffering can also cause anxiety, depression, social dysfunction, and suicidal ideation.

Stress

According to Rosenham and Seligman, 1989; Selye, 1974, stress is generally defined as the general response or reaction of the human body on various demands made on it or disturbing events that occur in the surrounding environment. Kaplan and Saddock, 2000 defined stress as simply change caused by mental disorders or stress. Good stress can facilitates the learning process. Bad stress inhibits the learning process (Jain and Zeppa,

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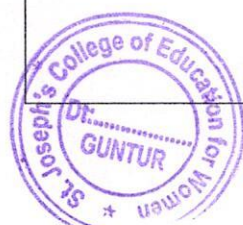
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ADJUSTMENT OF ADOLESCENT STUDENTS

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Abstract: Adjustment areas play important role in the learning process. So the research of adjustment areas based on certain demographic variables is very important in order to provide certain ways and means to improve or promote the adjustment of people so that they can excel in their studies. Adjustment areas particularly among adolescent students may play a crucial role in shaping the lives of the person and the society. The present study aimed at analyzing the impact of adjustment areas among adolescent students. Adolescent students were the population of this study. To analyze the impact of variables like Locality, Medium of instruction, Type of institution, Parental Education, Economical background, and Gender on adjustment areas of the adolescent students, the researcher followed the survey method for the present research work. For assessing the adjustment of the sample, Bell's Adjustment Inventory scale was used. The sample comprises secondary school students studying the ninth standard at various government and private schools in the West Godavari district of Andhra Pradesh. The sample size chosen for the study was 1000 through stratified random sampling technique. The investigator personally collected the data and later on the collected data was subjected to statistical treatment, analyzed and interpreted. Null Hypotheses were formulated and key terms were operationally defined.

Key Words: Adjustment, Adolescent Students

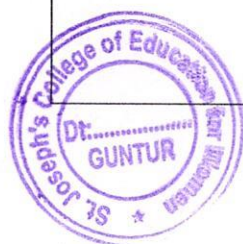
Introduction: In the present global scenario, the world is becoming more competitive, and to explore the talents and thinking abilities of the students, education is the most powerful tool to face challenges. In the learning process, adjustment areas play a vital role in adolescent students. It is necessary to inculcate the innovative thinking approach in moulding the students towards the needs of society which is very important and this could be developed from school education onwards, especially for adolescent students.

Education is the process of all-round development. Every child can learn how to exist in an ever-changing society with the help of education. It develops ethics and human values, which is very essential in human life and this could be glorified through education only. The main aim of education is to inculcate the inherent powers and hidden talents that are being laid in the minds of the students and also make them adjust toward global life. The development of a country is shaped by the classrooms, which makes them aware of their responsibilities to lead their adult life in society. People manage or cope with the demands and challenges that occur in their day-to-day life. Adjustment is an adopting mode of behavior changes along with the environment.

Adjustment is a universal phenomenon, with various dimensions like emotion, health, social, school, home and professional adjustment.

Adjustment, in psychology, refers to the behavioral process by which individuals maintain equilibrium between their needs and the obstacles of their surroundings. Human beings are able to adjust to the physical, psychological, and social demands that arise from having

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A STUDY ON SUICIDAL IDEATION AMONG ADOLESCENT STUDENTS

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ABSTRACT

This research paper studies suicidal ideation among adolescent students in Vijayawada city of Andhra Pradesh. A sample of 250 adolescent students was selected by using a stratified random sampling technique. The investigator used the normative survey method for conducting the study. The suicide ideation scale developed and standardized by Devendra Singh Sisodiya & Vibhuti Bhatnagar (2012) was used in this research. This scale has 25 items with five alternatives such as 'strongly agree', 'agree', 'uncertain', 'disagree', and 'strongly disagree', and also it contains 21 positive and 4 negative statements. Reliability was determined by the retest method (0.78) for the Suicide Ideation Scale and the internal consistency method was 0.81. The results showed that 31% of the sample adolescent students possess low suicidal ideation, 46% of the sample adolescent students have average suicidal ideation and the remaining 23% of the sample adolescent students possess high suicidal ideation. Gender and locality of adolescent students make no significant difference in their suicidal ideation, whereas management and academic stream of adolescent students make a significant difference in their suicidal ideation.

Keywords: Suicidal Ideation and Adolescent Students

Introduction

Adolescence is the Latin word for 'adolescere' which means "to grow or become nourished" (Golincio, 1984). This is the transition stage between childhood and adulthood (Mater, 1984). Changes from childhood to adolescence are complex (Hammer and Vaglum, 1990). According to culture, adolescence is 13-19 years from teenage to adulthood (Bark, 2007). The adolescent phase is divided into three subtypes: early adolescence, middle adolescence, and late adolescence. Early adolescence is commonly referred to as 'teens' and 'terrible teens'. The World Health Organization (2009) defines adolescence as a cycle of development of minor sexual characteristics, productive maturity, and mental processes. Adolescence is a critical period of physical, mental, and socio-cultural development during this stage (Di Clemente et al., 2010). Adolescents have established their social, emotional, and psychological freedom and display their sexuality. They think about their future in society. They want to establish their own identity. This stage is often emotional and disturbing. In one moment, adolescents may be in a sad mood, sad and depressed, and in the next moment, they will be in a happy mood, loving, and hopeful. Their minds are constantly changing, during this period: adolescence seeks to gain personal identity, so it is time for adolescents to experience different behaviors (Heven, 1996). Adolescence is a critical stage when they freely play new roles. They rejected previous role models at this stage. They strive for recognition, learn to apply the values acquired in adolescence, and develop the skills that will help them in adulthood (UNICEF, 2002).

Suicide and Suicidal Ideation

Suicide can be defined as "self-inflicted death on which a person makes a deliberate, direct and conscious attempt to end one's life" (Comer, 2002). Edwin Shmeidman (1981) described suicide as "destruction in his conscious action, which usually means a different dimension of the individual action required to describe the problem of accepting an action as a better solution. Suicide is not a meaningless act; Suicide is considered to be an act in which the victim dies and the goal is achieved. Suicidal ideation is the thought process by which people want to end their lives (Schlebusch, 2005).

Edwin Shmeidman (1963, 1981, and 1993) described the different types of people who commit suicide: those who seek death, those who initiate death, and those who die. Those who want death want to kill themselves. They have been thinking for a long time. Their intentions to commit suicide may last a long time. At this point, they are ready to hand over their assets, write a will, and buy a gun. Death initiators are those who have a clear intention to die, but they believe they are accelerating the inevitable death. People with serious illnesses commit suicide. Suicide is rare among children and young adolescents (Shafar&Piacenetini, 1994). The suicide rate is rising rapidly beginning at the age of 15 years. Mood disorders, schizophrenia, and drug abuse are major risk factors for suicide in all age groups (Shaffer et al., 1996). Signs of suicide in adolescence in recent years, suicide ideation, and the suicide rate among young people has been increasing at a horrific rate. If someone is thinking about suicide, parents should recognize it early so that they can be examined. Many symptoms can be signs of depression and suicidal ideation, for which appropriate treatment can be used. These signs include changes in eating habits, a departure from family and friends, changes in sleep habits, disruption of normal activities, cruel actions, disobedient behavior, fight, drug and alcohol addiction, abnormal neglect of personal impression, noticeable personality change.



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A Study of Social Adjustment and Social Maturity of Adolescents.

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Abstract

Adolescence is the stage of development, which produces a number of social problems for a person. These problems arise out of adolescent adjustment with social group. The present study aims the social adjustment and social maturity of Adolescents. The simple random sample consisted of 1000 such adolescents in Guntur district of Andhra Pradesh state. The investigator adapted Dr. Roma Pal social adjustment inventory and Social maturity Scale by Nalini Rao (2011) to collect the data. It was analysed using t-test and Pearson's correlation. The results revealed that there was significant mean difference between social adjustment of adolescents with respect to gender. The study also revealed that there is no significant difference in the social maturity with respect to gender. Negative correlation between social adjustment and social maturity of adolescents.

Key Words: Social maturity, Social Adjustment and Adolescents.

Introduction

Adolescence is the stage of development which produces a number of social problems for a person. These problems arise out of adolescent adjustment with social group. The social group expects him to be socially matured when he becomes an adolescent by establishing more mature relationship with age mates to achieve socially responsible behavior, develop intellectual skills and concepts necessary for civil competence and achieves a more autonomous state. Thus, the social maturation allows detailed perception of social environment that help adolescent to influence the social circumstances and develop social patterns of social behavior



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A Study of Social Intelligence and Social Adjustment of Adolescents.

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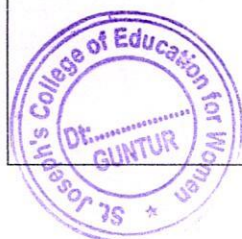
Abstract

The present study investigated the social intelligence and social adjustment of Adolescents. The sample consisted of 1000 such adolescents in Guntur district of Andhra Pradesh state. They were selected by the simple random sampling method. The investigator used Dr. Roma Pal's social Adjustment Inventory and Social Intelligence Scale by S. Mathur (2007) to collect data. It was analysed by using t-test and Pearson's correlation. The results revealed that there is significant mean difference between social adjustment of adolescents with respect to gender. The study also revealed that there is no significant difference in the social intelligence with respect to gender and locality. There is negative correlation between social intelligence and social adjustment of adolescents.

Key Words: Social Intelligence, Social Adjustment and Adolescents.

Introduction

Social intelligence is the capacity of a human being to understand the feelings and emotions of others and to react according to the circumstances. It enables them to express their views strongly and make others agree upon it. It has two key constituents that are recognized as distinctly personal and social in nature, one is intrapersonal intelligence that pertains to the person's ability to gain access to his or her own internal, emotional life and other is interpersonal intelligence which includes an individual's ability to notice and make distinctions among other individuals.



EFFECT OF YOGA PRACTICE ON PHYSICAL WELLBEING OF AN ADOLESCENT

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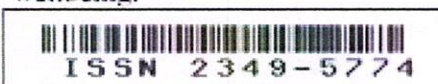
Abstract

Yoga is essentially a spiritual discipline based on an extremely subtle science which focuses on bringing harmony between mind and body. It is an art and science for healthy living. Many studies reveal that yoga is very effective way of life to understand the ultimate realities of life and to make better choices to live fully. Physical health is connected to mental and emotional health. Being physically healthy is hugely important. It can be the key to a long, fulfilling life. Having a healthy body means you are equipped to deal with the challenges of everyday life, fight off illnesses and function well, allowing you to do the things you want to do. One of the best benefits of yoga is how it helps a person manage stress, which is known to have devastating effects on the body and mind. Yoga's incorporation of meditation and breathing can help improve a person's mental well-being. The focus of this paper is to find out the effect of yogic practice on the physical well being of adolescents' w.r.t some independent variables like gender, food habits, yoga awareness of Parents. A random sample of 200 Secondary school pupils were selected, among which 100 secondary school pupils were selected as experimental and 100 as control groups. Experimental Method was followed to conduct this research. Non-Randomized single group pretest post- test design was followed to conduct the research. Attitude scale on yoga, Psychological Wellbeing index scale was used as tools. The full paper presents the objectives, findings and educational implications.

Key Terms: Effect, yogic practice, physical wellbeing, adolescents

Introduction

Education is a fundamental human esteem. It is to refine humankind. Actually, man moves toward becoming 'man' through education. It forms and models him for society. Human life can be celebrated uniquely through training. Education trains the minds of the individuals and leads towards all-round development such as physical, emotional, psychological and spiritual walks of life in order to become efficient, effective and productive human beings of the society. Aristotle stated that "Education is nothing but a sound mind in a sound body". He pointed out the importance of physical wellbeing which leads to psychological wellbeing.



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Efficacy of Mind Mathematics strategies on Academic Performance of Primary School Children in solving problems in Mathematics

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Abstract

The primary aim of teaching Mathematics is to enable the students to apply mathematical concepts and principles to problems solving situations. The ability to do basic arithmetic with spectacular base which the Mind Mathematics system imports, erases the fear and timidity that so hinder the student when faced with the impressive symbolism. Mind Mathematics is a new and simplified way of doing Arithmetic. Mind Mathematics develops a holistic approach highlighting the inter relatedness of individual elements and affecting an enlightened reconciliation of happenings. The focus of the paper is to find out the 'Efficacy of Mind Mathematics Strategies on Academic Performance of Primary School Children in solving problems in Mathematics'. Experimental Method was followed and Solomon Four Group Design was selected to conduct this research. The full paper presents the objectives, Hypotheses, tools, sample, findings and educational implications.

Key Terms: Effectiveness, Mind Mathematics, Academic Performance Primary School Children, Problems solving.

Introduction

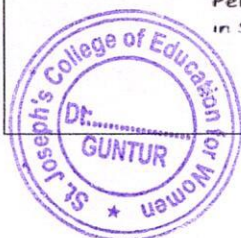
Mathematics is the Queen of all Sciences. Life without mathematics is like, 'the well without water'. Mathematics plays a very important role in educated as well as uneducated people. Mind Mathematics refers to the practice of doing calculations mentally or all in one's head. Mental Mathematics is an extremely common and practical skill. Most people do at least some Mental Mathematics on a daily basis. For example, we might mentally add the cost of two items to determine the total amount we owe. Mind Mathematics is based on procedures which are different from the conventional methods familiar to us. Mind Mathematics is a series of keys which are used to memorize. Once we have learned them, arithmetic becomes easier. Mind Mathematics - not only speedy but simple. Once the student has mastered the rules', lightening calculation is as easy as reading a story. It looks like magic, but the rules are based on logic.

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SELF-CONCEPT OF SECONDARY SCHOOL ADIVASI PUPILS

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Abstract

The present study seeks to find out the self-concept of secondary school pupils Adivasi in Prakasam district, Andhra Pradesh. Since independence, tribal education has been a top focus on the national agenda. Research on tribals, especially students holds greater priority. Null Hypotheses were formulated and key terms were operationally defined. The investigator focused on some variables like gender, locality of living, type of school, type of family, class studying, parental education and Parent's Occupation. The researcher followed survey method for the present research work. Employing a stratified random sampling technique, the investigator personally collected the data from the sample of 700 Adivasi pupils of VIII IX&X classes. For assessing self-concept level of Adivasi secondary school pupils, the 'Self-Concept Scale (SCQ)' developed and standardized by Dr. Raj Kumar Saraswat has been used. The collected data was subjected to statistical treatment, analysed and interpreted. Percentages, means scores, standard deviation, t-values, F-values and Pearson correlation were applied to the collected data. The findings of the study revealed that the level of self-concept of the secondary school Adivasi pupils is above average. There is a significant difference in the mean scores of the level of Self-concept of secondary school Adivasi pupils w.r.t the variables-Gender, Parental education and Parent's occupation. There is no significant difference in the mean scores of the level of self-concept of secondary school Adivasi pupils w.r.t the variables-Locality, Type of school, Class studying.

Keywords: Self-Concept, Secondary School Adivasi Pupils

Introduction: Education is the most powerful weapon that can be used to change the world. It is one of the most significant inputs that affect an individual's multifaceted development spiritually, ethically, culturally, socially, intellectually, emotionally, and physically. At present, the world is highly competitive and parents are expecting very high position for their children to achieve in the field of education and career. This type of aspirations for a high level of achievement, put a lot of pressure on students, teachers. Therefore, it is exerting great pressure on the minds of children and their parents. An individual self-concept is intimately related to how he/she learns and behaves. Low self-concept leads towards many evils. Self-concept is perhaps the single most important attribute and the key to understanding the behaviour of an individual. An individual's self-concept is a critical facet of his/her personality. The role of self-concept as a determinant of human behavior and its acceptance as concise measure of personality is increasingly realised. Therefore, to develop a balanced personality, self-concept is very much needed for every child.

Self-Concept: Self-concept is the totality of attitudes, judgments and values of an individual relating to his behavior, abilities and qualities. Self-concept is perhaps the single most important attribute and the key to understanding the behaviour of an individual. An individual's Self-concept is a critical facet of his/her personality. The role of Self-concept as a determinant of human behavior and its acceptance as concise measure of personality is increasingly realised."

Importance of Self Concept: Self-concept is based on what students believe about their teachers, peers and parents think of them. Positive self-concept is developed through love, encouragement, positive comments and understanding attitude of the teachers and parents. Teachers should adopt suitable strategies and provide self-concept. There is need to maintain rather than develop positive self-concept in students, if we stop doing the things that damage self-concept and self-esteem, and then there is no need to work so hard at building positive self-concept. Modelling good relationships, respecting them as much as we demand respect going against our

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PARENTAL BONDING OF SECONDARY SCHOOL STUDENTS

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Abstract: The present study seeks to find out the Parental Bonding of Secondary School Students in Bhadrachalam district, Telangana. Null Hypotheses were formulated and key terms were operationally defined. The investigator focused on some variables like gender, locality, type of family, type of school, class of study. The researcher followed survey method for the present research work. Employing a simple random sampling technique, the investigator personally collected the data from the sample of 950 Students of IX&X classes. For assessing Parental Bonding level of secondary school Students, the 'Parental Bonding Instrument developed by Parker and colleagues in 1997, has been used. The collected data was subjected to statistical treatment, analysed and interpreted. Percentages, means scores, standard deviation, t-values, and Pearson correlation were applied to the collected data. The findings of the study revealed that the level of parental bonding of the secondary school Students is above average. There is a significant difference in the mean scores of the level of parental bonding of secondary school Students w.r.t the Variables-Gender, Locality, Type of family and class studying. There is no significant difference in the mean scores of the level of parental bonding of secondary school Students w.r.t the variable- Type of school.

Keywords: Parental bonding, Secondary School Students

Introduction: Parental bonding is the term used to describe to Bowlby (1977), a parent's response the relationship between a parent and a kid. According to their kid and ability to meet their needs shapes this connection from the very beginning of life. While ignoring or rejecting a child's desire for attention might decrease the bonding in terms of insecure attachment, sensitive and consistent caring strengthens the connection in terms of secure attachment.

Importance of Parental Bonding: A child's natural growth greatly depends on their parent-child relationship. More than any other connection, the parent-child bond has a significant impact on a person's development. It usually serves as the cornerstone for all subsequent relationships that a person builds throughout their lifetime. Love, trust, closeness, and security come from the relationship. This partnership would either enhance well-being or leave a mark on one's life. Strong parent-child bonds are associated with good, responsive companionship and closeness, as well as an improved ability to adjust to challenging peers by voicing demands. Youngsters who have a strong, loving relationship with their parents are more likely to have favourable expectations and beliefs when they enter a new peer relationship. The early relationships a kid has with main care givers aid in teaching them appropriate and inappropriate behaviour in others. It is impossible to overstate how crucial it is to form a relationship with the primary caregiver. Failure or a lack of bonding can have a significant impact on one's capacity to grow in the future and build healthy connections as an adult. Thankfully, early experiences do not define a person's entire life. The first year of their lives is filled with plenty of possibilities for them to bond correctly. Intimate attachment ties can also develop between moms who adopt infants and even older children.

The relationship between a person's father and siblings, in addition to their primary caretaker, has an impact on their emotional and social development. A kid and their caretaker often develop a bond based on trust that lasts a lifetime. Numerous studies show a strong correlation between early psychological and social development and parental connection. Children who have a secure attachment grow to be more independent and have higher self-esteem. The teenagers' emotional and mental compatibility will be impacted by the cognitive-emotional component of parental connection. According to researchers, insecure bonding might cause people to mistakenly believe that their shortcomings are innate flaws in themselves. Additionally, it has been discovered that early childhood experiences of insecurity or control repel adolescents, leading to isolation during adolescence. People's self-esteem is also lowered and their chance of depression is enhanced by excessive control and poor caring.

Need and Importance of the Study: The main focus of the present study is to find out the Parental bonding of secondary school Students. This study will help the educators, teachers, researchers, parents and students to understand the various factors that improve the Parental bonding of Students. The parent-child relationship nurtures the physical, emotional, and social development of the child. It is a unique bond that every child and

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NATIONAL EDUCATION POLICY 2020: PERSPECTIVES & CHALLENGES

AWARENESS ON NATIONAL EDUCATION POLICY-2020 AMONG TEACHER EDUCATORS

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INTRODUCTION

"The purpose of education is to make good human beings with skill and expertise. Enlightened human beings can be created by teachers. Change in the education policy is a major way to provide the nation better students, professionals & better human being." – Dr. Abdul Kalam

The Union Cabinet adopted the National Education Policy (NEP, 2020) on July 29, 2020. The policy is intended to give a broad vision and comprehensive framework for both school and postsecondary education in the United States. "The "National Education Policy 2020" proposes to reform India's education system to meet the demands of the twenty-first century, with a focus on increasing literacy and numeracy outcomes in primary schools, lowering dropout rates in middle and secondary schools, and implementing a multidisciplinary approach in higher education. It also focuses on early childhood care, curriculum and pedagogy change, assessment and examination reform, and teacher training and broadening their evaluation."

Major Reforms Proposed in the National Education Policy 2020

1. Starting at age 3, moving to a 5+3+3+4 model for school instruction, emphasizing the importance of the formative years from ages 3 to 8 in determining a child's destiny.
2. In high school, breaking the tight divide of arts, commerce, and science may establish the groundwork for a multi-disciplinary approach to education.
3. Introducing vocational courses with an internship may encourage the most disadvantaged members of society to send their children to school, therefore achieving the Skill India Mission's purpose.
4. Making mother tongue, local language, or regional language the medium of education until at least Grade 5, when it is regarded the best medium of instruction.
5. Extension of the Right to Education (RTE) to all children under the age of 18. Periodic inspection, openness, sustaining quality standards, and a positive public impression will become a 24-hour-a-day endeavor for institutions, leading to an overall improvement in their standards through Light but Tight Regulation.
6. Increasing gross enrolment in higher education by utilizing the enormous potential of online teaching and learning approaches.
7. Common Entrance Examination for Degree Program Admission. P.G. degree Programmes and Teacher Education Programmes in various models. The M.Phil. programme is being phased out. The Ph.D. programme has been updated.
8. Establishing a super-regulator for education that would be in charge of defining educational standards, funding, accreditation, and regulation in India.
9. The Higher Education Commission of India (HECI), a single overarching umbrella body for higher education in India (excluding medical and legal education) with four

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EFFECT OF DEMOGRAPHICAL VARIABLES ON INTEREST AND ATTITUDE TOWARDS MATHEMATICS AND ACADEMIC ACHIEVEMENT IN MATHEMATICS

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ABSTRACT

Students' Interest and attitude toward mathematics is a global issue that directly influences the students' achievement in mathematics. The study aimed to investigate the students' Interests, attitudes toward mathematics and the effects of demographic variables on their Interests and attitude and achievement in mathematics in the selected grade IX Students in Palnadu Guntur district of Andhra Pradesh. Nowadays, many professions require mathematical analysis and anticipate mathematical ability to solve innovative difficulties. As a result, the current study is titled A Study of Secondary School Students' Interest Attitudes and Academic Achievement in Mathematics. The researcher randomly picked 800 secondary school students from Palnadu and Guntur districts in Andhra Pradesh. Dr Uma Tandon and Ashok Pal administered the Mathematics Interest Inventory. Dr Ali Imam and Dr Tahira Khatoun developed and standardized a mathematical attitude scale. The descriptive statistical analyses revealed that secondary school students' Interest in mathematics and attitudes toward mathematics have a strong relationship. Interest in mathematics and attitudes toward mathematics are positively associated. The second correlation is a significant positive relationship between Interest in mathematics and mathematical achievement. The third correlation is a favourable relationship between secondary school pupils' attitudes toward mathematics and their achievement in mathematics.

KEYWORDS: Interest, Attitudes, Mathematics, Achievement in Mathematics

INTRODUCTION

We live in a world of mathematics and technology; each of us must have a basic understanding of mathematics to be aware of scientific progress and use it in our daily lives. In India, 80% of students come from rural villages. Therefore they may be unaware of mathematical progress and Interest; among other things. However, due to the impact of their parents and their surroundings, students from metropolitan areas are more conscious of mathematical development and Interest. According to N.C.E.R.T. recommendations, mathematics disciplines should be taught at the school level, with special attention to curriculum development to encourage mathematical creativity, establish a rational outlook, and remove superstition in children. Even though all students are taught the same science courses, there are some discrepancies between boys and girls, urban and rural locations, students in government and private schools, residence and non-residence schools, siblings, parental income, and parental educational background. Such factors may impact the present study: A study on Interest, Attitude and academic Achievement in mathematics of Secondary School students.

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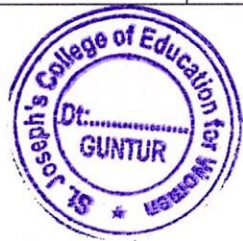
3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during 2020-2021

Year	Title of paper	Name of the author/s	Name of journal	Year of publication	ISBN/ISSN number Link
2020-21	Perceptions of Secondary School Students towards Interventions of Samagra Shiksha Abhiyaan	Dr.T.Swarupa Rani	International Journal of education for the future (IJEf)	July - September 2020	ISSN: 2394-9902 http://prasannasocialserviceorganisation.org/
	Value of Spirit of Nationality among Secondary school	Dr.C.Grace Indira	International Journal of Advance Research and Innovative Ideas in Education- IJARIE-	Sep-20	ISSN:2395-4396 www.ijarie.com
	Evaluation of VSN among Prospective Teachers	Dr.C.Grace Indira	International Journal of Education and Psychological Research (IJEPR)	Sep-20	ISSN:2279 -0179 www.ijepr.org



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	Adjustment Problems with reference to value conflicts among prospective teacher	Dr.B.Srilatha	International Journal of Academic Research	October 2020	ISSN : 2348-7666 www.ijar.org.in
	Self-Efficacy of Secondary School Teachers	Dr.B.Srilatha	International Journal of Academic Research	October 2020	ISSN : 2348-7666 www.ijar.org.in
	Social Adjustment of Secondary School Students in relation to their Gender and Location wise	Dr.B.Srilatha	International Journal of Academic Research	November 2020	ISSN: 2348-7666 www.ijar.org.in
	A Study on Wellbeing and Academic Resilience of Adolescent Students	Dr.T.Swarupa Rani	International Journal of Education for the 21st Century	July-Dec 2020	ISSN:2349-5774 http://prasannasocialserviceorganisation.org/
	Emotional Intelligence of prospective teachers.	Dr.B.Srilatha	International Journal of Multi-disciplinary Educational Research	December 2020	ISSN :2277-7881 www.ijmer.in
	Educational Aspirations of Secondary School Adivasi Pupils	Dr.J.R.Priyadarsini	International Journal of Education for the 21 st Century	Jan-June 2021	ISSN:2349-5774



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	Cyber-crime Awareness among prospective Teacher	Dr.B.Srilatha	Journal of Education and Physical Education A.N.U	January – June 2021	ISSN :0976-2736
	A study on Academic Resilience Levels of Intermediate Students	Dr.T.Swarupa Rani	International Journal of Education for the 21 st century	Jan-June 2021	ISSN:2349-5774
	Effect of Yoga Practice on Physical Wellbeing of Adolescents	Dr.J.R.Priyadarsini	International Journal of Education for the 21 st century	Jan-June 2021	ISSN:2349-5774
	Metacognition in Secondary School Pupils	Dr.J.R.Priyadarsini	International Journal of Multidisciplinary Educational Research	Feb-21	ISSN:2277-7881 www.ijmer.in
	A comparative study of Adjustment problems faced by prospective Teachers in Guntur District.	Dr.B.Srilatha	Teacher Education in India	Jun-21	ISBN : 978-81-925280-4-5 http://www.yashpublication.co.in/



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PERCEPTIONS OF SECONDARY SCHOOL STUDENTS TOWARDS INTERVENTIONS OF SAMAGRA SHIKSHA ABHIYAAN

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Introduction: Samagra siksha abhiyan (SSA) is a comparative and integrated flagship programme of government of India to attain universal Elementary education (UEE), covering the entire country on mission mode. SSA has been launched in 2001-2002 in partnership with the state Government and Local self Governments. The programme aims to provide useful and relevant elementary education to all children in the 6 to 14 age group by 2010. It is an initiative to universalize and improve quality of education through decentralized and context specific planning and process based, time bound implementation strategy. The programme lays emphasis on bridging all gender and social category gaps at elementary education level with time bound objectives. Sarva Shiksha Abhiyan made efforts to take a holistic and comprehensive approach to the issue of quality. Efforts focus to decentralize the whole process of curriculum development down (grassroots level) to the district level. Appropriate changes were made in the evaluation system to make it more continuous and less threatening. Performance of children was constantly monitored in consultation with parents but not restricted only to cognitive areas. Teachers' role in preparation of textbooks and secondary learning materials was enhanced. Based on a broad curriculum framework, districts would be free to define their content areas in their local context. State and national level institutions facilitate this process of decentralized arrangements for development of curriculum and evaluation systems.

Significance of the Study: The present study will examine various dimensions of inter district disparities in the performance of srava siksha abhiyan, their measure and implications for policy and programme interventions. This study purpose to analyse the performance of samagra siksha abhiyan, the educational for all campaign. The assessment is about the performance of samagra siksha abhiyan during the period from 2018 to 2021. The performance indicators of elementary school access facilities, elementary school teacher facilities and elementary education outcome will be analyzed on the basis of the growth rate model. It is assumed that while moving towards the attainment of these objectives special care will be taken to ensure that existing disparities do not get accentuate. Hence more focused attention would be required to provide access and facilitate retention of girls and children belonging to the category of their deprived and the first generation learners. Generally separate goals to which they belong and the first generation learner's belonging to that category. They include girls, ethnic minorities, working children with special needs and children whose continued participation in education is at risk. Therefore the study is needed to know the perceptions of secondary School students towards the interventional programs of Samagra Shiksha Abhiyaan and to suggest for the improvements to be done at secondary level schools.

Objectives of the Study

- To find out the perceptions of secondary School students towards the interventional programs of Samagra Shiksha Abhiyaan.
- To find out the perceptions of Secondary school students towards Samagra Shiksha Abhiyaan with respect to following variables locality of school and medium of study.

Hypotheses

Ho-1 There will be no significant difference between Overall Perceptions of Students towards Interventional Programs of SSA with respect to the locality of school.

Ho-2 There will be no significant difference between overall perceptions of students towards interventional programs of SSA with respect to their medium of instruction.



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“Value of Spirit of Nationality among Secondary school Pupils”

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ABSTRACT

This study deals with the investigation of the Value of Spirit of Nationality among secondary school pupils. The study aims to investigate the level of love for country, feeling of brother hood, unity, justice, democracy, equality, sociality, cultural heritage. For this purpose a descriptive survey model of V.S.N. (Value of Spirit of Nationality) Scale developed by Vinaya Ransing, Joyti Shiwalkar and Vrinda Joglekar (2010) was used to collect the data from secondary school pupils. The scale consists of 52 items. These items are divided into 7 components. The factors are mixed randomly. Researcher takes a random sample of 50 secondary school pupils from Guntur District. (Andhra Pradesh). This study limited to the Guntur district only. The data was evaluated by Statistical software using to calculate t-test, F-test, Standard Deviation and Mean tests. The final result revealed that the 12% of the secondary school pupils have low level of Value of Spirit of Nationality. 88 % of the secondary school pupils have average level of Value of Spirit of Nationality. There is no high level of Value of Spirit of Nationality in secondary school pupils. Value of Spirit of Nationality of secondary school pupils in all factors is around 90%. The variable NCC of the secondary school pupils differed significantly in their value of Spirit of Nationality. Other variables like gender, area, type of family didn't play any significant role their value of Spirit of Nationality. According to this study, the investigator concluded NCC cadets and non NCC pupils differ in their value of Spirit of Nationality.

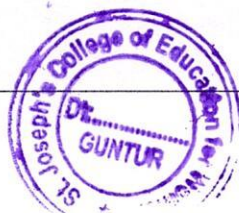
Keyword: - Value of Spirit of Nationality, love for country, feeling of brother hood, unity, justice, democracy, equality, sociality, cultural heritage, secondary school pupils.

1. INTRODUCTION

Indian civilization is a civilization with great values in the world. These values have been incorporated in different cultures in India. Each group of people follows its own culture. By culture is meant the sum total of what exists in a society with regard to dress, values, language, customs, practices and beliefs. The culture which exists in India is multi centric; these multi centric cultures create unity in diversity. According Nehru “the Indian state is based on the principle of unity in diversity”. Rajiv Gandhi also stated (1982) “Being an Indian does not mean we are mere inhabitants of the country. We have a diversity of cultures. We belong to different religions. Our strength and unity flow from this fact. This is the only path we must follow, for our strength lies in our diversity.” India's strength lies in the unity of its people. Since ancient times Indian culture has been fostering unity among the people and perpetuating unity in diversity. Not only unity in diversity, but also many other value such as brotherly love and equality are nurtured through Indian culture. In order to perpetuate such a great culture, every citizen must cultivate the value of spirit of nationality.

The Spirit of nationality is the spirit of belongingness, feeling of oneness with the rest of the countrymen. It is the strengthening of national feelings without demeaning the spirit of love for one's own community and culture. The Spirit of nationality should be the guiding principle for every community.

In this study, the researcher will try to find out the measure of the Spirit of Nationality of secondary school pupils.



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Evaluation of VSN among Prospective Teachers

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Abstract:

This study deals with the investigation of the V.S.N (Value of Spirit of Nationality) among Prospective Teachers. The study aims to investigate the level of love for country, feeling of brother hood, unity, justice, democracy, equality, sociality, cultural heritage. For this purpose a descriptive survey model of V.S.N. (Value of Spirit of Nationality) Scale developed by Vinaya Ransing, Joyti Shivalkar and Vrinda Joglekar (2010) was used to collect the data from prospective teachers. The scale consists of 52 items. These items are divided into 7 components. The factors are mixed randomly. Researcher takes a random sample of 50 prospective teachers from Guntur District, (Andhra Pradesh). This study limited to the Guntur district only. The data was evaluated by Statistical software using to calculate t-test, F-test, Standard Deviation and Mean tests. The final result revealed that the 32% of the prospective teachers have low level of Value of Spirit of Nationality. 54 % of the prospective teachers have average level of Value of Spirit of Nationality. Only 14 % of the prospective teachers have high level of Value of Spirit of Nationality. Value of Spirit of Nationality of prospective teachers in all factors is around 89%. The variable Gender of the prospective teachers differed significantly in their value of Spirit of Nationality. Other variables like area, type of college, and medium, basic subject didn't play any significant role their value of Spirit of Nationality. According to this study, the investigator concluded male and female prospective teachers differ in their value of Spirit of Nationality.

Keywords: Value of Spirit of Nationality, Prospective Teachers, love for country, feeling of brother hood, unity, justice, democracy, equality, sociality, cultural heritage.

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I. INTRODUCTION

Education is a pathway of all round development of an individual-physical, intellectual, emotional, social, national and spiritual. The teacher is likely to function not only as facilitator for gaining of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based. Swami Vivekananda has stated that "Education is not the sum of matter put into your brain and runs revolt there, undigested all your life. We must have life edifice and character making assimilation of ideas. The perfect, therefore, is that we must have the entire education system of our country spiritual and secular, in our involvement and it must be on national means as far as practical."

The moral and spiritual basics on which we edifice our education system alone can mould the personality of the child and future destiny of our country. Insert of values in the pupils, a sense of humanism, a deep formation for the well-being of others and the nation can be attained only when we instill in the children a deep feeling of assurance of values that would bring back the people delight in work that brings order, security and assured progress. Values are the basis for the social, intellectual, emotional, spiritual, national and more expansion of an individual.

Teachers are one module with very significant roles in building spirit of nationality the erecting of this spirit needs to be done since this country is in the need of better generation in

the future. The collaboration between people can grow up the characters of society, which ends up on the national character building. Kusniarsih (2013) reveals good characteristics can increase the quality of young generation, which can decrease the barriers in culture and national characters. Therefore, if someone desires to develop national characters, the first thing to do is to deal with emerging individual characters of each person. One of the characters which need to be erected is the character of patriotism and spirit of nationality. Ardianti (2017) says "character building by means of learning activity should be assimilated and unified, as one of the main parts in learning process and should not stay on its own. Learning has a major role in national character building.

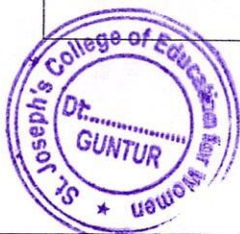
Spirit of nationality typically shows a wider range of fidelity than patriotism. In accumulation to ties of place, nationalism is supported by such other ties as race, language, history, culture and tradition.

"The degree of cohesion that binds members of social systems together and is generally thought of in terms of values, institutions and communications which facilitate escalating sequences of social contact, cooperation and consensus."

Considering above definitions and constitutional findings, the V.S.N. (value of spirit of Nationality) was divided into seven factors namely:

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Adjustment Problems with reference to Value Conflicts among Prospective Teachers

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Abstract:

The present study attempts to study value conflict profile of primary teachers. The data was collected by using value conflict scale by Bhardwaj. The t -ratio was calculated to find out significance of difference between means obtained of any two groups of primary teachers, on various dimensions of value conflict scale.

Keywords: Education, NCF, NPE, Primary teacher, Value conflict profile

INTRODUCTION:

According to Verderber and Verderber (2004), "A value conflict represents a difference in views of life in general (or of an aspect of life) that is brought into focus on a particular issue. Whenever two or more incompatible goals, motives, activities or impulses are active at the same time in relation to desirable or pro- social aspects of the well- being of the humanity they can be said to be the value conflicts. Value conflict occurs when pair of values has conflicting implications for an opinion on an issue.

Causes of Value Conflict:

Value conflicts are caused by perceived or actual incompatible belief systems. Value conflicts cannot be dealt with as if they were interest-based conflicts, and new causes for conflict are generated by actions within the conflict itself.

Effects of Value Conflict:

Not surprisingly, value conflict has harmful effects. Participants in value conflict often behave immorally, even according to their own standards of behaviour, because they believe the actions of their enemies force them to do so. If a group is regarded as morally deprived, its members may come to be regarded as less than human and undeserving of humane treatment. The demonization or dehumanization of one's opponent that often occurs in moral conflict paves the way for hateful action and violence. It often leads to human rights violations or even attempts at genocide, as parties may come to believe that the capitulation or elimination of the other group is the only way to resolve the conflict.

Statement of the Problem: During the academic period the prospective teachers experience value conflicts through their





Self-Efficacy of Secondary School Teachers

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Abstract:

The purpose of this study was to measure the self-efficacy among secondary school teachers in Guntur district. It consisted of a sample of 100 teachers. For data-collection, self-efficacy scale by Albert Bandura was used. Stratified random sampling technique was also used. The main findings of the study showed that there was a significant difference among male and female teachers. Moreover the results also showed that there was no significant difference among teachers in relation to their teaching location of residency and qualification.

Keywords: Self-efficacy, Teachers, confidence, self-esteem

Introduction:

Peoples level of motivation, affective states, and actions are based more on what they believe in than on what is objectively the case. The term self-efficacy is used in psychology, roughly corresponding to a person's belief in his/her own competence. Self-efficacy has been defined as the belief or faith that one is capable of performing in a certain manner to attain a certain set of goals. It is believed that our personalized ideas of self-efficacy affect our social interactions in almost every way. Understanding how to foster the development of self-efficacy is a vitally important goal for positive psychology because it can lead to living a more productive and happy life. The concept of self-efficacy lies at the centre of psychologist Albert Bandura's social cognitive theory. Bandura's theory emphasizes the role of observational learning, social experience, and reciprocal determinism in the development of personality. Self-efficacy generally corresponds to the level of competence an

individual feels. Competence can vary from one situation to another.

Self-efficacy: concept and meaning:

Self-efficacy is not self-image, self-worth, or any other similar construct. Self-efficacy is often assigned the same meaning as variables such as these, including confidence, self-esteem, or optimism.

Definitions:

Albert Bandura says that "*In order to succeed, people need a sense of self-efficacy, to struggle together with resilience to meet the inevitable obstacles and inequities of life.*"

According to Mahatma Gandhi: "If I have the belief that I can do it, I shall surely acquire the capacity to do it even if I may not have it at the beginning."

Self-efficacy plays a major part in determining our chances for success; in fact some psychologists rate self-efficacy above talent in the recipe for success. We need to pay special attention to self-efficacy when setting goals to make sure





Social Adjustment of Secondary School Students in Relation to their Gender and Location Wise

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Abstract

In the present study social adjustment of secondary school students was investigated. A social adjustment has been considered as one of the major contributing psychological factors in characterizing the individuals. The learners need to develop the adjustment ability that successively can build the people to grow as responsible citizens of the society. The secondary school students should have adjustment behavior as they are aloof from the family. If the secondary school students lacking in their behavior the schools must take necessary measures to develop and acquire the skills of adjustment behavior. Roma Pal (1985) Social adjustment inventory has been administered to a random sample of 100 secondary school students. It is found that there is a significant difference between boys and girls on their social adjustment. There is no significant difference between rural and urban students on their social adjustment.

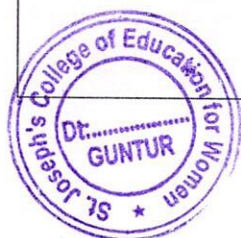
Keywords: Random Sample, Student, Family, Birth, Social Adjustment.

I. INTRODUCTION:

One's adjustment can be ascertained by one's social development and adaptability to the social environment. The success in future social adjustment depends on parents and other members of the family, who lay the foundation of social development. In adolescence, the child enters a quite new field of social responsibilities. The society and parents place upon him new demands which bewilder him, so he fails to adjust successfully in the new role. Self-consciousness, personal pride, and group loyalty are increased. School is the most appropriate place where a variety of activities are organized to foster social development. Social functions, excursions, informal conversions, close

contact with each other games, debates, seminars, etc., train to participate in social activities. The teacher makes an appraisal of each student's social interests, his socio-economic conditions and organizes activities to foster socialization.

A social adjustment has been thought about in the concert of the most important causative psychological consider characterizing the people. The learners got to develop the adjustment ability that successively can build the individuals to grow as accountable citizens of society. The secondary school students ought to have adjustment behavior as they're far from the family. If the students lacking in their behavior the establishment has gone to take necessary measures to



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A STUDY ON WELLBEING AND ACADEMIC RESILIENCE OF ADOLESCENT STUDENTS

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Introduction: Well-being as an individual's assessment of their life with cognitive aspects (including life satisfaction) as well as positive emotional aspects (pleasant feelings) and negative emotional aspects (unpleasant feelings). Based on these definitions, it can be concluded that subjective well-being depends on an individual's feelings of pleasure and satisfaction, doing positive social interactions, which is the result of evaluating life experiences both cognitive and affective. Academic resilience is the ability of a student to get on its feet, survive, or adapt to the pressure and challenging conditions in the academic field (Sari & Indrawati, 2017). Martin and Marsh (as cited in (Sari & Indrawati, 2017) explain that students who carry out academic resilience are students who can face four conditions, namely setbacks, challenges, adversity, and pressure in the academic context.

Significance of the study: Resilience is widely conceptualized as the individual characteristic, capability, or process to positively adapt to challenges and overcome threatening events. Similarly, academic resilience is viewed as the ability to successfully face setbacks and chronic difficulties in the academic context. Several authors have considered academic resilience as a unique characteristic of students arising from specific and dramatic conditions, such as low socioeconomic backgrounds or extremely traumatic life events. Despite this, further studies suggested that academic resilience is a relevant feature identified in all students who face severe adversities during their academic path. Resilient students are the ones who reengage and do not give up when dealing with overwhelming academic tasks. This feature is predictive of several positive outcomes, such as enjoyment of school, class participation, and general self-esteem. Therefore, the present study aimed to investigate the relationship between the well-being and academic resilience of adolescent students.

Objectives of the study

1. To study the levels of well being among adolescents
2. To study the levels of academic resilience of adolescent students.
3. To find out if there is any relationship between the well-being and academic resilience of adolescent students.

Methodology: The present study comes under normative survey method and Stratified random sampling technique was employed in selection of sample. A total of 830 adolescent students studying first year intermediate or plus one in Zone II districts of Andhra Pradesh were considered. To assess the Well-beingness The tool is developed by Dr. Vijaya Lakshmi Chauhan and Dr. Varsha Sharma was used. It consists of 50 statements with 5 responses, Always, Often, Sometimes, Rarely and Never. The tool consists of statements related to emotional well-being, social well-being, psychological well-being, spiritual well-being, self awareness and physical well-being. Of the 50 statements 32 are positively worded and 18 are negatively worded. To assess academic resilience of adolescents Academic Resilience Scale. The tool was developed and standardized by Dr. Mihir Kumar Mallik & Simranjit kaur the scale consists of 52 statements out of which 41 are positive statements and 11 are negative type. The responses are taken on five point Likert scale. To findout the relationship between well being and academic resilience Pearson's Coefficient of Relationship test was used.

Analysis of Data

Well-being of Adolescents: Table-1 Describing the Levels of Overall Well-being of Adolescents

Levels of Well-being	Extremely High	High	Above Average	Average	Below Average	Low	Very Low
N	85	128	185	172	118	87	55
%age	10.24	15.42	22.29	20.2	14.22	10.48	6.63

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EMOTIONAL INTELLIGENCE OF PROSPECTIVE TEACHERS

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ABSTRACT

Intelligence has been an important area of research in psychology. The concept of intelligence has undergone an immense change during the past century, thereby modifying the past concept of intelligence quotient (IQ). The present study aims to find out the Emotional Intelligence of prospective teachers. The research design for this study is the descriptive research survey method. A random sampling technique was used to collect data. To collect the relevant data required for the present study, the researcher considered Prospective Teachers of all the Colleges of Education affiliated to Osmania University, Hyderabad, Telangana state, India, for the year 2019-21. The population comprises 150 prospective teachers from 10 colleges of Education, out of these, 2 colleges are government, 3 colleges are govt. aided and remaining colleges are in private management. The collected data was analyzed using Mean, S.D. and t-test. To determine whether there is a difference between the dependent and significant independent variables.

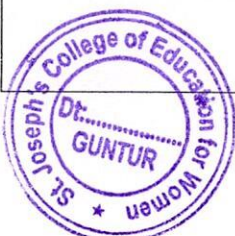
Keywords: Emotional Intelligence & Prospective Teachers

INTRODUCTION

Almost in all important Global National Educational documents, Curriculum Frame Work including the recent ones for School Education, Teacher Education, and Higher Education, a very special emphasis has been laid on Affective Domain – emotional aspects, in addition to Cognitive and Psychomotor Domains.

The focus of education on developing cognitive and emotional minds is critical in enhancing Emotional Intelligence. Emotionally intelligent behavior is reflected in the ability to think constructively and behave wisely. Intentional and self-directed behavior requires reflective thoughts. Wise and practical behavior needs regulating and expressing emotions in healthy ways. Emotional Intelligence skills harmonize the cognitive and emotional minds and are essential to effective conduct. New information from the area of affective neuroscience supports the research on the relationship of Emotional Intelligence to academic achievement and personal well-being.

The development of the brain during the period from early adolescence to young adulthood is dynamic and significant. The learning experiences provided during this critical developmental period can positively impact the development of skills essential to academic, career, and life effectiveness. We know that the NCFSE (NCERT, 2000) stresses that the assessment should be based on emotional aspects also and not only on IQ. If the teachers must assess these, first of all, they must be thoroughly familiar with these concepts and fully develop their own EI. It is very well assumed that those who come for the Pre-Service Elementary school Teacher Education Programme do possess average IQ to deal with their school children effectively as far as the cognitive domain is concerned. Moreover, some of them come with pressure from their family and also some of them only for the sake of job security which makes them neglect their teaching and disinterest towards students.



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EDUCATIONAL ASPIRATIONS OF SECONDARY SCHOOL ADIVASI PUPILS

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Abstract: The present study seeks to find out the educational aspirations of secondary school Adivasi pupils in Prakasam district, Andhra Pradesh. Null Hypotheses were formulated and key terms were operationally defined. The investigator focused on some variables like gender, locality of living, type of school, type of family, class studying, parental education and Parent's Occupation. The researcher followed survey method for the present research work. The investigator personally collected the data from the sample of 700 Adivasi students of VIII, IX & X classes employing stratified random sampling technique. For assessing the educational aspirations of Adivasi secondary school pupils, the 'Educational Aspirations Scale prepared and standardised by Dr Yashmin Ghani Khan was used. The collected data was subjected to statistical treatment, analysed and interpreted. Percentages, means scores, standard deviation, t-values, F-values and Pearson correlation were applied to the collected data. The findings revealed that the level of educational aspirations of the secondary school Adivasi pupils are at average level. There is a significant difference in the mean scores of the level of educational aspirations of secondary school Adivasi pupils w.r.t the variables- Locality, Type of school, Parental education. There is no significant difference in the mean scores of the level of educational aspirations of secondary school Adivasi pupils w.r.t the variables- Gender, Parent's occupation, Class studying.

Keywords: Educational Aspirations, Secondary School Adivasi Pupils

Introduction

Education is a process of holistic development. It transforms human beings into responsible members of the society. It restores and reconstructs the social structure. Every human, who is born and raised with inherited instincts, determines the basic paths of life and paves the way toward success in their lives. Thus, education is a means of promoting the harmonious development of an individual and enables him capable of fulfilling societal responsibilities.

Education and aspiration are instrumental in bringing change particularly for the backwards especially minorities, Dalits and Scheduled Tribes and others. Raising students' aspiration is so important because students are the most significant fraction of developing human capital in a developing country like India. They are the future resources for progress and development of entire nation. Their aspiration counts a lot because the youth population of the country occupies the major portion and there is an urgent need of empowering the youth in all the dimensions specially in education.

The most needed and desirable goal of our country at present is everyone should Learn and each one should achieve. This statement has been proved in real sense when each individual would be psychologically empowered and individual would be able to set the proper level of aspiration. Hence, each student must be goal oriented and proper counseling should be provided conveying him/her about the progress and future scope. It is very necessary in case of tribal, female, rural and other backward group of students. The students should be assisted to set the proper level of academic aspiration; otherwise the success may not be expected. It is suggested that counseling intervention can be developed to address on psychological issues for those students who have low aspirations.

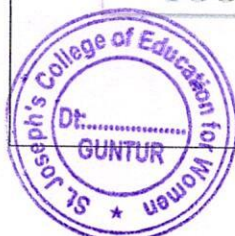
Educational Aspirations

According to Walberg (1989) "Educational Aspirations are strong desires to reach something high or great. Young people aspirations guide what students learn in school, how they prepare for adult life, and what they eventually do.

According to Sirin, Dicmer, Jackson and Howell (2004), "Aspirations have been defined as the educational and vocational dreams that students have for the future". Educational aspiration is an important parameter which helps in forecasting academic achievement. It helps the students to keep motivated and focus on the desire for success and the development of goals to succeed in specific educational field. The sociological theory, ..the



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Cyber Crime Awareness Among Prospective Teachers

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Abstract:

Cybercrime is vastly growing crime in the world of technology today. Cybercrime has become a serious problem globally. So, the present study aimed at examining the awareness on cybercrime among prospective teachers who moulds the future citizens of the country. The sample of the study included 200 prospective teachers from 20 different colleges of education in Guntur District, Andhra Pradesh. A standardized questionnaire "Cyber Crime Awareness Scale" developed by Dr. S. Rajasekar was used for the present study. The tool has 36 items consists of positive and negative statements. The findings of the study show that the awareness on cybercrime is high among prospective teachers. All the demographic variables (gender, year of study, methodology, browsing type and siblings) except residence did not show any impact on the awareness on cybercrime among prospective teachers.

Keywords: *Cyber Crime, Prospective Teachers.*

Introduction:

Cybercrime is rapidly expanding in today's technological society. Criminals on the internet utilize the personal information of internet users for their own advantage. Cybercrime has become a major issue all around the world. The concept "cybercrime" refers to a variety of crimes perpetrated through the internet utilizing computers, laptops, tablets, internet-enabled televisions, gaming consoles, and smart phones. The term "cyber space" refers to the wide range of habitats that have emerged as a result of the internet and its numerous services. The term "crime" refers to any conduct that commits the perpetrator to legal penalty, as well as any violation of morals, social temporal order, or any unfair or disgraceful deed. In the Code of Criminal Procedure, an "offence" is defined

as an act or omission that is punished by any legislation in force.

History of Cybercrime:

When early computerized phones became a target in the 1970s, the harmful link to hacking was first recorded. Phreakers, or tech-savvy folks, discovered a technique to avoid paying for long-distance calls by using a sequence of codes. They were the first hackers, figuring out how to take advantage of the system by changing hardware and software to steal long-distance phone calls. People began to recognize that computer systems were prone to criminal activities, and that the more complicated the systems developed, the more vulnerable they were to cybercrime.

Fast forward to 1990, when Operation Sundevil,

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A STUDY ON ACADEMIC RESILIENCE LEVELS OF INTERMEDIATE STUDENTS

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Introduction: Adolescence is a complex and often difficult period in development both for adolescence and for their families because of rapid physical change, psychological and cognitive changes and by an accelerating succession of urgent societal demands, adolescence faces formidable challenges in the essential task of deciding who they are, what they are going to be and how they are going get these. Thus, this is an important period of human life. It is a general characteristic of the adolescence period. During this stage, there is a change in physical, psychological and sociological aspects of an individual along with values, attitudes, interests and behaviour. Thus consistency and inconsistency are found in the life cycle. Academic achievement refers to performance outcomes in intellectual domains taught at school, college, and university. As an indicator of intellectual education, academic achievement is the most important prerequisite for individual and societal prosperity. This makes academic achievement a vital issue both for politics and for psychological research. This Paper focuses on Academic Achievement and resilience levels

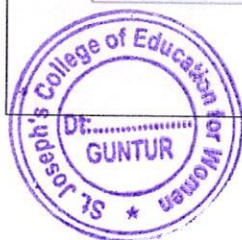
Significance of the Study: During last two decades researchers have found that resilience is an important trait in a person/learner, necessary for academic success because Academic Resilience enables them to face challenges. So, it becomes an important part of education system. Students face many challenges or difficult situation in everyday life like, academic (difficulties or social challenges like classroom situations difficulty in learning or stress due to learning in capabilities) or adjustment with peer group, problems in society or community adjustment, home or family adjustment etc. In Indian education system, we see that there are students who are academically weak, who come from disadvantaged groups and socially backward groups who find it difficult to deal with present competitive world. Cases have been found that students coming from these backgrounds suffer drastically in their academics as well as in their personal lives. The inequalities prevailing in our education system has led to drop outs, so for the inclusion of these groups, academic resilience plays a vital role. Resilience is the only characteristic, which enables a person to get over tough situations. "It is the ability of an individual which enables him to overcome the difficulties encountered in achieving academic, personal or professional goals". Secondary school education is mainly focused on the board exam since it is the entry to college and developing a career. It gives a heavy burden on their shoulders, however, not only in India; academic matters are the major source of stress among students all over the world (Zhao & Yuan, 2006) the upward mobility in academic resilience will result in higher achievement of educational goals. So the present study examined the level of academic resilience of intermediate students and the variables influencing the academic resilience.

Objectives of the Study

1. To find out the academic resilience levels in adolescents and classify them.
2. To find out the academic resilience levels in adolescents with respect to following variables. a) Gender b) Location. c) Medium. d) Group subjects. e) Parent's Education f) Parents' income g) Parents' employment

Hypotheses

1. There would be no significant difference in Academic Resilience Levels of adolescent students with respect to their gender.
2. There would be no significant difference in Academic Resilience Levels of adolescent students with respect to their management of school.
3. There would be no significant difference in Academic Resilience Levels of adolescent students with respect to their group subjects.
4. There would be no significant difference in Academic Resilience Levels of adolescent students with respect to their group subjects.



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EFFECT OF YOGA PRACTICE ON PHYSICAL WELLBEING OF AN ADOLESCENT

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Dr. J. R. Priyadarsini, Research Supervisor, Associate Professor, St. Josephs College
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Abstract

Yoga is essentially a spiritual discipline based on an extremely subtle science which focuses on bringing harmony between mind and body. It is an art and science for healthy living. Many studies reveal that yoga is very effective way of life to understand the ultimate realities of life and to make better choices to live fully. Physical health is connected to mental and emotional health. Being physically healthy is hugely important. It can be the key to a long, fulfilling life. Having a healthy body means you are equipped to deal with the challenges of everyday life, fight off illnesses and function well, allowing you to do the things you want to do. One of the best benefits of yoga is how it helps a person manage stress, which is known to have devastating effects on the body and mind. Yoga's incorporation of meditation and breathing can help improve a person's mental well-being. The focus of this paper is to find out the effect of yogic practice on the physical well being of adolescents' w.r.t some independent variables like gender, food habits, yoga awareness of Parents. A random sample of 200 Secondary school pupils were selected, among which 100 secondary school pupils were selected as experimental and 100 as control groups. Experimental Method was followed to conduct this research. Non-Randomized single group pretest post- test design was followed to conduct the research. Attitude scale on yoga, Psychological Wellbeing index scale was used as tools. The full paper presents the objectives, findings and educational implications.

Key Terms: Effect, yogic practice, physical wellbeing, adolescents

Introduction

Education is a fundamental human esteem. It is to refine humankind. Actually, man moves toward becoming 'man' through education. It forms and models him for society. Human life can be celebrated uniquely through training. Education trains the minds of the individuals and leads towards all-round development such as physical, emotional, psychological and spiritual walks of life in order to become efficient, effective and productive human beings of the society. Aristotle stated that "Education is nothing but a sound mind in a sound body". He pointed out the importance of physical wellbeing which leads to psychological wellbeing.

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METACOGNITION IN SECONDARY SCHOOL PUPILS

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Abstract

This study seeks to find out the metacognition among secondary school pupils in Guntur district, Andhra Pradesh. The research encompasses a diverse range of secondary schools, including government and private institutions, as well as those offering instruction in Telugu and English mediums. Both rural and urban areas are included to ensure a comprehensive representation of the district's educational landscape. Employing a stratified random sampling technique, The investigator personally collected the data from the sample 1000 students of IX class. For assessing Meta cognition level of the secondary school pupils, the 'Metacognition scale' developed and standardized by Prof. Dr. Mubarak Singh and MS. Ana Bali (2017) have been used. This test was published by Agra Psychological Research Cell. Employing a stratified random sampling technique and later on the collected data was subjected to statistical treatment, analysed and interpreted. Percentages, means scores, standard deviation, t-values, F-values and Pearson correlation were applied to the collected data. 74% of the total students found to have moderate to extremely high level of Metacognition. The "t" ratios w.r.t all the variables were found to be not significant. The "F" ratios w.r.t the variable parental Educational Background was found to be rejected but the "F" ratios w.r.t the variable parental Economic background was found to be accepted.

Keywords: Metacognition, Secondary School Pupils

Introduction:

Metacognition, the awareness and understanding of one's own cognitive processes. Metacognition refers to the ability to reflect upon and regulate one's own thinking processes. It involves being aware of one's own thoughts, knowledge, and strategies, and being able to monitor and control one's cognitive activities. Metacognitive skills play a crucial role in the learning process, and they are particularly important for secondary school pupils. Metacognition helps students become more effective learners. By understanding how they learn best, students can develop appropriate strategies for comprehending and retaining information. They can use metacognitive strategies such as setting goals, planning, monitoring their progress, and evaluating their understanding to improve their learning outcomes. Metacognition helps students become self-regulated learners by managing their time, setting priorities, and monitoring their progress. They can identify their strengths and weaknesses, seek help when needed, and make adjustments to improve their performance. Metacognition facilitates the transfer of learning from one context to another. Students who are aware of their cognitive processes can recognize similarities between different situations and apply their knowledge and skills effectively. Developing metacognitive skills can boost students' confidence and motivation. Metacognition also encourages a growth mindset, as students recognize that effort and effective strategies can lead to improvement, which in turn motivates them to take on new challenges.

Need and significance of the study:

Metacognition refers to the ability to think about and reflect on one's own thinking processes. It involves a range of cognitive skills and strategies that enable individuals to monitor, control, and regulate their own thinking and learning. Metacognition is thinking about thinking. It involves being aware of one's own thought processes and understanding how to use that awareness to improve one's learning and problem-solving abilities. Metacognition is an important aspect of learning and problem-solving, as it enables individuals to become more effective thinkers and learners. The investigator felt the need of finding the metacognition levels of secondary school pupils.



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Chapter – 29

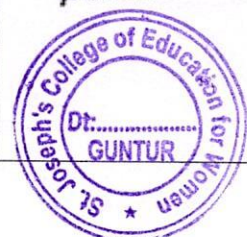
A COMPARATIVE STUDY OF ADJUSTMENT PROBLEMS FACED BY PROSPECTIVE TEACHERS IN GUNTUR DISTRICT

K. NARAYANA SWAMY & B. SRILATHA

Abstract: The objective of this research paper is to find a comparative study of adjustment problems faced by prospective teachers in Guntur district. The research is done based on the two demographic factors viz- gender and location. The descriptive or survey method has been used. The highlights of the findings are that there is no significant difference in adjustment problems of female prospective teachers of rural and urban colleges in Guntur district. There is no significant difference in adjustment problems of male prospective teachers of rural and urban colleges in Guntur district. The research paper covers the research objectives, research design, data analysis, findings, and conclusions.

INTRODUCTION

We are living in an age in which vast technological changes have brought about wide spread transformations in social and cultural conditions. The dislocations arising in the wake of such changes have eroded some cherished values of the past and have brought conflict and uncertainties in people. These have generated feelings of apprehension and instability. This state of confusion has not left education unscathed, for all too frequently the uncertainty and conflicts of the largest society are reflected in its educational institutions. It has been pointed out that this turn of events has caught education on the horn of an



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3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during 2019-2020

Year	Title of paper	Name of the author/s	Name of journal	Year of publication	ISBN/ISSN number Link
2019-20	Scientific Knowledge and Aptitude of Secondary School Pupils	P.Prasanthi Madhavi Latha	Journal of Educational Endeavours	2019	ISSN 2319-3018
	Child Rights Awareness Among Elementary School Teachers	Dr.C.Grace Indira	Journal of Educational Endeavours	2019	ISSN 2319-3018
	Efficacy of Vedic Mathematics in Teaching and Learning Mathematics	Dr.Ts.Subhashini	Journal of Educational Endeavours	2019	ISSN 2319-3018
	Spiritual Intelligence and purpose in life of Secondary School Teachers	Dr.T.Swarupa Rani	International journal of Research granthaalayah	Oct-19	ISSN-2350-0530 Http://www.granthaalayah.com
	A Study on purpose in Life of Secondary School Teachers	Dr.T.Swarupa Rani	"Social Vision"	July-September 2019	ISSN-2349-0519



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	Awareness on Social Problems among adolescent students	Dr.B.Srilatha	"EDUCARE" Multi-disciplinary International peer reviewed / referred Journal	Jan-Dec 2020	ISSN-2319-5282
	Value Behaviour of Secondary School Teachers A Study of North Coastal Andhra Pradesh, INDIA	Dr.T.Swarupa Rani	International Journal of Multidisciplinary Educational Research	May-20	ISSN-2277-7881 www.ijmer.in
	Professional pleasure of Secondary school Teachers A Study of North Coastal Andhra Pradesh, INDIA	Dr.T.Swarupa Rani	International Journal of Multidisciplinary Educational Research	Jun-20	ISSN-2277-7881 www.ijmer.in
	Awareness on NEP-2020 among Teacher Educators	Dr.B.Srilatha	National Education policy: Perspectives & challenges	Jul-20	



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SCIENTIFIC KNOWLEDGE AND APTITUDE OF SECONDARY SCHOOL PUPILS

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Introduction

Education is to make child knowledgeable but knowledge alone cannot make him a whole person to live a purposeful and effective life and to contribute for the social good. While imparting education, schools and colleges naturally take into the consideration the way the student reacts to the stimulus provided. This reaction, respectiveness and readiness to learn are the innate qualities of the person. Not only this, he is not even keen to achieve any Ideal or value, but as he grows older, he is influenced by the informal and formal agencies of education. In this way, he develops his physical, mental and emotional, self and social feelings, which develop in him gradually. By and by, he is able to develop sense of responsibilities like his elders and solve the problems of life successfully.

In short education brings about and secure immense of maturity and responsibility by bringing in him the desired changes according to his needs and the demands of ever – changing society of which he is an integral part ... speaking more frankly, education brings about and secures immense benefits to the child. It brings up the child as the parents do. It guides him like an affectionate father. A well educated person is known all over the region, he is able to meet the conflicting challenges and tide over all the difficulties which confront him in day to day living.

On the one hand education develops to the full the personality of an individual in all fields, on the other hand, it contributes to the growth and development of society also. It is only through education that moral ideals and spiritual values and its cultural heritage are carried from one generation to another, for preservation, purifications and sublimation into higher and higher achievements. In other words, with the growth and development of the individual, the society also develops to a higher level thus, education is greatly essential for the growth and development of the individual as well as society.

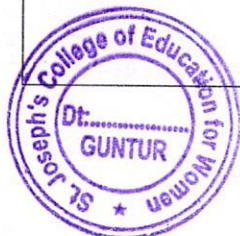
Freeman has also pointed out that aptitude is different from skill and proficiency. freeman has further stated that when we speak of an individual's aptitude for a given type of activity we mean the capacity to acquire the proficiency under as revealed by his performance on selected tests that have predictive value in other words the most important factor is aptitude i.e. The capacity to acquire proficiency on the other hand If an individual has no aptitude for a particular type of task he will not be skilled or proficient in that task in spite of training given to him. These

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CHILD RIGHTS AWARENESS AMONG ELEMENTARY SCHOOL TEACHERS

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The child, the greatest human asset and most valuable wealth, has to be nourished with all love and care and protected from all kinds of evils and exploitations, so that the human beings may be happy and the world may prosper. Children of today are future of the country. Ensuring Child Rights is the first step, towards ensuring human rights. The question of the rights of children in the modern times has emerged as one of the most important issues in contemporary human rights discussions. National and International initiatives have been underway to understand and provide solutions with far reaching affects. The General Assembly of United Nations adopted a Convention on the Rights of the Child (UNCRC) in 1989 with the right to survival, protection, development and participation for the well being of children at different stages of their development. India ratified the Convention on the Rights of the Child in the year 1992. The CRC draws attention to the four sets of civil, political, social, economic and cultural rights of the child: 1) The Right to Survival: includes the right to life, the highest attainable standard of health, nutrition and adequate standard of living. It also includes the right to name and nationality. 2) The Right to Protection: includes freedom from all forms of exploitation, abuses, inhuman or degrading treatment and negligence including the right to special protection in situation of emergency and armed conflicts. 3) The Right to Development: consists of the rights to education, support for early childhood, development and care, social security and right to leisure, recreation and cultural activities. 4) The Right to Participation: includes respect for the views of the child, freedom of expression, access to appropriate information and freedom of thought, consensus and religion. The CRC states that the rights shall be extended to all children without discrimination of any kind, irrespective of the child's or his or her parents or legal guardians race, nationality, colour, sex, language, religion, political or other opinions, national, social origin, property, disability, birth or other status. The Right to Education (RTE) Act 2009 deals with protection of the rights of children. It thrusts the responsibility of protection of Child Rights on the National Commission for Protection of Child Rights (NCPCR) along with other agencies. Despite the existence of rights, today children have been suffering from poverty, homelessness, abuse, neglect, preventable diseases, and unequal access to education. This is primarily because children are generally physically, mentally and economically defenceless. Hence there is a need to create awareness in the society about Child Rights.

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Introduction

Vedic Mathematics by Swami Bharati Krishna Tirtha : Vedic Mathematics is the name given to an ancient Indian system of Mathematics. There lived a saint of Sankaracharya Order, Swami Bharathi Krishna Tirtha (1884-1960) who was also a contemporary to the genius mathematician Srinivasa Ramanujan. Vedic Mathematics was brought into light by Jagadguru Swami Sri Bharathi Krishna Tirthaji Maharaja, of Govardhana Matha, Puri, in the period (1911-1918). Swamiji put forth 16 sūtras and 13 upasūtras, using which, calculations could be done a lot faster. He wrote a book named 'Vedic Mathematics', popularly known today also all over the world. However, need to remember that Ancient Indian Mathematics, as explained in the earlier three points, does not mean only techniques to do calculations faster, but also covers the whole of Mathematics as a subject.

Sutras	Sub-Sutras or Corollaries
Sutras	Sub-Sutras or Corollaries
1. Ekadhikena Purvena	1. Anurupyena
2. Nikhilam Navatascaramam Dasatah	2. Sisyate Sesasamjnah
3. Urdhva-tiryagbhyam	3. Adyamdyenantyamantyena
4. Paravartya Yojayet	4. Kevalaih Saptakalam Gunyat
5. Sunyam Samyasamuccaye	5. Vestanam
6. Anurupye Sunyamanyat	6. Yavadunam Tavadunam
7. Sankalana-vyavakalanabhyam	7. Yavadunam Tavadunikrtya Varganeva Yojayet
8. Purnapuranaabhyam	8. Antyayordasake'pi
9. Calana-kalanabhyam	9. Antyayoreva
10. Yavadunam	10. Samuccayagunitah
11. Vyastisamasith	11. Lopanasthapanabhyam
12. Sesanyankena Caramena	12. Vilokanam
13. Sopantadvayamantyam	13. Gunitasamuchayah
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Social

SPIRITUAL INTELLIGENCE AND PURPOSE IN LIFE OF SECONDARY SCHOOL TEACHERS

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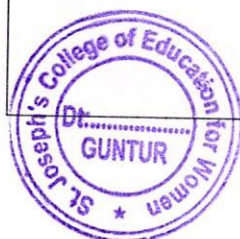
Abstract

All around development means a person must be physically fit, mentally balanced, emotionally strong, socially adjusted and spiritually uplifted. The spiritual intelligence solves problems of meaning and value. It gives direction to our life in critical moment. Meaning/Purpose in life must be conceived in terms of the specific meaning of a personal life in a given situation. The study is design to examine the influence of the spiritual intelligence on purpose in life of secondary school teachers. The method used for the study is survey method. The sample of the study is 200 secondary school teachers. Two types of tools are used for this study. 1. The spiritual intelligence questionnaire constructed by Danah Zohar and Marshall (1999), it is a 5-point scale and 2. The purpose in life test prepared by Crumbaugh and Maholick (1969) is selected as an instrument to measure Viktor Frankl's concept in meaning in life. It is a 5 point Likert scale. Both the tools are used to collect the data from secondary school teachers.

The results of this study indicated that there is no significant difference is found in spiritual intelligence of secondary school teachers with below 10years, 10-20 years and 20 and above year's groups. No significant difference is found in purpose in life of secondary school teachers in their teaching experience with below 10years, 10-20 years and 20 and above year's groups. The variable teaching experience does not influence significantly the spiritual intelligence and purpose in life of secondary school teachers. The study showed that there is no significant association between the levels of spiritual intelligence of secondary school teachers and their purpose in life. Findings of this study shows that all secondary school teachers have average level of spiritual intelligence and purpose in life.

Keywords: Spiritual Intelligence; Secondary School Teachers and Purpose in Life.

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A Study on Purpose in Life of Secondary School Teachers

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² Research Scholar, Acharya Nagarjuna University, Guntur, Andhra Pradesh, India

ABSTRACT

Purpose/Meaning in life must be conceived in terms of the specific meaning of a personal life in a given situation. The meaning of a man's life can be seen to be reflected in the purposes or goals chalked out for his life. The major aim of the study is to find out the purpose in life of secondary school teachers. The method used for the study is 200 secondary school teachers. The tool used for the study is purpose in life. The purpose in life test by Crumbach and Maholick (1969) was selected as an instrument to measure Viktor Frankl's concept in meaning in life. It is a 5 point Likert scale. The Objectives of the study are to find out the purpose in life of secondary school teachers and to classify them, and to study the impact of following variables on the purpose in life of secondary school teachers. (a). School subjects handled: Languages/Non- Languages (b). Medium of instruction: Telugu/English. The findings of the study revealed that the school subject handled by the teachers does not make a significant difference in their purpose in life. The study concluded that there is no significant difference between the purpose in life of secondary school teachers using Telugu and English as their medium of instruction. It can be inferred that the sample secondary school teachers have average level of purpose in life.

Key words: purpose in life, secondary school teachers.

Introduction

Education is the process of facilitating learning, or acquisition, or the acquisition of knowledge, skill, values, beliefs and habits.

Education is the organized development and equipment of all the owners of human beings, moral, intellectual and physical and for their individual and

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Awareness on Social Problems Among Adolescent Students

M. Adenna Naik* and Dr. B. Srilatha**

ABSTRACT

The aim of this study was to measure the awareness on social problems among adolescent students in Guntur district. It consisted of a sample of 200 adolescent students. For measuring awareness on Social Problems a standardized scale prepared by Dr. S.K.Bawa and Dr. Aneet Kumar was adopted. Stratified random sampling technique is used. The main findings of the study showed that there was a significant difference in gender and study class in their awareness on social problems. Moreover the results also showed that there was a significant difference between students in relation to their awareness in social problems.

Keywords: Social Problems, Adolescent Students

INTRODUCTION

Every society has its own customs and traditions, which it wants to take care of. Every individual has got to follow these social values but often the adolescents think of these are out dated and that they aren't willing to obey. This leads to conflicts. Physical development has many social implications. Sexual development necessarily includes heterosexual orientation and that they want to require part in social activities with the other sex. The denial of this desire often makes them discontented and restless. Thus, variety of social problems disturbs the adolescent. We witness all sorts of social problems exists in our society. Therefore, there's tons must be finished things to enhance. And without changing the state of mind and beliefs of the people it's a really difficult task. For this purpose educating people about various social problems and sensitizing them towards changing their way of thinking is that the best way forward. Because without people trying to vary themselves, any governmental or non-governmental efforts will prove as a half-measure.

SOCIAL PROBLEMS

Social Problem very adversely affects our society. One of the main effects is that our harmony disturbed and in its stead within the society there's hostility and suspicion. These also end in large-scale social dissatisfaction and make suffering and misery. On the entire these don't in the least help in solving any problem but creates problem of great magnitude, which is disadvantageous to the entire society. But during this connection it's going to be acknowledged that 'problem' isn't an absolute term. It is only a relative term because what's problem for one society might not be problem for the opposite. Similarly 'problem' is not permanent and universal. What may appear problem today might not remain so tomorrow.

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VALUE BEHAVIOUR OF SECONDARY SCHOOL TEACHERS A STUDY OF NORTH COASTAL ANDHRA PRADESH, INDIA

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ABSTRACT

Research has focused predominantly on how teachers affect students' achievement on tests despite evidence that a broad range of attitudes and behaviors are equally important to their long-term success. We find that upper-elementary teachers have large effects on self-reported measures of students' self-efficacy in math, happiness and behavior in class. Aside from rethinking their primary responsibility as directors of student learning, teachers are also taking on other roles in schools and in their profession. They are working with colleagues, family members, politicians, academics, community members, employers, and others to set clear and obtainable standards for the knowledge, skills, and values we should expect our children to acquire. Teacher is the main source of inculcating the value system among the learners through his effective teaching-learning process. Education is a weapon of any social structure in which teacher is the main architect. The great Indian philosopher Dr. S. Radha Krishnan (1949) rightly pointed out that 'teacher is the architect of any nation'. The meaning of 'Value' that something is held to deserve; the importance, with, or usefulness of something'. Of many factors that influenced the Teacher Value Behavior, the investigator has identified five factors viz., Work aspect, Learner aspect, Professional aspect, Adjustment aspect and Emotional aspect.

INTRODUCTION

Teacher Value Behaviour of Secondary School Teachers:

Teacher is the main source of inculcating the value system among the learners through his effective teaching-learning process. Education is a weapon of any social structure in which teacher is the main architect. The great Indian philosopher Dr. S. Radha Krishnan (1949) rightly pointed out that 'teacher is the architect of any nation'. Dr. D. S. Kothari (1966) observed that 'of all the different factors, which influence the quality of education and its contribution to National Development, the quality, competency and character of teachers are undoubtedly the most significant - nothing is more important than teacher with a good character and competency in his profession. The human life is closely associated with meaningful and useful life structure but not mere living and eating, which an animal will usually do the things. This unique structure of meaningful life is possible only with education. The education imbibes mainly the value structure and value based behavioural patterns. The present day educational scenario is time to time emphasizing the works like values, value education,

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PROFESSIONAL PLEASURE OF SECONDARY SCHOOL TEACHERS A
STUDY OF NORTH COASTAL ANDHRA PRADESH, INDIA

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DEAN faculty of Education, Acharya Nagarjuna University, Guntur

ABSTRACT

Research has focused predominantly on how teachers affect students' achievement on tests despite evidence that a broad range of attitudes and pleasure are equally important to their long-term success. Aside from rethinking their primary responsibility as directors of student learning, teachers are also taking on other roles in schools and in their profession. They are working with colleagues, family members, politicians, academics, community members, employers, and others to set clear and obtainable standards for the knowledge, skills, and values we should expect our children to acquire. Education is a weapon of any social structure in which teacher is the main architect. Teacher professional pleasure depends on the following aspects. That is Personal aspects, Professional aspects, academic aspects and co-curricular aspects. In this investigation I followed descriptive research method. After the overall verification discloses that there is significant difference between the Teachers of North Coastal Districts of Andhra Pradesh. As the obtained value of 'F' 4.426 is more than the table value 2.99. The obtained value of 'P' 0.012 is less than 0.05 level.

INTRODUCTION

Dan Weijers (2015) disclosed that disclosed that if hedonistic theories identified pleasure and pain as merely two important elements, instead of the only important elements of what they are describing then they would not be nearly as unpopular as they all are. However, the claim that pleasure and pain are the only things of ultimate importance is what makes hedonism distinctive and philosophically interesting. Those who object to Prudential Hedonism on the grounds that pleasure is not the only source of intrinsic value use two main strategies. In the first strategy, objectors make arguments that some specific value cannot be reduced to pleasure. In the second strategy, objectors cite very long lists of apparently intrinsically valuable aspects of life and then challenge hedonists with the prolonged and arduous task of trying to explain how the value of all of them can be explained solely by reference to pleasure and the avoidance of pain. This second strategy gives good reason to be a pluralist about value because the odds seem to be against any monistic theory of value. Prudential Hedonism is false, rather than being just unlikely to be the best theory of well-being.

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AWARENESS ON NATIONAL EDUCATION POLICY-2020 AMONG TEACHER EDUCATORS

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INTRODUCTION

"The purpose of education is to make good human beings with skill and expertise. Enlightened human beings can be created by teachers. Change in the education policy is a major way to provide the nation better students, professionals & better human being." – Dr. Abdul Kalam

The Union Cabinet adopted the National Education Policy (NEP, 2020) on July 29, 2020. The policy is intended to give a broad vision and comprehensive framework for both school and postsecondary education in the United States. "The 'National Education Policy 2020' proposes to reform India's education system to meet the demands of the twenty-first century, with a focus on increasing literacy and numeracy outcomes in primary schools, lowering dropout rates in middle and secondary schools, and implementing a multidisciplinary approach in higher education. It also focuses on early childhood care, curriculum and pedagogy change, assessment and examination reform, and teacher training and broadening their evaluation."

Major Reforms Proposed in the National Education Policy 2020

1. Starting at age 3, moving to a 5+3+3+4 model for school instruction, emphasizing the importance of the formative years from ages 3 to 8 in determining a child's destiny.
2. In high school, breaking the tight divide of arts, commerce, and science may establish the groundwork for a multi-disciplinary approach to education.
3. Introducing vocational courses with an internship may encourage the most disadvantaged members of society to send their children to school, therefore achieving the Skill India Mission's purpose.
4. Making mother tongue, local language, or regional language the medium of education until at least Grade 5, when it is regarded the best medium of instruction.
5. Extension of the Right to Education (RTE) to all children under the age of 18. Periodic inspection, openness, sustaining quality standards, and a positive public impression will become a 24-hour-a-day endeavor for institutions, leading to an overall improvement in their standards through Light but Tight Regulation.
6. Increasing gross enrolment in higher education by utilizing the enormous potential of online teaching and learning approaches.
7. Common Entrance Examination for Degree Program Admission (P.G. degree Programmes and Teacher Education Programmes in various models. The M.Phil programme is being phased out. The Ph.D. programme has been updated.
8. Establishing a super-regulator for education that would be in charge of defining educational standards, funding, accreditation, and regulation in India.
9. The Higher Education Commission of India (HECI), a single overarching umbrella body for higher education in India (excluding medical and legal education) with four



St. Joseph's College of Education for Women, Sambasivapet, Guntur-522002, and Andhra Pradesh

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during 2018-2019

Year	Title of paper	Name of the author/s	Name of journal	Year of publication	ISBN/ISSN number/ Link
2018-19	A Study on Environmental Values of Teacher Trainees	Dr.T.Swarupa Rani	International Journal of Multidisciplinary Educational Research	Jan-18	ISSN: 2277:7881 (UGC) www.ijmer.in
	Writing skills of prospective teachers	Dr.C.Grace Indira	International Journal of Research in Humanities, arts and Science	Jan-18	ISSN-2456-5571 APPROVED LIST OF JOURNALS (NO.44274) www.bodhijournals.com
	Social Maturity of Intermediate Students	Dr.T.Swarupa Rani	International Journal of Education for the Future	January-March 2018	ISSN: 2394-9902 APPROVED LIST OF JOURNALS (NO.63111)
	Relationship Between Life Skills and Academic Achievement of Intermediate Students	Dr.T.Swarupa Rani	International Journal of Education for the 21st Century	January-June 2018	ISSN: 2349- 5774 UGC APPROVED LIST OF JOURNALS (NO.63101)
	A Relational Study on environmental Values and competencies of pre-service Teachers	Dr.T.Swarupa Rani	RESEARCH HUB- International Multidisciplinary Research Journal (RHIMRJ)	Apr-18	ISSN: 2349-7637 (UGC) www.rhimrj.co.in



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	Frustration Among The Adolescents	Dr.C.Grace Indira	International Journal of Education for the future	April-Mar 2018	ISSN: 2394-9902 APPROVED LIST OF JOURNALS (NO.63111)
	Emotional Maturity in the ERA of Digitalization	Dr.C.Grace Indira	International Journal of Education for the 21st Century	July-December 2018	ISSN:2349-5774 APPROVED LIST OF JOURNALS (NO.63101)
	A Study on Environmental Responsibility of Secondary School Teachers in Achanta Mandal of West Godavari District	Dr.T.Swarupa Rani	International Journal of Education for the 21st Century	July-December 2018	ISSN: 2349- 5774 UGC APPROVED LIST OF JOURNALS (NO.63101)
	A Study on Environmental Competencies of Teacher Trainees	Dr.T.Swarupa Rani	International. Journal of Research and Analytical Reviews(IJRAR)	October - December 2018	ISSN: 2348-1269 (UGC) http://ijrar.com/
	“A Study on Environmental Attitude of Teacher Trainees	Dr.T.Swarupa Rani	Research Review International Journal of Multidisciplinary	Feb-19	ISSN: 2455-3085 (UGC) www.lbp.world
	Environmental Attitude of B.Ed and D.Ed Teacher Trainees	Dr.T.Swarupa Rani	Review of Research international online multidisciplinary journal	Mar-19	ISSN: 2249-894X UGC APPROVED JOURNAL NO.48514



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	A Relational Study on Environmental Attitude and Environmental Competencies of Prospective Teachers	Dr.T.Swarupa Rani	Research Review International Journal of Multidisciplinary	Apr-19	ISSN: 2455-3085 (UGC) www.rrjournals.com
	"Environmental Values of B.Ed. and D.Ed. Teacher Trainees"	Dr.T.Swarupa Rani	Journal of Emerging Technologies and Innovative Research	May-19	ISSN: 2349-5162 (UGC) www.jetir.org
	Environmental Attitude of B.Ed and D.Ed Teacher Trainees	Dr.T.Swarupa Rani	Review of Research	Mar-19	ISSN:2249-894X UGC APPROVED JOURNAL NO.48314 www.lbp.world
	A Study of Environmental Education Competencies of Teacher Trainees	Dr.T.Swarupa Rani	International Journal of Research in Humanities	january-February2018	ISSN: 2319-7129 (UGC)
	Environmental Reflections from biblical perspective	Dr.C.Grace Indira	Journal of Educational Endeavors	Jan-18	ISSN- 2319-3018
	Spiritual Intelligence of Secondary School Teachers in krishna, Guntur and prakasam districts	Dr.T.Swarupa Rani	Journal of Educational Endeavors	Jan-18	ISSN- 2319-3018



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	Workplace Harassment in Indian Women and Legal Provisions	Dr.J.R.Priyadarsini	Journal of Educational Endeavors	2018	ISSN- 2319-3018
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	Spiritual Intelligence of Prospective Teachers	Dr.T.Swarupa Rani	Journal of Educational Endeavors	2019	ISSN 2319-3018 www.rjournals.com
	A Study on Attitude of Parents of Students Towards Inclusive Education	Dr.T.Swarupa Rani	International journal of research and Analytical Reviews(IJRAR)	Apr-18	ISSN: 2349-5138 www.ijrar.org
	Effect of Robotics Package on the development of scientific skills in government secondary school pupils	Dr.J.R.Priyadarsini	International Journal of Education and Humanities	Apr-18	ISSN: 2277-2405



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	A Study of Adult Education Learners of Selected Districts of Andhra Pradesh	Dr.T.Swarupa Rani	International Journal of Creative Research Thoughts(IJCRT)	Dec-18	ISSN:2395-1052
	Values Imparted to Secondary School Students	Dr.J.R.Priyadarsini	Education Times,APH Publishing House,NewDelhi	April,2018	ISSN: 2319-8265
	Women Empowerment in India and the Rights available to Women	Dr.J.R.Priyadarsini	Journal of Educational Endeavors	2018	ISSN 2319-3018
	Cyber Crime-A Global Challenge	Dr.B.Srilatha	Journal of Educational Endeavors	2018	ISSN 2319-3018
	Dr. Ambedkar's Women Education-An outlook	Dr. B. Srilatha	Relevance of Ambedkarism for Social Transformation in Contemporary India.	2019	ISBN: 978-93-88808-28-6



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	“Environmental knowledge of B.Ed. and D.Ed. Teacher Trainees”	Dr.T.Swarupa Rani	IJRAR- International Journal of Research and Analytical Reviews	January-March 2019	ISSN: 2349-5138 http://ijrar.com/
	A Study on Personality Orientation of Secondary School Pupils	Dr.C.Grace Indira	International Journal of Research in Arts and Literature(IJRILA L)	28-Feb-19	ISSN (E): 2321-8878 www.impactjournals.us
	Opinion of Teachers Towards Implementation of Mid-Day meal Programme	Dr.B.Srilatha	Journal of Educational Endeavors	2019	ISSN: 2319- 3018
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A STUDY ON ENVIRONMENTAL VALUES OF TEACHER TRAINEES

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Abstract

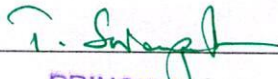
The main aim of the present investigation was to study the environmental values of B.Ed. teacher trainees. The sample of the study constituted of 600 B.Ed. teacher trainees of Guntur and Chittoor district of Andhra Pradesh. The normative survey method was used to study environmental values of teacher trainees. Environmental values scale was constructed by the researcher. The findings of the study revealed that out of 600 teacher trainees 172 (28.67%) teacher trainees possessed low level of environmental values, 243 (40.50%) teacher trainees possessed moderate level of environmental values and remaining 185 (30.83%) teacher trainees possessed high level of environmental values. The findings also indicated that there is a significant difference in the environmental values of male and female teacher trainees. There is no significant difference in the environmental values of rural and urban area teacher trainees. There is no significant difference in the environmental values of government and private college teacher trainees. There is a significant difference in the environmental values of arts and science subject teacher trainees. There is a significant difference in the environmental values of graduate and post graduate teacher trainees. There is no significant difference in the environmental values of teacher trainees of literate and illiterate parents.

Key words: Environment, Values, Teacher Trainees

Introduction

Values enable us to judge between right and wrong. It is a process of decision making. It lays down the standards and principles which direct our behavior. An individual's values are reflected in his/her behavior which in turn leads to his/her contribution in society and nation building. Values are related to the environment. It enables one to appreciate the environment and develops an




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WRITING SKILLS OF PROSPECTIVE TEACHERS

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Teaching and learning of English has been a matter of concern in India. Ever since the adoption of English as a medium during the British rule, two conflicting aspects of the issue have generally been discussed. On the one hand objectives have been raised to the teaching of English in India in the ground that it reminded the people of their colonial past.

On the other hand many Indians supported and justified its teaching on the ground that English has become a major international language and a window on the outside world.

In India, English teaching is a cultural requisite for nation to live together as neighbours. Only through English, India will be able to avoid isolation and keep abreast of the world's cultural and technical progress.

One of the main aims of teaching English is to enable the pupil to express himself correctly in writing on matters of everyday life. The students should be able to describe events, narrate incidents and write reports etc. One should be able to write letters, both personal and official. So the students must acquire the ability to write correct English. Not only that, he must have something to write, that is ideas. He must know how to organize the ideas in their proper sequence. Written work plays a very important role in the learning of a language, especially a foreign language.

Skills and Sub Skills of Writing

Writing skills at the initial state refer to motor mechanical skills.

- Knowledge of script of the language
- Good hand writing
- Following the conventions of writing

- Capitalization, punctuation, spacing etc.
- Writing skills at the linguistic level cover phonological, morphological, syntactic and semantic aspects of language. They include:
 - Correct spelling
 - Knowledge of word formation
 - A good vocabulary repertoire
 - Proper selection of antonyms and synonyms
 - Knowledge of denotive and connective aspects of lexicons.
 - Taking care of correct grammar, variety of sentences and structures.

Need and Significance of the Study

The development of language skills in the class room focuses on English as a medium of use rather than English as a content subject. The English teachers should make the learners aware of the need and importance of writing skill in English. They should provide favourable learning environment in the class room followed by activities, tasks which are not only interesting but also relevant and useful to their lives. The teacher has to prepare the learner for understanding him/her through writing and other teachers also help the learners to develop their writing skill in real life settings. The previous studies were confined to writing skills of IX class pupils and their liking towards English language learning. Keeping the importance of this skill in the mind the problem is selected.

The habits of writing acquired at the school level would be continued throughout the education. How far the prospective teachers are able to remember, recollect and continue the skills

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SOCIAL MATURITY OF INTERMEDIATE STUDENTS

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Introduction

Social Maturity is an indispensable aspect of an individual's life, particularly in college life. A socially mature individual comprises self-confidence to countenance actuality for their integrity and is healthily developed in discriminating command to formulate appropriate pronouncements about their individual and also social life. Social maturity is intimately related to behavioural and adjustment problems of college students. As socially grown-up students encompass well developed social capabilities they utilize these to the fullest extent. Social abilities that are considerably interconnected to Social Maturity are sensitive to the social requirements of companion proclivity and social skilfulness to make happy their requirements and certain individuality characteristics such as optimistic social ferociousness, responsiveness, friendliness etc. go well together with social sensitivity and acquiescence. All these features further demonstrates the ways to acceptable interpersonal regulation, while, detested adolescents are short of such psychological modifications for the reason that they are socially maladjusted or insensible.

Need and Significance of the study

Number of contemporary results in the area of Educational Psychology still highlights that before we are competent to have power over intellectual and rational process, we have to comprehend and have power over our sensations; for to be confident, the entire edifice of individual personality depends on the culture of emotions. If learners are not instructed more efficiently in the control of their emotions, they are bound to suffer in moral, intellectual, and social characteristics of their personality. Richard, S. Lazarus (1966) opined that teachers and psychologists have the same outlook that primarily, family living conditions and experiences take part in a fundamental role in the harmonious growth and development of the personality of the offspring. However, in these days, a family is decomposing and it is not in a condition to take part in its responsibility effectively. For that reason, everyone looks to school and college as subsequent a line of defence. However, schools and colleges assure immense accountability in the process of harmonious development of children's personality

Objectives related to Social Maturity

1. To find out the Social Maturity of Intermediate students and to classify them.

To find and compare the Social Maturity of Intermediate students with respect to the following variables.

1. Gender
2. Locality of Residence
3. Locality of College
4. Stream of Study
5. Type of Management
6. Medium of Study
7. Literacy of Parents
8. Type of Family
9. Religion
10. Community

Analysis and Interpretations

Social Maturity Gender

Recent years have twisted a variety of studies with reference to the sphere of influence of gender on Social Maturity which demonstrated diverse results. Though, the end results from this investigation revealed that gender of Intermediate students had a significant impact on Social Maturity of Intermediate students. This result



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RELATIONSHIP BETWEEN LIFE SKILLS AND ACADEMIC ACHIEVEMENT OF INTERMEDIATE STUDENTS

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Pitta. Himma Bindu, Research Scholar

Introduction

Life Skills refers to the skills usually associated with managing and living better quality of life they help us to accomplish our ambitions and Live to our full potential. Life skills include the term psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships empathize with other and cope with managing their lives in a healthy and productive manner. Education intrinsically focuses all-round development of children. This alone can provide fully functioning citizens to any society such citizens can contribute to the development of the society, which in turn contributes to the development of the Nation. The focus of education is empowering and enabling children to face boldly and facilitate qualitative transformation of personalities. In this direction, school education has a significant role to play in which we all are partners at different levels.

Intermediate Education

The Board of Intermediate Education, Andhra Pradesh is a board of education in Andhra Pradesh, India. Established in 1971, it was located in Hyderabad, situated in the composite Andhra Pradesh state. The board is now located in Vijayawada after state recognition in 2014. The board offers two-year courses in 85 streams and courses and conduct examinations. Intermediate school is trickier. It always comes between elementary school and high school.

Life skills and Academic achievement

Academic failure and social refusal have a long term effect adolescent need to work hard to maintain their greets and keep awake late nights and to do the most of the students turn to caffeine pills and cigarettes the habit become addiction and make them inactive and less coherent it induces sleeplessness, inflexibility, anxiety, unsteadiness, sources and irregularities in heart beat the improvement of mental health of adolescent and prevention of adolescents emotional problems is main concern of any mental health programme. Giving training in Life Skills can be great effort in this direction. To prevent other negative behavior in adolescent period, competence enhancement-based primary prevention programmes play a significant role. Several previous studies have show that adolescents with good competence skills have lower rates of substance gives they also exhibit less depression, delinquency, aggression and other behavior problems. Life Skills education promotes social and personal competence and successfully prevents negative behaviors and promote colleges of Intermediate success.

Review of Literature

Amirian (2012) examined the effect of life skills education on Academic achievement of male students of High school. The study evaluated the impact of training problem-solving skills, self awareness, coping with stress skills and the impact of these skills in combination on student's academic achievement. Results revealed that teaching of problem solving, self awareness, coping with stress skills separately and these skills together have significant impact on student's academic achievement and significant difference was found in the effectiveness of the experimental group. Fan and Chen (1999) examined the achievement differences using data from the National Education Longitudinal Study of 1988 among rural, suburban, and urban school students. Performance comparisons in reading, math's, science and social studies were made of 8th, 10th and 12th. It was found that the rural students performed as like their peer in metropolitan schools. Their residence in rural areas did not affect their academic achievement. They did not suffer disadvantage because of their attendance at rural schools.

Objectives

1. To find out the Life skills of Intermediate students



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A Relational Study on Environmental Values and Environmental Competencies of Pre-Service Teachers

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Abstract: The present investigation was proposed to study the correlation between environmental values and environmental competencies of Pre-service teachers. A sample of 600 B.Ed. Pre-service teachers were selected from various private and government B.Ed. colleges of Chittoor and Guntur districts of Andhra Pradesh. The investigator used environmental values and environmental competencies scales to meet the objectives of the study. The results of the study showed that there is a significant positive correlation existed between environmental values and environmental competencies of pre-service teachers with respect to whole sample. Gender and type of management of pre-service teachers make a significant difference in the relationship between environmental values and environmental competencies. Locality of pre-service teachers doesn't make a significant difference in the relationship between environmental values and environmental competencies.

Key Words: Environmental Values, Environmental Competencies, Pre-Service Teachers

Introduction

Teachers are the great transformers of the society, they are considered as pillars of any education system. After parents, the child spends much of the time in the school during childhood. This is the time to develop sense of responsibility among the students towards society and its related environmental issues. Environmental degradation is the current problem of the society, it is the main reason to focus on environmental education in school curriculum. The main aim of environmental education is to create environmental awareness among all age groups. Teachers can influence the students as well as society by their curricular and co-curricular activities. She/he takes a major accountability to implement environmental education formally and informally. The students take the teachers as a role model they follow the values, attitudes and behaviour of the teachers, so the teachers should hold constructive environmental values and competencies to motivate the students. To create environmental awareness among the students, the teacher must have sound knowledge, awareness regarding environmental problems and concerns. In this regard the teacher education colleges should prepare environmentally effective teacher trainees. The chief aim of introducing environmental education in teacher education is to enable the Pre-service teachers to inculcate environmental values and competencies among the students. Environmental values of the human beings reveal their behaviour towards the society. In environmental education, environmental values play an important role in issues of environment and makes a significant impact on human behavior. They guide them towards the solution for the environment and its related issues faced by the societies. These issues may include such pollution, global warming, acid rains, loss of biodiversity and the destruction of wildlife etc. In order to overcome these problems the environmental values and competencies of individuals towards environment is the most important. By modifying these values we can reach the goal of environmental education by conserving natural resources and achieve the sustainable behavior. Teachers are role models to their students, they can take a dynamic role in teaching the environmental values to the student community through their actions as students imitates the teacher actions and behaviour directly or indirectly. Environmental education becomes vital to achieve certain goals of sustainable development. It is possible only through the proper execution of environmental education in teacher education.

Review of Related Literature

Vidhya Meena, and K.M. Goyal (2014) revealed that environmental values related to health care, entertainment religion, and scientific sense are more prevail in male rather than female on the other hand aesthetics and social senses are better in female than to male prospective teachers.



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FRUSTRATION AMONG THE ADOLESCENTS

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Introduction

In a world where everything is accessible at our fingertips, where short attention spans, low patience and reduced temper control prevail, emotional intelligence becomes crucial. We're all used to getting our way and getting information with a few clicks or taps. Deeper understanding covers both one's mindset and empathy toward others. We need openness to listen and empathy to put ourselves in other people's shoes. Frustration of adolescent students is one of the major factors in deciding the future of their health of them. In this respect, this study is very significant. Frustration and mental health are correlated with each other. Parents should give due attention towards the adolescents. Teacher should also play healthy role to provide moral values among adolescents. Besides family factor, socio-cultural factors also cause frustration. The negative impact of mass media and wrong cultural values affect mental health especially of the adolescent and cause frustration.

Individuals may show an assortment of negative feelings, e.g., doubt, dissatisfaction, disappointment, disgrace, disarray, stress, outrage, or dread. Disappointment speaks to a demonstration of change in accordance with the general condition, being a piece of the consistent communication between the body and nature, inside the procedure of osmosis and modification (Pavelcu, 1970). Wellsprings of disappointment might be inner or outer. Inside wellsprings of dissatisfaction include individual inadequacies, for example, absence of certainty, dread of social circumstances, struggle and so on. Outer reasons for disappointment include conditions outside the individual. The reactions to dissatisfaction by people can be either versatile or maladaptive. Adaptive reactions are helpful and are actualized to tackle the issue that is blocking objective achievement. Maladaptive reactions, then again, are portrayed by an absence of helpful critical thinking and frequently aggravate the disappointing experience by making extra issues. These maladaptive reactions further classified into two ways Objective Maladaptive Responses. These reactions towards dissatisfaction communicated in different modes like animosity, renunciation, obsession and relapse.

Significance of the Study

Current World is brimming with complexities. Disarray and seriousness where disappointment among Intermediate understudies in Andhra Pradesh, has been expanding step by step. Mal change with sort of establishment being disconnected and away from guardians, absence of understanding the exercises instructed because of medium issue are hardly any causes. One of the most widely recognized reasons for losing restraint is dissatisfaction. It needs serious intervention on the part of government and responsible people of the society also. As healthy mind resides in healthy body emphasis should be laid on to intricate values healthy activities in such school so that the adolescents can never delineate or alienate towards wrong side.

Objectives of the Study

1. To find out the levels of frustration among Intermediate students and classify them.
2. To study the effect of the variables on the level of frustration of Intermediate students with respect to Gender, Class, Locality, Medium

Methodology

The information was elicited from Zone III Colleges oAndhra Pradesh which includes Guntur, Prakasam, Nellore districts. The total 800Intermediate college students belong to rural and urban areas was selected for collection of data. A brief orientation was given before distributing the tool to the sample. For the present study the investigator took a Stratified Random sample of 800 intermediate students studying Aided, Private, Rural

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EMOTIONAL MATURITY IN THE ERA OF DIGITALISATION

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"A country is progressed with respect to training and insight spread among the majority." – Swami Vivekananda

In a world where everything can be automated, everything loses the human touch. Human emotion and deeper understanding are still required to create a great experience to truly work in harmony with one another. Nobody is born with an innate ability to understand their own emotions alongside those of others and react appropriately, but by becoming self-aware, we can start to develop this vital resource in ourselves.

According to Singh (1999) Emotional development isn't just the impact determinant of character designs yet it additionally assists with controlling the development of an adolescent's improvement. An individual who can monitor his feelings, which can shake delay and to endure without self centeredness, may in any case be sincerely hindered and infantile.

Enthusiastic development implies controlling one's feelings instead of permitting one's feelings, control him/her. Sincerely developed individuals lead a well – balanced life because of their sound point of view. Passionate development is a noteworthy indicator of the degrees of accomplishment that an individual accomplishes in his/her life time. Achievement incorporates riches, general degree of joy, fearlessness, accomplishment seeing someone and so forth., where enthusiastic development assumes a critical job to get achievement.

Passionate development is one of the person's development arranges throughout everyday life and is viewed as a fundamental advance in making the progress and bliss alongside the accomplishing the physical, mental, social, monetary development. Mental development of person's capacity to acknowledge others and their general condition is all things considered. In the event that the individual has an uplifting demeanour about his general condition and dodge from the negative considerations, he can control his feelings and emotions better, and this causes him improve his social connections.

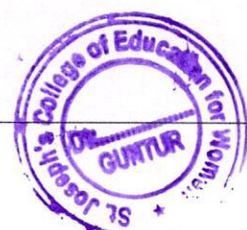
Enthusiastic development has various stages and finishes in adulthood, in youth, physical development is so significant however step by step ethic, passionate, sentiments developments will be shaped during the time and the child's nature regions are showed up, and from that point onward, life condition, educative strategy and existing examples assume significant jobs in accomplishing the enthusiastic development

Need and Importance of the Study

The phase of youngsters or teenagers, especially at Intermediate level is a time of incredible anxiety. It is an essential need to stretch out some valuable assistance to the understudies' information about their environment, change and conduct as this data can outfit a knowledge into their own issues. Sincerely the youthful develops autonomous of guardians and sets himself up/herself for going into different connections that are required in marriage.

The young people neglect to choose his/her status in social setting and neglects to change in accordance with new condition. The exacting control, limitations on development and absence of understanding their advantage and perspective are the main wellsprings of passionate unsettling influence. They impersonate their preferred on-screen character/on-screen character as a major aspect of legend adore. They do the things incredibly with the impact of motion pictures and TV appears. They invest greater part of their energy in Face book, WhatsApp and on cell phone. They effectively will in general be vicious, enthusiastic upheaval, include in contentions, quarrelling and look after gathering/pack of their own. They may do damaging exercises with the impact of companion gathering. They don't demonstrate enthusiasm to go through and speak with their adored guardians, rather they invest more energy with peer gatherings and offer everything with them. Unnecessary opportunity, given by guardians and, absence of legitimate perception, checking might be the underlying driver of their indiscipline in the organization of awful friend gatherings, youths engage in quarrelling with others out and

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A STUDY ON ENVIRONMENTAL RESPONSIBILITY OF SECONDARY SCHOOL TEACHERS IN ACILANTA MANDAL OF WEST GODAVARI DISTRICT

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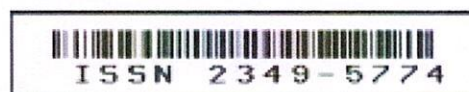
Abstract: The aim of the present study is to know the environmental responsibility of secondary school teachers. All teachers expressed that environmental responsibility is very essential to protect the nature for ecological balance on the Earth.

Introduction: Environmental responsibility is essential to teachers to bring good environment to protect the nature. It observes with various activities of teachers at work place, living place and in society. To improve green schools are main component of environmental responsibility teachers. Greening school facilities cost, on average, a little less than two percent more than creating a traditional school, but payback from these energies efficient building occur within only a few years. Environmental responsibility policies help reduce the relatively small burden of the initial start-up costs for green schools. Green school policies also provide grants for modernization, renovation, or repair of older school facilities. Additionally, healthy food options are also a central aspect of green schools. These policies specifically focus on bringing freshly prepared food, made from high-quality, locally grown ingredients into schools.

Historical background of environmental activities: Louis Agassiz, a Swiss-born author encouraged teachers to "Study nature, not books." After that the word is popularly known as nature study, which took place in the late 19th and early 20th century. The nature study movement used stories and moral lessons to help teachers develop an appreciation of nature and embrace the natural world. Anna Botsford Comstock, the head of the Department of Nature Study at Cornell University, was a prominent figure in the nature study movement. She wrote the Handbook for Nature Study in 1911 which used nature to educate children on cultural values. Comstock and the other leaders of the movement, such as Liberty Hyde Bailey, helped Nature Study garner tremendous amounts of support from community leaders, teachers, and scientists to change the science curriculum for children across the United States. Later many national and international organizations strive to bring responsibility among all people on environment. In this connection, the famous organizations by name the United Nations Educational, Scientific and Cultural Organization (UNESCO), the International Union for the Conservation of Nature (IUCN, 1948), now popularly known as the World Conservation Union (WCU). It is the first NGO organization to help and preserve the nature in all aspects and stressed the importance of good environment. UNESCO was also closely involved in convening the UN International Conference on the Human Environment in Stockholm, Sweden in 1972, which led to the setting up of the United Nations Environment programme (UNEP). They conducted many conferences and programs in various countries to save the environment.

Meaning of environmental responsibility: Environmental responsibility means to think heart fully by the people to save environment in all aspects, critically, ethically, and creatively when evaluating environmental issues. Commitment of teachers is necessary to act independently and collectively to sustain and enhance the environment.

Environmental responsibility: The natural environment encompasses all living and non-living things occurring naturally, meaning in this case not artificial. The term is most often applied to the Earth or some parts of Earth. This environment encompasses the interaction of all living species, climate, weather and natural resources that affect human survival and economic activity. The concept of the natural environment can be distinguished as components. A greater number of species of an ecosystem may contribute to greater resilience of an ecosystem, because there are more species present at a location to respond to change and thus "absorb" or reduce its effects. This reduces the effect before the ecosystem's structure is fundamentally changed to a different state. This is not universally the case and there is no proven relationship between the species diversity



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A STUDY ON ENVIRONMENTAL COMPETENCIES OF TEACHER TRAINEES

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ABSTRACT

The present study aimed at to study the environmental competencies of B.Ed. teacher trainees. The study was conducted on the sample of 600 teacher trainees of Guntur and Chittoor district of Andhra Pradesh. The normative survey method had been used for the study. Environmental competencies scale was constructed by the researcher. The findings of the study revealed that out of 600 teachers trainees 156 (26.00%) teacher trainees possessed low level of environmental competencies, 272 (45.33%) teacher trainees possessed moderate level of environmental competencies and 172 (28.67%) teacher trainees possessed high level of environmental competencies. There is a significant difference in the environmental competencies of male and female teacher trainees. There is no significant difference in environmental competencies of rural and urban teacher trainees. There is no significant difference in the environmental competencies of government and private teacher trainees. There is no significant difference in the environmental competencies of science and arts subject teacher trainees. There is a significant difference in the environmental competencies of graduate and post graduate teacher trainees. There is a significant difference in the environmental of competencies of teacher trainees of literate and illiterate parents.

Keywords: Environment, Competency, Environmental Education, Teacher Trainees

Introduction

Population explosion on the earth creates many environmental hazards like pollution, depletion of natural resources, deforestation, global warming, ozone depletion, acid rains, etc. Day by day, the density of these environmental problems has increased due to over population, if this situation continues as long as on the earth the survival of human life on the earth is tremendously difficult. So, there is a need of the hour to create environmental awareness among the people to conserve and protect the environment to do so environmental education takes a key role to create environmental awareness among people. The Finnish National Commission in a seminar held in 1974 has said that "Environmental education is a way of implementing the goals of environmental protection. Environmental education is not a separate branch of science or subject of study; it should be carried out according to the principles of lifelong integral education." The active execution of environmental education is depends upon the availability of qualified and trained teacher. Teacher should acquire proper environmental knowledge, skills and environmental competencies during their trainee Programme. Environmental competence refers to learning about the environment. Environmental Competencies can be defined as competencies for ecological and environmental safety. Knowledge, attitudes and skills about ecological system and environment such as keeping clean the available environment, management of ecological resources, being aware of ecosystem, feasible uses of natural resources, availability of natural resources can be defined as Environmental competencies. Burns & Bell (2011) also mentioned that a competent environmental education teacher could apply the knowledge, and skills required for practicing environmental education and effectively practice and assist students in reaching the objective of environmental education. Environmentally competent teacher can only teach environmental education in a meaningful way to develop positive environmental attitude among the students in order to protect the environment. Through his actions environmentally competent teacher plays an effective role in environmental education, he has an ability to influence the minds of the students and the public towards environmental protection. To teach environmental education efficiently the teacher trainees should enhance their teaching skills and environmental competencies at their training Programme. For effective teaching of environmental education the teacher trainee should be aware of the concept and components of environment including ecosystem, Pollution, environmental degradation and sustainable development. The teacher trainees must be capable of applying knowledge of ecological foundations to provide alternative solutions to the environmental problems. They must be able to select and apply the proper curricular materials and



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A Study on Environmental Attitude of Teacher Trainees

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ABSTRACT

The present paper was an attempt to study the environmental attitude of B.Ed teacher trainees. The sample of the study constituted of 600 B.Ed. teacher trainees of Guntur and Chittoor district of Andhra Pradesh. The normative survey method has been used for the study. Environmental attitude scale was constructed by the researcher. The findings of the study revealed that out of 600 teacher trainees 178 (29.67%) possessed low level of environmental attitude, 230 (38.33%) teacher trainees possessed moderate level of environmental attitude and remaining 192 (32.00%) teacher trainees possessed high level of environmental attitude. There is a significant difference in the environmental attitude of male and female teacher trainees. There is a significant difference in the environmental attitude of rural and urban area teacher trainees. There is a significant difference in the environmental attitude of government and private college teacher trainees. There is no significant difference in the environmental attitude of arts and science subject teacher trainees. There is no significant difference in the environmental attitude of graduate and post graduate teacher trainees. There is a significant difference in the environmental attitude of teacher trainees of literate and illiterate parents.

Introduction

Human struggle for survival and maintaining healthy living is directly related to environment and its related ecosystems. The biggest threat to environment in developing countries like India is over population, pollution and poverty. Other than these factors, scientific and technical revolution and industrial pollution are the leading causes of environmental degradation. This crisis is alarming to the world because it is bringing along with it serious health as well as environmental concerns like climate change, deforestation, global warming, loss of biodiversity, ozone layer depletion and so on. Environmental protection is the need of the hour for survival and sustenance of the human beings. An unfavorable attitude and irresponsible behavior towards the environment is causing hazards to the environment which adversely effect to the living and survival. The attitude and values of a person towards decision making make a significant impact on research in the field of environmental education. Research in environmental education will benefit mankind and provide viable solutions to the problem of depleting environment which is a result of careless human actions. Promotion of environmental attitude is vital for the survival of generations to come. Environmental attitude refers to a set of values and feelings of concern for the environment and the motivation of active participation in environmental improvement and protection. Environmental attitude of the younger generations can preserve the future and find ways of coping with the environmental crises. Education can act as an effective tool in restructuring the behavior and attitude of individuals to take up the responsibility of preserving the environment. Man is an inseparable part of the environment and because of his careless behavior he is disturbing the equilibrium of the ecosystems. The nature has lost its balance because of the erratic attitude of humans leading to losses which are irreparable. Since ages environmental education has

shaped the attitude of individuals in its ways of interaction with the environment and in developing an appropriate attitude towards the same. It has fulfilled its objective in developing knowledge based education that bring an awareness and cultivate a responsible attitude in citizens. But this knowledge of environmental education has no value, if it is not able to cultivate the right attitude towards the environment and foster values which lead to responsible actions thus leading towards environmental friendly behavior.

Need of the study

Environmental degradation is a worldwide concern now. According to researches the main cause for this destruction is the irresponsible attitude and behavior of human beings which has resulted in a world wide concern and need for conservation and preservation of natural resources. To fulfill this mission, humans need awareness towards environmental protection and the right attitude on matters related to the environment. Environmental education serves the purpose of creating an awareness for the environment as well as developing the right attitude among the younger generation. Awareness is incomplete without an individual having the right attitude, because attitude plays an important role in shaping the behavior of an individual. To foster sensible approach and responsible action, a positive attitude becomes an essential pre-requisite. For this matter, education plays an important role, acting as a social instrument and a catalyst to give a boost to this movement of developing the right attitude towards the environment. Education enables a person to acquire the knowledge, skill and awareness required for an individual to lead a meaningful life. Environmental education as a part of our education system, should emphasize on both formal and non-formal methods to inculcate the right attitude and skills important for a person to be environmentally aware.





ENVIRONMENTAL ATTITUDE OF B.Ed. and D.Ed. TEACHER TRAINEES

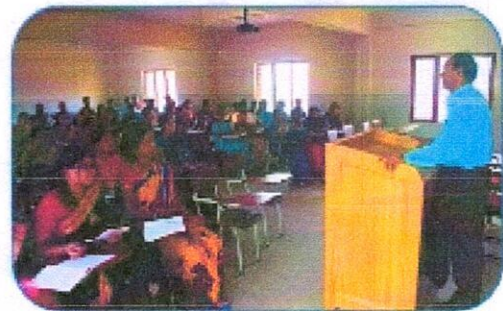
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ABSTRACT :

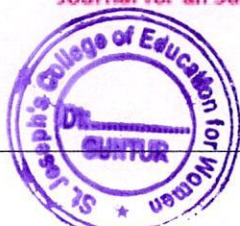
The present study was explored to find out the environmental attitude of B.Ed. and D.Ed. teacher trainees. Survey method was conducted on a sample of 600 teacher trainees from Andhra Pradesh. Data was analyzed by t-test. Result found that there is significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees. Findings also indicated that there is significant difference between the environmental attitude of B.Ed. and D.Ed. male teacher trainees, there is no significant difference between the environmental attitude of B.Ed. and D.Ed. female teacher trainees, there is significant difference between the environmental attitude of B.Ed. and D.Ed. government college teacher trainees, there is significant difference between the environmental attitude of B.Ed. and D.Ed. private college teacher trainees, there is no significant difference between the environmental attitude of B.Ed. and D.Ed. rural area teacher trainees, there is significant difference between the environmental attitude of B.Ed. and D.Ed. urban area teacher trainees, there is significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees of literate parents and there is no significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees of illiterate parents.



KEYWORDS : Environmental Attitude, B.Ed. and D.Ed. Teacher Trainees.

INTRODUCTION

The effectiveness of environmental education depends upon accessibility of environmentally trained teachers. As stated by Yogamurthy "the teacher should be competent in applying the knowledge of ecological foundations to environmental issues and identify key principles involved. The teacher should develop same attitude and competencies in learners to take individuals or group decisions and actions". Teachers can act a significant role in preserving the knowledge, attitudes and values about the environment among students so they must have proper knowledge, awareness, attitude and behavior to save the environment. Teachers are the key tools to teach values and attitudes to the students. As the students intentionally or unintentionally follow the habits and attitudes of teachers, the teacher should have proper environmental awareness and positive environmental attitude; these should to be included among trainee teachers at the time of their training as a candle can never light a lamp, unless it continues to burn its own flame. Teacher trainees are the imminent teachers of the society. Teacher trainees are the key elements in any system of teacher education. If teacher trainees do not possess proper awareness, attitude towards environmental problems and its associated issues they could not



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A Relational Study on Environmental Attitude and Environmental Competencies of Prospective Teachers

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Keywords

Environmental Attitude, Environmental Competencies, Prospective teachers

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ABSTRACT

The aim of the present investigation was intended to find out correlation between the environmental attitude and environmental competencies of prospective teachers. The study was conducted on the sample of six hundred prospective teachers from different government and private B.Ed. colleges of Chittoor and Guntur districts of Andhra Pradesh. The researcher has used environmental attitude scale and environmental competencies scales to assess the correlation between the environmental attitude and environmental competencies of prospective teachers. The results of the study showed that there is a significant positive correlation between environmental attitude and environmental competencies of prospective teachers with regard to whole sample. There is a significant positive correlation between environmental attitude and environmental competencies of male and female prospective teachers. There is no significant positive correlation between environmental attitude and environmental competencies of rural and urban prospective teachers. There is a significant positive correlation between environmental attitude and environmental competencies of government and private prospective teachers.

Introduction

The environment is the basis for all living things. All living organisms are dependent on their surroundings. Except for a few people in our technological world, no one cares about the environment. Human beings have the major responsibility for resolving environmental issues. There is a pressing need for environmental protection. Environmental education has a high priority for preventing environmental problems, and it must be properly implemented from primary to higher education to preserve the world from environmental calamity. Educational institutions are the major agencies for bringing changes in attitudes and behaviour related to environmental concerns. If children acquire basic knowledge, it will be easier to preserve the environment for future generations. The most important goal for the entire globe is sustainable development. Environmental education is essential for the fulfillment of the dream of sustainable development. All educational institutions should focus on this issue and provide environmental education to the learners in a proper way. In this concern the teachers have a crucial role to play in protecting the environment. They play a vital role in society and they can lead the younger generation in a positive way towards a balanced environment. Teachers can only develop positive environmental attitudes and competencies in learners. Teachers need to be aware of environmental concerns and develop problem-solving attitudes. The teaching and learning process of environmental education in schools depends on the trained teacher. Prospective teachers need to be develop positive attitude and competencies towards environmental issues during their training. Prospective teachers are key elements in any system of teacher education and they play a critical role in effective environmental education. Prospective teachers should educate properly on environmental studies. They should improve their environmental knowledge through

practically by taking projects and field trips. Thus they should have sufficient expertise in identifying the key principles of environmental education. They must apply their knowledge to build a strong basis for solving environmental problems. If the prospective teachers are properly trained in environmental education, they will be able to transfer environmental attitude and competencies to the learners in the best possible way, so that the desired learning environmental education objectives can be achieved.

Review of Related Literature

Asha Latha (2014) concluded that gender, locality and type of school and income of the parent of senior secondary school students make no significant difference in their environmental attitude.

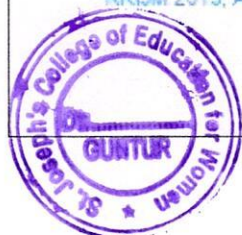
Mukesh Kumar et al (2015) showed that boys have a greater attitude than girls towards environment.

According to Karaçar (2016) men who engage in recreational activities have a more positive environmental attitude than women.

Olaya Alvarez-Garcia, et al. (2017) revealed that there were no significant changes in the results connected to the greening level of the training programmes. Although pre-service teachers lack environmental knowledge, they show very favourable attitudes regarding environmental concepts and possessed moderate pro-environmental behaviour.

Pakala Naga Suresh Kumar and T.Swarupa Rani (2018) revealed that teacher trainees differ significantly in their environmental competencies due to variation in gender, qualification and parental education.

Pakala Naga Suresh Kumar and T.Swarupa Rani (2019) found that teacher trainees differ significantly in environmental attitude due to variation in gender, locality, management and parental education.



Environmental Values of B.Ed. and D.Ed. Teacher Trainees

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Abstract: The present study was explored to find out the Environmental values of B.Ed. and D.Ed. teacher trainees. The sample consisted of 600 teacher trainees out of 300 B.Ed. teacher trainees and 300 D.Ed. teacher trainees from Andhra Pradesh State, the sample has been collected by using stratified random sampling technique. The normative survey method had been used for the study. Environmental values scale was constructed by the researcher. Data has been calculated by t-test. Result observed that there is a significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees. Findings also indicated that there is no significant difference between the environmental values of B.Ed. and D.Ed. male teacher trainees, there is no significant difference between the environmental values of B.Ed. and D.Ed. female teacher trainees, there is no significant difference between the environmental values of B.Ed. and D.Ed. government college teacher trainees, there is no significant difference between the environmental values of B.Ed. and D.Ed. private college teacher trainees, there is no significant difference between the environmental values of B.Ed. and D.Ed. rural area teacher trainees, there is no significant difference between the environmental values of B.Ed. and D.Ed. urban area teacher trainees, there is no significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees of literate parents, there is a significant difference between the environmental values of B.Ed. and D.Ed. teacher trainees of illiterate parents.

Key Words: Environmental Values, B.Ed. Teacher Trainees and D.Ed. Teacher Trainees

1. INTRODUCTION

Values are considered key inputs that control human behavior, those reveal his/her personality towards a person or an object in the society. Values deal with one's own doctrines and standards from which the right and wrong behavior is being judged. Values of teacher trainees are utmost important, he/she teaches values to the entire generation and thus have a wide influence to the future of a nation. Teacher plays a dynamic role in society, they can act as a lamp and show the path to the learners. According to Vekaraiah (2007) Education is the only way to inculcate values and it should be important vision while planning the curriculum in education. Education without values is complete waste, and it is crime and Education without mission is life burden. Values education and environmental education for sustainability are both two sides of education. Progress of sustainable development is depend upon the pro environmental behavior of individual. Pro environmental behavior is determined by environmental values of the individuals. Environmental values, knowledge, attitudes are interrelated which changes the undesirable human behavior to desirable pro environmental behavior. By this sort of affective modifications, the people would be prepared to habituate environment friendly life styles. Thus, the affective behavioral modifications are important to develop and strengthen environment concerning values. Environmental values can be described as how the individual is sensitive to the environmental and environmental issues. Environmental values are one of the most important values, it shows a significant impact on human behavior towards environment and its related issues. Environmental Values plays key role in environmental issues and make an attempt to find solutions for environmental problems such as greenhouse effect, global warming, and destruction of wildlife, loss of biodiversity, pollution, acid rains and depletion of natural resources. Environmental value and pro environmental behavior both are strongly correlated with each other. Individuals who hold environmental values they can only focused on nature and handle environmental problems with utmost care. Teacher trainees plays a vital role to inculcate the environmental values in entire generation of the student community so they must have the environmental values as the student directly or indirectly imitate the teacher values and behaviors. Keeping in mind these environmental problems and concerns, there is a need of the hour for present study "Environmental values of B.Ed. and D.Ed. teacher trainees".

2. REVIEW OF RELATED LITERATURE

Vidhya Meena (2014) conducted a study on Environmental Values amongst Prospective school teachers from Tribal community. Survey method was used. The sample was 646 teachers from 15 teachers training colleges affiliated from university of Kota and MDS University. The findings reveal that environmental education must be in correlated with religious beliefs.





ENVIRONMENTAL ATTITUDE OF B.Ed. and D.Ed. TEACHER TRAINEES

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ABSTRACT :

The present study was explored to find out the environmental attitude of B.Ed. and D.Ed. teacher trainees. Survey method was conducted on a sample of 600 teacher trainees from Andhra Pradesh. Data was analyzed by t-test. Result found that there is significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees. Findings also indicated that there is significant difference between the environmental attitude of B.Ed. and D.Ed. male teacher trainees, there is no significant difference between the environmental attitude of B.Ed. and D.Ed. female teacher trainees, there is significant difference between the environmental attitude of B.Ed. and D.Ed. government college teacher trainees, there is significant difference between the environmental attitude of B.Ed. and D.Ed. private college teacher trainees, there is no significant difference between the environmental attitude of B.Ed. and D.Ed. rural area teacher trainees, there is significant difference between the environmental attitude of B.Ed. and D.Ed. urban area teacher trainees of literate parents and there is no significant difference between the environmental attitude of B.Ed. and D.Ed. teacher trainees of illiterate parents.

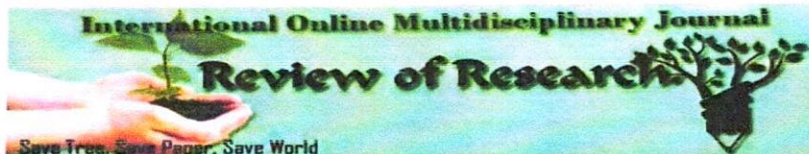


KEYWORDS : Environmental Attitude, B.Ed. and D.Ed. Teacher Trainees.

INTRODUCTION

The effectiveness of environmental education depends upon accessibility of environmentally trained teachers. As stated by Yogamurthy "the teacher should be competent in applying the knowledge of ecological foundations to environmental issues and identify key principles involved. The teacher should develop same attitude and competencies in learners to take individuals or group decisions and actions". Teachers can act a significant role in preserving the knowledge, attitudes and values about the environment among students so they must have proper knowledge, awareness, attitude and behavior to save the environment. Teachers are the key tools to teach values and attitudes to the students. As the students intentionally or unintentionally follow the habits and attitudes of teachers, the teacher should have proper environmental awareness and positive environmental attitude; these should be included among trainee teachers at the time of their training as a candle can never light a lamp, unless it continues to burn its own flame. Teacher trainees are the imminent teachers of the society. Teacher trainees are the key elements in any system of teacher education. If teacher trainees do not possess proper awareness, attitude towards environmental problems and its associated issues they could not

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A Study of Environmental Education Competencies of Teacher Trainees

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ABSTRACT

The present study aimed at to study the environmental education competencies of B.Ed. teacher trainees. The sample of the study constituted of 600 B.Ed. teacher trainees of Guntur and Chittoor district of Andhra Pradesh. The normative survey method had been used for the study. Environmental education competencies scale was constructed by the researcher. The findings of the study revealed that out of 600 teachers trainees 164 (27.33%) teacher trainees possessed low level of environmental education competencies, 288 (48.00%) teacher trainees possessed moderate level of environmental education competencies and 148 (24.67%) teacher trainees possessed high level of environmental education competencies. There is a significant difference between the environmental education competencies of male and female teacher trainees. There is no significant difference in the environmental education competencies of rural and urban area teacher trainees. There is no significant difference in the environmental education competencies of government and private college teacher trainees. There is no significant difference in the environmental education competencies of arts and science subject teacher trainees. There is no significant difference in the environmental education competencies of graduate and post graduate teacher trainees. There is no significant difference in the environmental education competencies of teacher trainees of literate and illiterate parents.

INTRODUCTION

Environmental problems have attracted the attention of a wide cross-section of people all over the world during the last two decades. People are becoming increasingly conscious of a variety of problems like global warming, ozone layer depletion, acid rain, famines, droughts, floods, scarcity of fuel, firewood and fodder, pollution of air and water and problems from hazardous chemicals and radiation which have adverse effect on the environment. Because of ever deteriorating environment due to human activities, exhaustive and extensive study of the environment is needed, if man is to survive comfortably. This study is becoming more and more popular under the name environmental education or environmental studies. This is not a new subject but it is an extension of ecological approach regarding the study of environment in relation to human welfare. It was defined in the seminar on environmental education organized by the Finnish National Commission for UNESCO at Jammi in 1974 as; "Environmental education is a way of implementing the goal of environment protection. Environmental education is not a separate branch of science or subject of study. It should be carried out according to the principle of lifelong integral education". Teachers plays a key role in environmental education. He should impart environmental knowledge among

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ENVIRONMENTAL REFLECTIONS FROM BIBLICAL PERSPECTIVE

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Introduction

Humanity has abused nature. This is witnessed by the phenomena of global warming and destruction of the Earth's ozone layer that protects the Earth, the acid rain, the defiled ground water, lakes, rivers and the water-borne diseases that kill millions of people in the developing nations each year. Due to commercial use, the land for creatures and crops is reduced. Deforestation each year removes kilometres of primary forest. About three species of plants and animals are eliminated from the earth each day. Today, the world is facing extreme climatic conditions. Our cities like Chennai, Bangalore, Mumbai etc. are facing historic floods. Changing urban land use disallows water from soaking into the ground. "In normal grounds outside the city, nearly 80% of the rain water is absorbed". "Today, with concrete and tarmac all around, we are creating almost a near-total impervious area. Thus, the flood gets amplified in urban areas because of change in land use". Due to their higher population density, cities are vulnerable to greater loss of life and property than rural areas. However, today the scenario looks so pathetic to an extent that human beings can no longer rely on the same resources for their fulfilment. Due to numerous factors in opposition to one another, human beings, through their selfish actions has plundered the rich resources meant for their comfort, thus reducing themselves to state of destitution.

The creation of the world seen in the Bible is most beautiful. "The Earth was a formless void; there was darkness over the deep, with a divine and sweeping over the waters" (Genesis 1:2). The God had no adversary and no opposition from the elements. God created the Nature using powerful words. "And God said, Let there be light, and there was light. And God saw the light, and that it was good. (Genesis 1:3-4). Again and again, day by day, God spoke and it happened, God fashioned and it stood. Very soon the third day the newly formed Earth to express itself in response to God's creative intension. "God said, let the Earth produce vegetation. Various kinds of seed-bearing plants and fruit trees with seed inside, each corresponding to its own species. God saw that it was good" (Genesis 1:11-12). Again and again, day after day, God surveyed the work and saw how good it was, God was self-giving and creation was beautiful. As the narrative unfolded one day following another, God felt increasing delight in how many things came to life. On the fifth day God created multitudes of birds to "fly above the earth across the vault of the heavens" as well as fish and sea creatures to, "Swarm in the water" (Genesis 1:20) God addressed them directly.

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Key words: Consciousness, Harmony, Problem solving, Spirituality.

Introduction

The word spiritual comes from the latin root "spiritus" which means "breath" - referring to breath of life. It involves opening our hearts and cultivating our capacity to experience awe, reverence and gratitude. It is the ability to see the sacred in the ordinary. Spiritual Intelligence is intended to represent a huge and amorphous class of phenomena. According to Parthasarthy (2007), the Sanskrit term for spirituality is adhyatma. Adhi+ atman= adhyatman. Adhi means 'related to'; atman means self, that is anything related to the self. So spirituality refers to everything concerning the self. If we consider ourselves to be the spirit and not the body, we can be considered to be the spiritual persons. Every culture on the earth has developed some form of spirituality to deal with the biggest questions of life ,so we can assume we are naturally spiritual, even if we choose to deny its existence. It is believed that spirituality exists in everyone's mind and heart across the culture or society which might be related to religious traditions and independently of tradition. In fact every one of us is spiritual because everyone has ultimate concerns. In our materialistic modern world our spiritual intelligence is the search for meaning beyond the physical world and material possessions. When we do not tap in our spiritual essence there remains this constant nagging feeling that there must be "more to life". The modern society is characterized by a lack of spiritual intelligence as most of us worship materialism and instant emotional and physical gratification. As a result we turn to food , drinks, drugs, gambling to try to fill ourselves up and to get rid of the emptiness that we feel. Traditional religion has lost its ground but our spiritual essence still lies within us. When a culture does not provide a spiritual visions for the people, the answer is to develop individual's spiritual intelligence by developing a new level of consciousness (awareness/thinking/possibilities) that will give human beings greater meaning, inner peace and happiness. We are starting to realize that spiritual intelligence (consciousness) has the power to transform our life, civilization, the planet and the course of history.

According to Emmons (2000), the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment is known as spiritual intelligence. Spiritual intelligence regulates intellectual intelligence (IQ) and emotional intelligence (EQ) with wisdom, compassion, integrity, joy, love, creativity and peace. Spiritual intelligence therefore increases personal fulfillment

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**PROFESSIONAL COMPETENCE OF TEACHERS IN
RELATION TO STUDENT'S ACHIEVEMENT AT
PRIMARY LEVEL**

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Introduction:

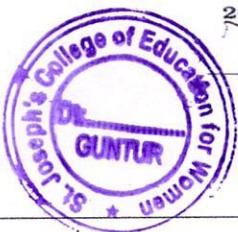
Competencies are the skills and knowledge that enable a teacher to be successful. To maximize student learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day. Few jobs demand the integration of professional judgment and the proficient use of evidence-based competencies as does teaching.

The term professional competency refers to a set of knowledge, skills, values, attitudes, capacities and beliefs people need for success in a profession. Teachers' professional competencies include various competencies in different areas such as pedagogical, cultural, communicational, personal, intellectual etc which are needed for effective teaching.

A profession may be defined as an occupation based upon intellectual study and training, the purpose of which is to supply skilled service to others for a definite 'fee or salary. When we use the term 'Professional' to any job or occupation it is supposed to have certain distinguishable features that normally go with a profession, such as

- (i) A profession evolves in the process of responding to certain specific needs of a society.
- (ii) A profession is characterised by a body of skills.

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WORK PLACE HARASSMENT ON INDIAN WOMEN AND LEGAL PROVISIONS

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Introduction

A safe workplace is a woman's legal right, and the Constitutional doctrine of equality and personal liberty is contained in Articles 14, 15 and 21 of the Indian Constitution. These articles ensure a person's right to equal protection under the law, to live a life free from discrimination on any ground and to protection of life and personal liberty. This is further reinforced by the UN Convention on the Elimination of all Forms of Discrimination against Women (CEDAW), which was adopted by the UN General Assembly in 1979 and which is ratified by India. Often described as an International Bill of Rights for Women, it calls for the equality of women and men in terms of human rights and fundamental freedoms in the political, economic, social, cultural and civil spheres. It underlines that discrimination and attacks on women's dignity violate the principle of equality of rights.

The UN Declaration on the Elimination of Violence Against Women (VAW) states that: "Violence against women is a manifestation of historically unequal power relations between men and women" and that "violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men.

The World Health Organization (WHO), in its research on VAW, has analyzed and categorized the different forms of VAW occurring through all stages of life from before birth to old age. In recent years, there has been a trend of approaching VAW at an international level, through instruments such as conventions; or, in the European Union, through directives, such as the directive against sexual harassment, and the directive against human trafficking.

Through the Criminal Law (Amendment) Act, 2013, Section 354 was added to the Indian Penal Code that stipulates what consists of a sexual harassment offence and what the penalties shall be for a man committing such an offence. Penalties range from one to three years imprisonment and/or a fine. Additionally, with sexual harassment being a crime, employers are obligated to report offences.

The workplace is any area where the employee is required to represent, carry out, perform or implement any duties, obligations or services required. By this token, a home would be a workplace for a domestic maid. For a person engaged in a field job, the area that she covers in the course of her work represents her workplace.

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**EFFICACY OF VEDIC MATHEMATICS IN THE ACQUISITION
OF PROBLEM SOLVING ABILITY IN MATHEMATICS OF VIII CLASS STUDENTS**

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*As are the crests on the heads of peacocks.
As are the Gems on the heads of the snakes
So is the Gunit on the top of science known as vedanga.*

Introduction

Mathematics is called a mirror of our civilization. Mathematics is the foundation in today's systematic life. Without numerical and mathematical proof one cannot decide many issues in day-to-day life. Mathematics is an indispensable tool of exactness to measure quality and time. The place of Mathematics in modern education must be determined by an analysis of the culture of civilization of the modern society. The Kothari Commission Report (1964-66) rightly points out that the study of Mathematics plays a prominent part in modern education. Mathematics Education in schools is more emphasized as it improves concept development, fosters high cognitive abilities and skills.

A primary goal of Mathematics teaching and learning is to develop the ability to solve a wide variety of Mathematics problems (James W. Wilson, Mariole Ferrendeg, and Nelda Hadaway (1993). Problem Solving is an integral part of all Mathematics learning in everyday life being able to solve problem can lead to great advantages. However solving problems is not the only goal of learning Mathematics but also a major means of doing so.

Problem solving involves application of thinking and reasoning to various kinds of problems encountered in life. Problem solving is an integral part of developmental activities and provides opportunities for children to practice what they have learned by applying it in their learning situations.

But many students are scared of Mathematics because of long formulas and calculations. Vedic Mathematics is a new technique which is very original and totally un conventional. a provides new approach for mathematical calculations.

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T. Swarupa Rani

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**SPIRITUAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS IN KRISHNA,
GUNTUR AND PRAKASAM DISTRICTS**

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Introduction

Education is a life-long process by which an individual adapts himself/herself gradually and gracefully to the available physical, intellectual, emotional, social and spiritual environments. According to the International Commission on Education for the twenty-first century- UNESCO, 1996 says education, all the way through life, is based on the four key pillars: "learning to know, learning to do, learning to live together and learning to be", which all together shape an individual as a whole. Teachers have to play a key role for the all-round development of the students. The concepts of spirituality are to be clarified, for better understanding of the entire framework. Sound education is expected to provide ways and means for achieving the development of body, mind and spirit. No educational reform can be successful unless the quality of the teacher is improved. A teacher in modern India is expected to be engaged in building the future of the country. Hence, to carry out the process of education, teachers' all-round development should also be considered seriously at the pre-service level as well as throughout his/her career.

According to Zohar and Marshall (1999) Spiritual intelligence may be classified into the following dimensions

A. **The Inner Self** - Comprises the personal inner sense of "Wholeness" deriving from honesty and consistent uprightness of character. Experiencing significance in daily activities through a sense of purpose and a call for service, including in the face of pain and suffering. It also includes the motive to realize all of one's potentialities, in the pursuit of communion with, identity with, or conscious awareness of an ultimate reality, divinity, spiritual truth, or God through direct experience, intuition, instinct or insight.

B. **Inter-Self** - Relating and awareness of how one influences others, as being helpful to other people with little or no interest in being rewarded for one's efforts. This is distinct from merely helping others. As ethical doctrine that holds that individuals have a moral obligation to help others.

C. **Bio-Storia** - Is the story/experiences of one's life.

D. **Life Perspectives** - Living in alignment with the sacred manifesting love for and trust in life. Awareness about the origin and purpose of life and being able to answer questions such as: "What is the meaning of life?", "Why am I here?" and "Why are we here?"

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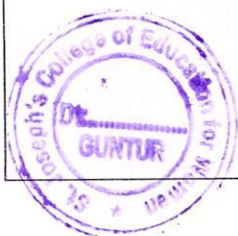
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PRINCIPAL
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FOR WOMEN
GUNTUR-522 001., A.P

A Study on Attitude of Parents of Students towards Inclusive Education

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Abstract

Inclusive education means that all children, including those with disabilities learn together in mainstream neighbourhood schools. Inclusion is a process by which a school expends its resources to meet the learning needs, physical needs and emotional needs of all the children. Inclusion is the provision of services to students with disabilities in their neighbourhood schools with necessary support services and supplementary aids for both children and teachers. It means meeting the needs of children with disabilities for a free and quality public education in the least restrictive and most effective environment. The present study is aimed exploring the parents of students' attitude towards inclusive education in the Guntur district of Andhra Pradesh. The finding of the study shows that there is no significant difference in the in the attitude of male and female parents of students towards inclusive education. There is no significant difference in the in the attitude of urban and rural parents of students towards inclusive education. There is no significant difference in the in the attitude of educated and uneducated parents of students towards inclusive education. There is no significant difference in the in the attitude of employed and employed parents of students towards inclusive education.

Keywords: Attitude, Parents, Inclusive Education

Introduction

Inclusive Education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential. Inclusive education means that all children, including those with disabilities learn together in mainstream neighbourhood schools. Inclusion is a process by which a school expends its resources to meet the learning needs, physical needs and emotional needs of all the children. Inclusion is the provision of services to students with disabilities in their neighbourhood schools with necessary support services and supplementary aids for both children and teachers. It means meeting the needs of children with disabilities for a free and quality public education in the least restrictive and most effective environment. The movement of including students with disabilities in the general school is receiving tremendous legislative, financial and research based support not only in India but also all over the world. Time and again Indian constitution has formulated



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Effect of Robotics Package on the Development of Scientific Skills in Government Secondary School Pupils

Dr. J.R. Priyadarsini*

INTRODUCTION

Robotics is an ultimate techno science subject that any engineer dreams to work on. Robotics is the branch of technology that deals with the design, construction, operation, and application of robots as well as computer systems for their control, sensory feedback, and information processing. The design of a given robotic system will often incorporate principles of Mechanical engineering, Electronic engineering and Computer science particularly Artificial intelligence.

Teaching Robotics to young children is a very good introduction into science and technology. Not only do they learn to design and construct a robot, they also get a more complete idea that is required for an organism to act in the real world. Robotics is an effort to stimulate young people to get involved with technology. Robots are very interesting and can attract students to school. We can potentially obtain lower students absenteeism rates. It is proven that motivated students have better grades. So, the best way out for schools is to upgrade their existing computer labs to Robotics labs. Robotics should be included as a subject and the real life impact will come if it becomes part of the curriculum.

RESEARCH STUDIES ON ROBOTICS EDUCATION

Sergey Filippov Natalia Ten, Ilya Shirokolobov, Alexander Fradkov (2017) Institute of Problems in Mechanical Engineering, the Russian Academy of Sciences, St. Petersburg, Russia, ITMO University, studied on "Teaching Robotics in Secondary School" and found that the whole complex of actions taken by Robotics Center and its partners show very important results. Each year hundreds of new robotics classes appear all over the country and dozens of organizations that teach children for free become partners of Robo finest project. There are not so many people now, who have received this complex robotics education in Robotics Center and the universities, but those who did show outstanding results and get good jobs. For example four students of the first robotics courses are now leading engineers in unmanned aerial vehicle, navigation system, aerospace instrumentation and technical equipment design companies. They are already very skillful and highly demanded engineers despite they are under 23.

Sung Eun Jung and Eun-sok Won (2018) Department of Educational Theory and Practice, University of Georgia, Athens, USA, studied on "Systematic Review of Research Trends in Robotics Education for Young Children" and they first suggest developing and enhancing the robotics-intensified knowledge, skill, and attitude domains for robotics education. In particular, considering that robotics is a part of computer science, robotics education is often positioned only in the context of STEM disciplines.

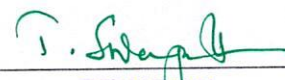
Second, we suggest shifting the focus of robotics education research from robotics technology and its effects to young children themselves. Instead of positioning young children as adopters of

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Perceptions of Volunteer Teachers and Adult Learners about Facing Problems in Education Programmes Implementation

Billa Raja Rubi Kishore*
Prof. T.Swarupa Rani**

Abstract

In India, the National Policy on Education (1986) gave impressive impulse to advance fundamental instruction for school-age youngsters, youth and adult learners. During the 1990s, India embraced the World Declaration of Education for All (EFA) received by the World Conference of Education at Jomtien (1990), and acknowledged the statements of the Fifth International Conference on Adult Education (CONFINTEA V) as to adult learner proficiency and adult learners learning. India has made critical steps to grant basic instruction and adult learner proficiency training during the 1990s. Starting from the end of the Nineteenth century, this movement had witnessed various types of development and involved various agencies and institutions including the Central and State Governments, Local Organisations and Other Educational and Voluntary agencies in order to transform itself into a National Movement. No doubt, the Adult Education Programmes in Andhra Pradesh had very long history though this movement started emerging as a major programme at National level since the year 1978. This paper gives an outline of the perceptions about the problems of facing by Volunteer teachers and Adult Learners in the current arrangement and projects identified with adult proficiency and long lasting learning.

Key words: Education for All, adult learner, literacy, volunteer teachers, national programs.

Introduction

Training is a long lasting procedure. It is an extraordinary speculation for the present and what's to come. It conveys completion and wealth to man's life. It goes about as an instrument for producing financial development. It is an integral asset for social change. It is a vehicle for getting learning and abilities. It has the ability to still, small voice and enables the general population. It makes the general population to end up basic and dynamic members during the time spent freeing themselves from obliviousness, wretchedness, corruption, foul play, misuse, disparities and monetary and social disasters. It is a weapon in the hands of the majority to wrest their liberation from oppressors and exploiters. It at last causes them to anchor social and financial equity. It guarantees political freedom of thought, articulation, conviction, confidence and love, uniformity of status and opportunity, and organization - guaranteeing the nobility of the individual and the solidarity of the country ensured in our constitution. Training, as indicated by Swami Vivekananda, isn't the measure of data that is put into the mind and goes crazy there, undigested for your entire life. We should have life-building, man-production, character-production digestion of thoughts. In the event that you have acclimatized fine thoughts and

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A Study of Adult Education Learners of Selected Districts of Andhra Pradesh

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Abstract- Literacy is the major component of Economic and Social progress of any country. The National Literacy Mission was setup in 1988 with the goal of making India literate by 1992. The Andhra Pradesh State Literacy Mission Authority also took measures to achieve total literacy in Andhra Pradesh. The present study aims at the skill development and resource support of various adult education centers of selected districts of Andhra Pradesh in achieving self reliance.

Keywords- Total Literacy, India Literate & Adult Education Center

I. INTRODUCTION

Objectives

- To study the adult learners of Adult Education Centers of low literate districts of Andhra Pradesh in achieving Self-reliance with respect to Skill Development.
- To study the adult learners of Adult Education Centers of low literate districts of Andhra Pradesh in achieving Self-reliance with respect to Resource Support.

Research Method

Survey method is used in the present study

Research Tool

Questionnaire constructed by the researcher himself is used in the present study. The cronbach alpha value of pilot study is 0.8. Experts in the field were also consulted and their suggestions and corrections were taken into consideration in finalizing the research tool. This establishes the reliability and validity of the questionnaire.

Sample and Sampling Techniques

Prakasam, Srikakulam and Vijayanagaram districts of Andhra Pradesh were selected basing on the low literacy rates of Adult learners. Further, 10 mandals were selected from each district basing on the low literacy rates of the respective mandals in each district.

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A sample of 300 Adult learners, were selected randomly from among the selected districts and mandals of Andhra Pradesh.

Findings :-

Table 1: Adult Learners Variance in Skill Development

Statistical Variable	SS	DF	MS	F	F-table	T-CD
Education Groups	5659.11	4	1414.78	41.2415	1.94581	1.94184
Gender Groups	31258.5	264	118.365			
Total	36917.61	268				

*Significant at 0.01 level

The above table indicates that there is significant variance in various skills of adult learners in achieving self reliance. The variance is further explained with the help of following chart.



Figure 1: Percentages of Various Skills of Skill Development



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Values Imparted to the Secondary School Students

Dr. J. R. Priyadarsini* and Moparthi Mary Oommon Sarala**

INTRODUCTION

The ideals and the life goals set to achieve in life are reflected in the values that one holds this determines the standards of behavior of everybody's life. These values consistently influence the decisions we take in different situations in different times.

Members of the society especially in their learning stage adopt values at home with the association of parents and other family members and later at the school and college with their peer groups. The school environment with different situations makes a child grow with the needed values for the life. It is quite natural that a student at school stage is expected to equip himself with appropriate and sound values for leading a value based righteous life – which is very much needed in the present time. Thus the researcher strongly felt imparting values at the school stage is imperative of the time.

STATEMENT OF THE PROBLEM

The investigator has titled her study as – "Values imparted to the secondary school students

OPERATIONAL DEFINITIONS OF THE KEY TERMS IN THE STUDY

Values: Values are believed about what is right and wrong, and what is important in life is mostly traditional values in education, human values for dignity of life taught and feeling emotions and sentiments would help an individual to grow in multiple dimensions.

Imparted: It is a past form of the word imparts means passing information or knowledge etc. to other people. This mainly explains values taught or passed on to the children in the needed values for their life along with the academic learning.

Secondary School students: Children between the age group of 11 and 18 years pursuing education at secondary school level.

OBJECTIVES OF THE STUDY

1. To study the values imparted to secondary school students as perceived by secondary school teachers.
2. To find out the influence of the following variables on the values imparted to secondary school students
 - (i) Gender (Male / Female)
 - (ii) Locality (Urban / Rural)
 - (iii) Medium of instruction (English Medium / Telugu Medium)
 - (iv) Type of school (Residential / Non Residential)
 - (v) Subject at Graduation (Science / Arts)

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WOMEN EMPOWERMENT IN INDIA AND THE RIGHTS AVAILABLE TO WOMEN

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Introduction

India is a complex country. We have, through centuries, developed various types of customs, traditions and practices. These customs and traditions, good as well as bad, have become a part of our society's collective consciousness. We worship female goddesses; we also give great importance to our mothers, daughters, sisters, wives and other female relatives or friends. But at the same time, Indians are also notorious for treating their women badly, both inside and outside their homes.

The violation of women's fundamental rights through physical, mental, emotional, and sexual violence has become almost commonplace in the Indian context. Violence against women has taken particularly acute forms in circumstances where populations are already marginalized, such as in areas affected by armed conflict, areas undergoing mass displacement [3]. Women in the Tribal belts and amongst Dalit populations are already vulnerable, and become even more so in areas affected by conflict.

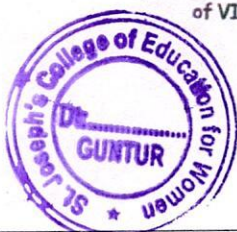
Indian society consists of people belonging to almost all kinds of religious beliefs. In every religion women are given a special place and every religion teaches us to treat women with respect and dignity. But somehow the society has so developed, that various types of ill practices, both physical and mental, against women, have become a norm since ages. For instance, sati, practice of dowry, pardha, female infanticide, wife burning, sexual violence, sexual harassment at work place, domestic violence and other varied kinds of discriminatory practices; all such acts, consist of physical as well as mental elements. Therefore it is necessary to recognize and address the particular forms of violence levied against women who are 'doubly marginalised' by caste, class, religion, or in situations conflict[8]. Customary routine laws discriminate women, both by denying justice to victims of violence and by dispossessing women from their shares in land and property. A number of laws that protect women from discrimination are either inadequate, or have not been properly implemented. Therefore, using the law oppose all forms of gender-based discrimination and violence against women and increase women's access to the justice system is a vital means to their empowerment.

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Introduction

The world of Internet today has become a parallel form of life and living. Public are now capable of doing things which were not imaginable a few years ago. The Internet is fast becoming a way of life for millions of people and also a way of living because of the growing dependence and reliance of the mankind on machines. Internet has enabled the use of website communication for the betterment of human kind.

Internet, though offers great benefits to the society, also presents opportunities for crime using new and highly sophisticated technology tools. Today e-mail and websites have become a preferred means of communication. This includes not only educational and informative material but also information that might be undesirable or anti-social.

The term crime is defined as an act, which subjects the doer to legal punishment for any offence against morality, social order or any unjust or shameful act. The "offence" is defined in the Code of Criminal Procedure to mean as an act or omission made punishable by any law for the time being in force.

Cyber crime is a term used to broadly describe criminal activity in which computers or computer networks are a tool, a target, or a place of criminal activity and include everything from electronic cracking to denial of service attacks. It is also used to include traditional crimes in which computers or networks are used to enable the illicit activity. A computer network is basically the collection of communicating nodes that helps in transferring data across the world. The nodes at any given time could be a computer, a laptop, smart phones etc.

Cyber crime encompasses a wide range of crimes. Any crime involving a computer and Internet is called cyber crime. Some of the popular and alarming crimes in the cyber world are:

1. Cyber stalking
2. Hacking
3. Phishing
4. Cross site scripting
5. Vishing
6. Cyber Squatting
7. Bot Networks
8. Global Anti Malware Market

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P. Swarna

Dr. Ambedkar's Women Education - An Outlook

Dr. B. Sripatha

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"I measure the progress of a community by the degree of progress which women have achieved"

- Dr. B.R. Ambedkar

INTRODUCTION:

The women of any country have an important contribution in the progress of that country. It is the women who are capable of building such children who may lead the country to the path of progress and prosperity. An educated woman makes the family and the society cultured. Manu, has, therefore rightly remarked that God resides at the place where women are worshipped. By worship of women we do not mean the worship through conventional means, but we mean where women are respected, proper provision of education made for them and they are given freedom equal to men in the society. The utmost expansion of women education is necessary for the achievement of all sided development of India.

In ancient India, education of women had made a great progress. Women not only studied the Vedic literature but famous women such as Maitrai, Gargi, Ghosha, Lopamudra, etc. had themselves, composed vedic verses. Women of the ancient period had acquired great knowledge in different Shastras and sometimes they not only participated in the Shashtra s equal to those of men but also acted as judges or mediators. After the Vedic period, the education of women received encouragement during the Buddhist period also. Scholars are even of the view that it is the Buddhists who have the credit of making the first organised effort in the field of women education because they made proper provision of education for the Buddhists female monks. After the decline of Buddhism, when the revival of 69 Hinduism started women education received a major setback because Shakaracharya, the leader of the revival of Hinduism, was against the education of women. All India Women Education conference was organized in 1927 and demands were made for providing different types of education to women. Dr. Ambedkar stressed the education of women therefore he seems to have supported the views expressed by Baba Govinda das and Mrs. P. R. Manorama bai in 1920-93 To Baba Govinda das education to women was essential, otherwise it was impossible to have past glory. And Mrs. P. Manoramabai's assertion was that education was equally important to women as it was to men.

After the Independence of India in 1947, our leaders paid special attention towards the expansion of women education in the country. When Dr. Ambedkar was a young boy of twenty he wrote a letter from U.S.A. to one of his father's friends. In it he expressed his views about education of women. He thought that the downtrodden progress would be greatly accelerated if male education was pursued side by side with female education particularly Girls should be well-versed in home education. Dr. Ambedkar was a believer in women's progress. He measured the progress of a community by the degree of the progress which women achieved. He fought for human rights equally 70 for both men and women. He advised women to learn to be clean, keep away from vices, give education to their children, remove from them all inferiority complexes, instill ambition into them, inculcate in their minds that they were destined to be great and not to be in a hurry to marry. These thoughts of Dr. Ambedkar clearly shows that he too strongly believed that if women were educated the entire family will be educated.

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MENTAL HEALTH AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

This research paper has been designed to investigate the mental health of secondary school teachers concerning their gender, locality of living and management. The researcher selected 300 secondary school teachers from Guntur District of Andhra Pradesh. Mental Health Inventory was developed and standardized by Dr. Jagadish and Dr. A. K. Srivastava was used for this study. The inventory consists of 56 items of which 32 are positive and 24 are negative statements. Test-retest reliability was found to be 0.77, according to test constructors. The findings of the study revealed that 19.67% of secondary school teachers have low levels of mental health. Approximately 60% of the teachers have moderate levels of mental health, and the remaining 20.33% have high levels of mental health. Secondary school teachers differ in their levels of mental health. Gender and locality of secondary school teachers don't make a significant difference in their mental health. Management of the secondary school students make significant difference in their mental health. The govt. secondary school students had better mental as compare to private secondary school students.

Keywords: Mental Health and secondary school teachers.

Introduction

The teacher is a very important part of the education system. Teaching-the mental health of teachers plays an important role in the learning process. Teachers need to be mentally alert and consistent to develop alertness and consistency in students. In the present situation, teachers have to deal with a large number of students, job satisfaction, leadership, stress, etc. So, the environment can lead to psychological conflict and disorders. If the teacher is not in good mental health, he/she can do innumerable harm to the country in terms of proper guidance to the students so that the teacher can maintain good mental health and only the future learners will benefit.

According to the World Health Organization (WHO), "mental health is the ability of an individual to perceive his or her abilities and cope with the normal stresses of life, to work productively and fruitfully, and to contribute to his or her community". In this positive sense, mental health is the foundation for the well-being and effective functioning of an individual and society.

Mental health refers to the complete and harmonious functioning of our entire personality as well as our bio-social-mental and spiritual well-being. Mental health is so much more than the absence of mental illness. Happiness, peace of mind, contentment in achieving and enjoying life are all aspects of mental health. A person with good mental health adapts well to himself and his environment. These are the positive aspects of mental health analyzed in the present study.



ENVIRONMENTAL KNOWLEDGE OF B.Ed. and D.Ed. TEACHER TRAINEES**Dr.Pakala Naga Suresh Kumar¹ & Dr.T.Swarupa Rani²**¹Post Doctoral Fellow, Dept. of Education, Acharya Nagarjuna University, Nagarjuna Nagar – 522510
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ABSTRACT: *The present study aimed at to study and compare the Environmental knowledge of B.Ed. and D.Ed. teacher trainees with reference to gender, management, locality and parental education. The sample consisted of 600 teacher trainees out of 300 B.Ed. teacher trainees and 300 D.Ed. teacher trainees from Andhra Pradesh State, the sample has been collected by using stratified random sampling technique. The normative survey method had been used for the study. Environmental knowledge scale was constructed by the researcher. The findings of the study revealed that there is no significant difference between the environmental knowledge of B.Ed. and D.Ed. teacher trainees.*

Key Words: *Environmental Education, Environmental Knowledge, B.Ed. and D.Ed. Teacher Trainees*

Introduction

Today, man is existing in a world of environmental crises, in the last two decades we have seen a lot of industrial revolution due to which the environment has been extremely affected. Over usages of pesticides, fertilizers, insecticides has improved the crop yield but causes negative impact on environment. Due to increasing in population and industrialization leads to environmental crises in our country which shows severe effect on the society. The series of environmental problems comprise of global warming, ozone layer depletion, acid rains, greenhouse effect, pollution of air and water, droughts, floods, exploitation of natural resources, scarcity of fuel and fresh water, epidemic diseases and health hazards. To save the environment and protect ourselves we should take urgent action to solve environmental problems and we have to take safety measures to decrease severity of all such environmental crises. Education is a fundamental aspect in developing knowledge and awareness among community about issues that affect the society. It is the need of the hour to study the environmental education extensively to survive human beings comfortably on the earth. The aim of environmental education is to develop environmental knowledge, attitude and skills among global population to provide contribution and make solutions of present environmental problems. Environmental education is modification of the human undesirable environmental behaviour to protect environment by making them progressively knowledgeable about the environmental problems. In this regard various environmental knowledge components are introduced in school curriculum to create environmental awareness among the students. The effective environmental education always requires the commitment of teacher trainees. Teacher trainees are trained in teacher education institutes to teach the students at different levels of education. The major objectives of environmental education at B.Ed. and D.Ed. training courses are to enhance the environmental knowledge and awareness of the teacher trainees about the environmental problems and its associated issues to create positive environmental attitude and values among them. The fruitful implementation of environmental education depends upon the teacher trainees who are expected to have a worthy level of knowledge about the environment. The teacher trainees who are environmentally literate and have a worthy level of environmental knowledge and skills, can only produce environmentally literate students. It is the responsibility of the teachers to create environmental awareness positive attitudes towards environment among the students by imparting environmental knowledge which are existed in the school curriculum. Hence there is a need of the present study "ENVIRONMENTAL KNOWLEDGE OF B.Ed. and D.Ed. TEACHER TRAINEES"

Review of related literature

Makki, M. H (2003) conducted a study on Lebanese secondary school students Environmental Knowledge and Attitudes. He that participants possessed favourable attitude towards the environment but lacked in their environmental knowledge. Environmental knowledge was significantly differ in parental education level. However, the correlations were low that indicating small relationship between the variables.



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A STUDY ON PERSONALITY ORIENTATION OF SECONDARY SCHOOL PUPILS

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ABSTRACT

The present study aims at the personality orientation of secondary school students. The data was gathered from 200 secondary school students in the district of Prakasam of Andhra Pradesh state. They were selected by the simple random sampling method. The investigator adapted the Personality orientation scales developed by Prof. S.K.Dixit, 1986 to collect the data. The data were analyzed using a t-test. The results revealed not significantly influenced gender and locality. The study also revealed the significant influence of the type of institute.

KEYWORDS: Personality, Orientation, Secondary School Students

INTRODUCTION

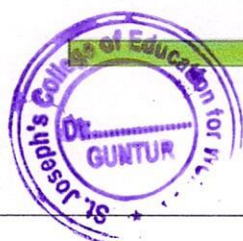
It is now considered a complex structure, which the individual develops during his life as a result of his experience. It is a continuously changing structure depending upon the influence of a cluster of experiences about his physical and psychical entity. It is unique as it is composed of different basic capacities that have been developed due to exposure to different environments from the beginning of one's birth. It is multi-dimensional. Allport (1937) defines that Personality as the dynamic organization within the individual of that psychophysical system that determines his unique adjustments to his environment. Personality orientation is used here as a generic term to characterize the goals of broad classes of experimental endeavors. Bass (1962) has identified three types of orientations. Self-orientation, task orientation, and interaction orientation are affecting in determining social behavior as well as the performance at the different tasks.

NEED AND SIGNIFICANCE OF THE STUDY

Personality is the total of the behavioral and mental characteristics that are distinctive of an individual (Andrew M. Colman, 2009, p. 565). It refers to individuals' unique and relatively stable patterns of behavior, thoughts and feelings (Robert A. Baron, 2006, p.150). The nature of individuals varies, and the personality of the individuals varies this is the law of nature and this varying nature has a tremendous impact on making life a success or a failure, including the life of the students.

REVIEW OF RELATED LITERATURE

Dr. L. N. Bunker* & Shilpa Chouhan** (2018) Personality Trait and Family Environment of Criminal. The findings reveal that there is a statistically significant difference between the 16 Personality factors of criminal and non-criminal females. On the measures of 16 PF significant difference was found among factors such as Warmth, Emotional stability, Dominance, Liveliness, Rule Consciousness, Social boldness, Vigilance, Privatness, Apprehension, Self-Reliance, Perfectionism, and Tension.



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OPINION OF TEACHERS
TOWARDS IMPLEMENTATION OF MID-DAY MEAL PROGRAMME

"Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for lifetime".

Adenna Naik

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Introduction

In the words of Gandhiji, "By education I mean an all round drawing out the best in child and man body, mind and spirit". It is clear from this that, a sound mind cannot be created, beauty and perfection in a soul cannot be developed and even the best in the child cannot be drawn out of a weak body. Education equips the child to become a useful member of the society and to play a constructive role in the socio-economic development of the country. It is education which plays a vital and important role in fulfilling the basic needs of a common man viz. food, shelter and clothing. The main aim of education is to prepare and develop the child physically, mentally and spiritually to lead a quality life. Education is a process through which a child is made capable to attain the necessary competencies and skills to face the challenges in life to survive, and struggle for existence. No country can ever think of progress and prosperity without educating its people. Education not only provides livelihood, but also opens one's mind to new thoughts, possibilities and opportunities.

Today in India, many children have to work for the household in the morning and walk a long distance with empty stomachs to the schools. This is more conspicuous with the girl child who has to lend a helping hand to the mother and then attend the school. These children stay at school for more than five to six hours a day and even longer, without taking food from their home. In these conditions mere feeding the mind of pupils with all kinds of information will not help in developing all the faculties of the children.

Midday Meal Programme

The National Programme of Nutritional Support to Primary Education (NP-NSPE), popularly called Mid-Day-Meal Scheme was launched on 15th August, 1995, with the twin objectives of:

1. Boosting Universalization of elementary education by increasing enrolment, retention and attendance.

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PROFESSIONAL ETHICS OF SECONDARY SCHOOL TEACHERS

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Introduction

Teachers in all human societies are required to acquire a vast body of knowledge relating to the content and pedagogy of their subjects and ordinarily they require a long time of education followed by professional training and then continually require up gradation and updating of their knowledge and skills throughout their career. Teachers as professionals need to practice their skills based on complex knowledge within the guidelines established by their profession. Every professional feels obliged to his profession and also has opportunities to enjoy certain privileges. Teachers should excel as professionals, considering teaching as a noble profession having its own ethics and respect.

Professional Standards in Teaching Profession

The teaching profession demands:

1. Good communication with professional experts, colleagues and students.
2. Sound knowledge in the subject and related duties that have to be performed.
3. Technical skill of teaching explicitly and focused content information.
4. System evaluation and opening a new spectrum of information.
5. Firm determination and commitment to the profession of teaching.
6. Refined values and behavior.

Importance of Professional Ethics

Accountability

Man and his thinking are dynamic. It is human to tend towards comforts and cash. During the present times man has slowly turned stingy and unethical while not realizing what impact it will have on him, his family, profession and society. Values and ethics help us to correct ourselves if we have a tendency to do something wrong.

Self-Satisfaction

Self-satisfaction is said to be our inner self and thought method. Self-satisfaction is a pre-requisite for leading a happy and respectable life. Society always respects a man who has ethical principles.



T. Srilatha

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AWARENESS OF CHILD RIGHTS AMONG THE SECONDARY SCHOOL TEACHERS

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"I speak not for myself but for those without voice... those who have fought for their rights... their right to live in peace, their right to be treated with dignity, their right to equality of opportunity, their right to be educated" — Ms. Malala Yousafzai.

Introduction

Child rights a unit of the human rights of youngster with specific attention to the rights of special protection and care afforded to minors. These rights to association with every people, human identity yet because the basic desires for food, universal state paid education, health care and criminal laws appropriate for the age and development of the children, equal protection of the child's civil rights, and freedom from discrimination on the basis of their child's race, gender, sexual orientation, gender identity, national origin faith, disability, color, ethnicity, or different characteristics.

Interpretations of child rights vary from allowing a child the potential for autonomous action, to the group action of kid being physically, mentally and showing emotion free from abuse, what constitutes "abuse" is matter of debate. Other definitions embody the rights to worry and suffering. In the history of human rights, the child rights are the most ratified. The Global Organization convention on the rights of the child defines youngster rights because the minimum entitlements and freedoms that ought to be afforded to each national below the age of eighteen years with no discrimination of race, national origin, colour, gender, language, religion, opinions, wealth, birth status, disability, or other characteristics.

Child rights comprehend freedom of children and their civil rights, family setting, welfare, education, leisure and cultural activities and special protection rights. The United Nations Convention on the Rights of the Child (UNCRC) outlines the fundamental human rights that should be afforded to child in 4 board classifications that suitably cover all civil, political, social, economic and cultural of each kid.

No issue has taken that good caring and estimation like child's rights. There is a full agreement that child's rights are considered a basic part of human rights which demand perfect international legislations and accepted. This was totally backed up by a compulsory international treaty. Child's rights are more important than human rights because such rights cannot be abandoned on any base, it is a duty of every responsible citizen. It is a complete responsibility since birth and being committed to pay in return.

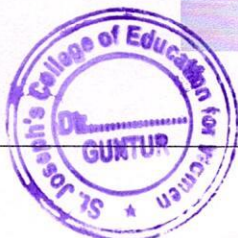
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