



अली यावर ज़ंग राष्ट्रीय वाक् एवं श्रवण दिव्यांगजन संस्थान
(दिव्यांगजन सशक्तीकरण विभाग , सामाजिक न्याय एवं अधिकारिता मंत्रालय , भारत सरकार)
मनोविकास नगर, सिकंदराबाद - ९.

AliYavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan)

(An Autonomous body under the Department of Empowerment of Persons with Disabilities (Divyangjan)

Ministry of Social Justice and Empowerment, Government of India, New Delhi

REGIONAL CENTRE- MANOVIKAS NAGAR, SECUNDERABAD - 9, TELANGANA, INDIA.

CERTIFICATE

This is to Certify that *Dr./Mr./Mrs. Chandrakala* D/ O/S/O-----

with CRR No _____ has delivered a lecture on *Emergence of gender Identity*
and gender role -----in three days CRE Programme on " GENDER AND DISABILITY "

conducted by AliYavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan) , RC, Secunderabad
from 12th to 14th February 2020.

K. Sridevi
(Dr. K. Sridevi)
Course Coordinator

G. V. M. Hari Prasad
(G. V. M. Hari Prasad)
I/c Assistant Director



Helen Keller's Institute of Research and Rehabilitation for the Disabled Children

Sri Colony, Ramakrishnapuram, Secunderabad -500056., Telangana State

3 Days RCI Approved CRE Webinar

From 22nd to 24th December 2021

Certificate

This is to certificate that

Ms. K. Chandrakala (RCI-CRR No. A13608)

*Attended the three days RCI approved Continuing Rehabilitation Education Programme
on "Advances in Management of Persons with Hearing Impairment" as a resource person
and delivered a talk on 24/12/2021 on the*

Topic: "Various issues related to Rehabilitation of Hearing Impaired "

P. Ummer Khan
Chairman
Helen Keller's Institute

Dr. Sreevidya Sherla
CRE-Coordinator





भारतीय पुनर्वास परिषद



TAPAN REHABILITATION
SOCIETY



Certificate of Participation

This is to certify that Ms./Mrs/Shri/Dr. **CHANDRAKALA** CRR No. **A13608** has participated in the CRE Programme/Workshop/Seminar/Conference (online/offline) on the topic "**Practical Education and Treatment Approches to Improve Communicative Skills for Teachers, Trainees and Parents of Person with Autism and other Pervasive Developmental Disabilities**" approved by Rehabilitation Council of India, a Statutory Body of the Ministry of Social Justice and Empowerment , Department of Empoerment of persons with Disabilityes (Divyangjan), Govt. of India vide approval no.F. No. 7-16 (420)/2022-RCI dated: 21/06/2022 conducted from 22/07/2022 to 24/07/2022 at Tapan Rehabilitation Society, (Pragya Institute For Education and Training of Differently Abled,Nilokheri)Karnal ,Haryana as participants with 10 CRE Points per day.

Place: Karnal (Haryana)

Date: 26/07/2022

(Dr. Sujata Sharma)

Director





भारतीय पुनर्वास परिषद



अली यावर जंग राष्ट्रीय वाक् एवं श्रवण दिव्यांगजन संस्थान

(दिव्यांगजन सशक्तीकरण विभाग, सामाजिक न्याय एवं अधिकारिता मंत्रालय, भारत सरकार)
क्षेत्रीय केंद्र - सिकंदराबाद मनोविकास नगर, सिकंदराबाद - ९, तेलंगाना, भारत

Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan)

(An Autonomous body under the Department of Empowerment of Persons with Disabilities (Divyangjan)
Ministry of Social Justice and Empowerment, Government of India, New Delhi

REGIONAL CENTRE- SECUNDERABAD

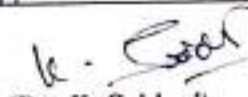
MANOVIKAS NAGAR, SECUNDERABAD - 9, TELANGANA, INDIA.

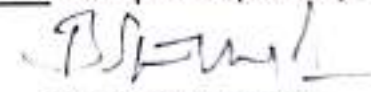
Certificate of Participation

This is to certify that Ms./Mrs./Shri./Dr. Dr. Chandrakala CRR No A/3608
has participated in two day National Seminar (CRE Program), OFFLINE on "INCLUSIVE PEDAGOGY: STRATEGIES
AND APPROACHES FOR INCLUSION" INCLUSION IN LIGHT OF NEP 2020 approved by Rehabilitation Council of
India, A statutory body of the MSJE, Dept. of Empowerment of Persons with Disabilities (Divyangjan), GOI vide approval
No F.No7-16(35)/2022-RCI dated 18th November, 2022 conducted on 24th & 25th January, 2023 at AYJNISHD
(Divyangjan), RC, Secunderabad in collaboration with Dept. of Education, Osmania University as Resource person/
Keynote speaker/ Paper presenter/ and presented on topic Research Trends in

Inclusion with CRE points per day.


(A. S. Aparna Ravichandran)
Co -Coordinator
Date: 25 /1/2023


(Dr. K. Sridevi)
Coordinator


(Mr. B. Srinivas Rao)
I/c Assistant Director

Certificate of Participation

This is to certify that Ms./Mrs./Shri/Dr...C.H.A.N.D.R.A.K.A.L.A..... CRR No...A13608.....
has participated in the CRE Programme/Workshop/Seminar/Conference (online/offline) on the topic
"Application of Technology in Education & Training" approved by the Rehabilitation Council of India,
a Statutory Body of the Ministry of Social Justice and Empowerment, Department of Empowerment
of Persons with Disabilities (Divyangjan), Govt. of India vide approval No...F. No. 7-16 (MISC.) / 2023-RCI
dated...12-05-2023.... from...08-06-2023..to...10-06-2023..at...Ashray Akruti.. as Chairperson/Resource persons/
Keynote Speaker/ Paper Presentation/ Poster Presentation/Instructor/Coordinator/Participants with...6.....
CRE Points per day.

Place: Hyderabad
Date: 10-06-2023


(D. SHASHIKALA)
Name & Signature of the
Head of the Institution with rubber stamp
ASHRAY-AKRUTI
6-3-1027/A2, SRINAGAR COLONY,
HYDERABAD-500 073, TELANGANA
Ph No: 040-4004 2250

Certificate of Participation

This is to certify that Ms./Mrs./Shri/Dr. Prof. Chandrakala.....CRR No.....
has participated in the CRE Programme/Workshop/Seminar/Conference (online/offline) on the topic "RPwD Act 2016"
approved by the Rehabilitation Council of India, a Statutory Body of the Ministry of Social Justice and Empowerment,
Department of Empowerment of Persons with Disabilities (Divyangjan), Govt. of India vide approval No
CRE - 24091616484530 dated 20-09-2024 conducted from 21-10-2024 to 23-10-2024
at ASHRAY-AKRUTI as Chairperson/Resource persons/Keynote Speaker/ Paper Presentation/ Poster
Presentation/Instructor/Coordinator/Participants with 6.....CRE Points per day.

Dr.D. Shashikala

Name & Signature of the
Head of the Institution with rubber stamp

ASHRAY AKRUTI
8-3-1027/12, SRINAGAR COLONY,
HYDERABAD-500 073, TELANGANA
Ph No: 040-4004 2250

Place: Hyderabad

Date: 23-10-2024



Helen Keller's Institute of



Research and Rehabilitation for the Disabled Children

(Affiliated to Osmania University and Approved by RCI, New Delhi)
Sri Colony, Ramakrishnapuram, Secunderabad -500056., Telangana State

CERTIFICATE

This is to certify that *Dr./Ms./Mr. Chandvalse* CRR No. *A13508*

has participated as a resource person, delivered a lecture on *Current Trends in Inclusive Education* in three days CRE Program (offline) on the topic

"Latest Trends in Inclusive Education & Adaptive Learning Technologies" approved by the Rehabilitation Council of India,

a statutory body of the MSJ&E, Dept.- of Empowerment of Persons with Disabilities (Divyangjan), Govt. of India

vide approval No. **F. No.7-16(39)/2024-RCI** Dated 08/06/2024 (CRE Proposal ID: CRE-24070414282834)

conducted on 11th to 13th September 2024.

P. Ummer Khan
Chairman
Helen Keller's Institute

Dr. D. Arumugam
CRE-Coordinator



Certificate of attendance

This is to certify that

Mary Sunanda

attended an IATEFL professional development online event

Four principles for accent-friendly pronunciation teaching

presented by Mark Hancock

on 7 December 2024

A handwritten signature in dark ink, appearing to be "AP", is centered within a faint, light-colored rectangular border.

Aleksandra Popovski-Golubovikj
IATEFL President



NATIONAL INSTITUTE OF TECHNOLOGY-TIRUCHIRAPPALLI

Certificate of Participation

This is to certify that Prof.G.Mary Sunanda,HoD, Dr.B.R.Ambedkar open university HydT.S.....has participated in the One Day Conclave titled ‘Integrating Humanities in STEM: Suggestions from NEP 2020 for S&T Institutes’ organised by the Department of Humanities and Social Sciences, NIT Tiruchirappalli on 10th November 2024

Dr. V.K. Karthika
(Convenor)

Dr. R. Murugesan
(Co-convenor)

Certificate of Publication

Let It Be Known By This Certificate That



Dr. G. Mary Sunanda

Manuscript Title

“EXPLORING MULTILINGUISTIC TEXTBOOKS AND ACTIVITIES TO ENHANCE THE COMPETENCIES OF SCHOOL STUDENTS TO LEARN SKILLS IN ENGLISH IN A BETTER WAY”

Is Published In Volume 5 Issue 1 January 2024 Edition of The

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Date of Issue: 31 January 2024

Editor-in-Chief:
Dr. Kumkum Bhargava
Email: kumkumbh@hotmail.com



Managing Editor:
Dr. Tina Porwal
Email: editor@shodhkosh.com



ELLC2024-0103

3rd International Conference

ELLC-2024

14 & 15 December 2024

Sustainable Global Goals in World Literature and Contemporary Studies:
Remodelling Gnoseological Interlinkage

Organised by

The Achievers Foundation for English Studies

in collaboration with

MMUT, Gorakhpur, UP & LLNH Girls College, Una, HP, India

CERTIFICATE

This is to certify that
Prof. G. Mary Sunanda

*Professor of Education & HoD, WDECi/c,
Dr. B. R. Ambedkar Open University, Hyd,
TG*

attended the conference. He / She also presented a paper entitled
Lessons from Indian knowledge system (IKS) To our students using AI Tools- Challenges ahead.

15 December, 2024

Dr. Raman Kumar
Organising Secretary

Dr. S. N. Singh
Convener

Dr. Sanjay P Pandey
Chairman



NATIONAL CONFERENCE
ON

Revival & Interpretation of Epistemological Roots of Indian Knowledge
Systems in the Light of Modern Intellectual Landscape
28, 29 & 30th October 2024

Organized by

Department of Education, University College of Education
PGRRCDE, OU; EMRC, OU

In Collaboration with

Bharat Vidya Prayojana, Division of Indira Gandhi National Centre for the Arts Ministry of Culture
Gol, New Delhi

Akhil Bhartiya Rashtriya Shaikshik Mahasangh (ABRSM)
Vidya Bharati Uchcha Shiksha Sansthan (VBUS)

Sponsored by

ICSSR- SRC, Hyderabad & TGCHE, Hyderabad

CERTIFICATE

This is to certify that Dr/Mr/Ms. Prof. G. Mary Sunanda, HoD, Education and
WDECi/c, Dr. BRAOU, has participated in a three day National Conference on “Revival &
interpretation of Epistemological Roots of Indian Knowledge Systems in the Light of Modern Intellectual
Landscape” from 28th to 30th October 2024 held at PGRRCDE, Osmania University, Hyderabad,
Telangana.

Prof. Ravindranath K. Murthy
Conference Director
Principal
University College of Education
Osmania University, Hyderabad

Dr. Sanjeev Panchal
Conference Coordinator
Assistant Director (Research)
IGNCA, Ministry of Culture,
Gol, New Delhi

Prof. T. Mrunalini
Conference Director
Head
Department of Education,
Osmania University, Hyderabad



**SHRI KHUSHAL DAS
UNIVERSITY**
HANUMANGARH, RAJASTHAN

International Workshop on

**RESEARCH METHODOLOGY
TOOLS & TECHNOLOGY**

RMTT - 2025

October 04th – 08th, 2025

— Organized by —

DEPARTMENT OF MATHEMATICS

This is certified that

Dr./Mr./Ms. Prof. G. Mary Sunanda of Dr. B.R. Ambedkar Open University Telangana
has actively participated / Deliver a talk x x
x x in the

International Workshop RMTT - 2025 from 04 - 08 October 2025.


PROF. (DR.) SHYAMVIR SINGH
(Registrar)


DR. PUSHPENDRA KUMAR
(Convenor)

7 STG Near Toll Plaza, Suratgarh Road, Hanumangarh (Raj.)
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MADANAPALLE INSTITUTE OF TECHNOLOGY & SCIENCE

(UGC - AUTONOMOUS INSTITUTION)

Madanapalle - 517325, Annamayya Dist., Andhra Pradesh, India



Department of English & Foreign Languages Certificate of Participation

This is to certify that Prof. G. Mary Sunanda, Professor of Education, HoD,
Department of Education Dr. B. R. Ambedkar Open University, Hyderabad
has participated in a One-day Online Seminar on **AI-Powered Language Tools: Enhancing English Proficiency through ChatGPT, Grammarly, and Beyond** organized by the **Department of English & Foreign Languages**, Madanapalle Institute of Technology & Science, Madanapalle, Andhra Pradesh on
5th December 2024.

Dr. M. Parvathi
Coordinator

Dr. P. Athahar
Hod

Dr. C. Yuvaraj
Principal

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Website : <http://www.balasvvacademy.com>



Certificate No.

NLFDP061



CERTIFICATE OF PARTICIPATION

This is to certify that

G.Mary Sunanda

HoD

Department of Education

Dr.B.R.Ambedkar Open University Hyderabad

has participated in the **Five-Day National Level FDP**
on **The Applications of AI Tools in Education and Research** through online
from **27.08.2024** to **31.08.2024**.

Agila A
Director

Dr. Vijaya Kittu Manda
Resource Person

Dr. Priyanka Chawla
Resource Person



Your Dreams Our Goal
POORNIMA
UNIVERSITY

Member of Association of Indian Universities & Approved by UGC (Govt. of India) under 2(f) & 12(B)

In Association with



Jaipur Chapter

Certificate of Participation

This is to certify that *PROF. G. MARY SUNANDA*
of..... *DR. B.R.AMBEDKAR OPEN UNIVERSITY* has participated/volunteered/ presented
the paper *THE ROLE OF ENTREPRENEURS; INCLUSIVENESS TECHNOLOGY AND SOCIAL ENGAGEMENT OF STUDENTS*
..... *TO MAKE ENGLISH AS A WAY OF LIFE- BUT, NOT ENGLISH AS A SECOND LANGUAGE A REVIEW IN T.S* (Online)

in the **International Interdisciplinary Conference on Methods, Aesthetics, Genres In Language, Literature and Communication** held on **February 2-3, 2024** organized by Office of International Relations and Faculty of Science & Humanities, Poornima University, Jaipur.

Dr. Swati Gokhru
Dean International Relations, PU

Dr. Priti Kaushik
Dean, FSH, PU

Dr. Shaila Mahan
President, ELT@I, Jaipur Chapter

Dr. Manoj Gupta
Pro-President, PU

Dr. Suresh Chandra Padhy
President, PU



Certificate of Publication

The chief editor of Indian Journal of Positive Psychology is hereby awarding this certificate to

G. Mary Sunanda

Department of Education, Dr. B. R. Ambedkar Open University, Hyderabad, Telangana

in recognition of the publication of the paper entitled, “*Comparing the Heterogeneity in Maslow's Self-actualisation among Students' of Professional Courses and their Demographics*” published in Indian Journal of Positive Psychology (Peer-reviewed and Indexed Journal) 2024, Volume 15, Issue 2, ISSN-p-2229-4937, e-2321-368X

A372

Certificate No.

Dr. Sunil Saini, Chief Editor, IJPP



MALAVIYA MISSION TEACHER TRAINING CENTRE
Indira Gandhi National Tribal University, Amarkantak (MP)

Prof. M.T.V. NAGARAJU
Coordinator

Ph: 09440699871
mmttc.amarkantak@igntu.ac.in

Lr. No. IGNTU/MMTTC/2024/605

Date: 06.09.2024

CERTIFICATE OF APPRECIATION

To

Prof. G. Mary Sunanda
Head, Department of Education
Dr. B.R Ambedkar Open University,
Hyderabad, Telangana

Dear Madam,

We place on record your extempore lecture on 16th August, 2024 on **‘Inclusive Education and Multilingualism’** as a Resource Person in **‘Refresher Course in Multilingualism and Curriculum Development (Interdisciplinary)’** held from 16.08.2024 to 31.08.2024 through online mode organized by the Malaviya Mission Teacher Training Centre, Indira Gandhi National Tribal University, Amarkantak (MP) was very insightful and it may be beneficial for the participants. Your expertise has provided professional support and scholarly interaction to the participants for which we are personally grateful to you. We are looking forward to having the benefit of your expertise in future as well.

Thanking you,

With Regards


(Prof. M.T.V. Nagaraju)
Coordinator/Director
MMTTC, IGNTU
Amarkantak-484887 (M.P.)



DOCTOR HARISINGH GOUR VISHWAVIDYALAYA

(A Central University)
SAGAR (M.P.)



One Day National Seminar on
**Education 5.0 for Viksit Bharat : Innovation, Inclusion and Intelligent
learning system**

CERTIFICATE

This is to certify that Dr./Mr./Mrs./Ms PROF.G. MARY SUNANDA (PROFESSOR, TELANGANA) has been attended the National Seminar on Education 5.0 for Viksit Bharat organised by Department of Education, Doctor Harisingh Gour Vishwavidyalaya, Sagar, M.P. in Collaboration with IQAC on 11th November 2025.

The Department of Education is hopeful for your bright future.

Prof. Anil Kumar Jain
Head and Director of the Seminar

Dr. Rashmi Jain
Co-Director

Dr. Chintan Verma
Convener

Dr. Praveen Kumar T.D.
Organising secretary

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Website : <http://www.balasvacademy.com>



Certificate No.

IFRM062

CERTIFICATE OF PARTICIPATION



This is to certify that

Prof.G.Mary Sunanda

HoD

Department of Education

Dr.B.R.Ambedkar. open university, HYD. TS

has participated in the **Seven-Day International FDP on Research Methodology**
from 07.08.2024 to 13.08.2024.

Agila .A
Director

Dr. Priyanka Chawla
Resource Person

Dr. Sathish Kumar .R
Resource Person

Dr. V. Deenadhayalan
Resource Person

Dr. Rahul Chauhan
Resource Person

Dr. Pooja Chaturvedi Sharma
Resource Person

Dr. Loveleen Gaur
Resource Person



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CERTIFICATE OF PARTICIPATION



Certificate No.

NLSPSS045

This is to certify that

Prof.G.Mary Sunanda

HoD

Department of Education

Dr.B.R.Ambedkar Open University,Hyderabad.T.S

has participated in the **Seven-Day National Level Workshop**
On Essential Statistical Tests For Research Using SPSS
from 16.09.2024 to 22.09.2024.

Agila .A
Director

Prof. T. Somasundaram
Resource Person

Dr. Krunal Soni
Resource Person

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Certificate No.

IWPRS030

CERTIFICATE OF PARTICIPATION



This is to certify that

Prof.G.Mary Sunanda

HOD

Department of Education,

Dr.B.R.Ambedkar Open University, Hyderabad

has participated in the **Seven-Day International Workshop on Writing
& Publishing Research Papers in Scopus / WoS Journals**
from 07.09.2024 to 13.09.2024.

Agila A
Director

Dr. Vijaya Kittu Manda
Resource Person

Dr. Loveleen Gaur
Resource Person

Dr. Pooja Chaturvedi Sharma
Resource Person

Dr. Rahul Chauhan
Resource Person

Dr. R. Gowtham
Resource Person

Dr. S. Sriranjani Mokshagundam
Resource Person

Dr. Krunal Soni
Resource Person

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Certificate No.

NLSPSS056

Certificate of Participation

This is to certify that

Prof.G.Mary Sunanda

Head of the Department

Department of Education

Dr.B.R.Ambedkar Open University,Hyderabad, Telangana

has participated in the **Ten-Day National Level Virtual Workshop On Bivariate & Multivariate Data Analysis Using SPSS** from **20.07.2024 to 29.07.2024.**

Agila .A
Director

Prof. T. Somasundaram
Resource Person

Dr. Krunal Soni
Resource Person

DATE

02-03 November, 2025
(Sunday & Monday)

VENUE

Radiant Group of
Institutions, Jabalpur
(M.P.), India

**Jointly Organized By**

Radiant Group of Institutions, Jabalpur (M.P.), India
Indian Economic Association
Mahakaushal University, Jabalpur (M.P.), India

Email : icmsrspig@gmail.com
Cell : 9778123251, 8985476797



Radiant Group of Institutions,
Jabalpur (M.P.), India



Indian Economic
Association



Mahakaushal University,
Jabalpur (M.P.), India

Two Days International Conference on Multidisciplinary Research in Sustainable Rural Development : Pathways to Inclusive Growth

CERTIFICATE

This is to certify that Prof./Dr./Shri/Mrs./Mr./Ku.

Dr. G. Mary Sunanda

University / College / Organization

Professor, Teacher Education, Dr. B. R. Ambedkar Open University, Hyderabad, Telangana

Registration No. **104** Subject **Education**

has participated in the Two Days International Conference on Multidisciplinary Research in Sustainable Rural Development : Pathways to Inclusive Growth. International Conference jointly organized by Radiant Group of Institutions, Jabalpur (M.P.), India, Indian Economic Association & Mahakaushal University, Jabalpur (M.P.), India.

He / She successfully presented a paper entitled **Promotion of Innovation to reach sustainable rural development in Telangana in Environment and in Education.**

Prof. Ravindra Brahma

General Secretary, Indian Economic Association,
Professor & Head, School of Studies in Economics,
Pt. Ravishankar Shukla University, Raipur (C.G.), India

Er. Nitin Baredia

(Secretary of Organizing Committee)
Director, Radiant Group of Institutions,
Jabalpur (M.P.), India

Dr. D. Vishwakarma

Executive Council Member of
Indian Economic Association
& Incharge of Madhya Pradesh



Radiant Group of Institutions,
Jabalpur (M.P.), India



International Scientific
Research Solution (ISRS)



SRF Research Foundation
(SRF Publication)



Social Science & Management
Welfare Association (SSMWA)

One Day International Conference on Multidisciplinary Research in Sustainable Development, Humanity and Artificial Intelligence: Challenges & Solutions

DATE

23 November 2025, Sunday

CERTIFICATE

VENUE

SSMWA, Jabalpur (M.P.), India

This is to certify that Prof./Dr./Shri/Mrs./Mr./Ku..... Prof. G. Mary Sunanda

University / College / Organization..... HOD, and Dean i/c, Faculty of Education, Dr. B. R. Ambedkar Open University, Prof. G. Ram

Reddy Marg, Jubilee Hills, HYD. T. S

Registration No..... 110

Subject..... Education

has participated in the One Day International Conference on Multidisciplinary Research in Sustainable Development, Humanity and Artificial Intelligence: Challenges & Solutions. International Conference jointly organized by Radiant Group of Institutions, Jabalpur (M.P.), India, International Scientific Research Solution (ISRS), SRF Research Foundation (SRF Publication) & Social Science & Management Welfare Association (SSMWA).

He / She successfully presented a paper entitled..... Use of Artificial Intelligence in Capacity Building and Student Engagement..

Which one is Better?

J. Casian

Dr. Jainus Casian Mlowe
Vice President, Social Science &
Management Welfare Association,
Tanzania, Africa

R. Garcia

Prof. Rubén Garcia
Professor at Universidad Nacional
Mayor de San Marcos, Lima-Peru
Advisory Board Member SSMWA

N. Basedia

Er. Nitin Basedia
Director
Radiant Group of Institutions,
Jabalpur (M.P.), India

P. Kumar Jha

Dr. Praveen Kumar Jha
Secretary of Organizing Committee
President, Youth Economic Association
& State Executive Coordinator SSMWA,
IGNOU, Delhi, India

A. Waghmare

Swaroop Ashok Waghmare
Convener of Conference
Assistant Professor, Sociology,
Dr. D. Y. Patil United Society's,
Dr. D. Y. Patil Law College, Pimpri, Pune
Executive Council Member SSMWA

Cell : 9770123251, 8305476707, Email : issmwa.in@gmail.com, srfjournal25@gmail.com, Website : www.issmwa.com



Social Science &
Management Welfare
Association, Uttar Pradesh



Purushottam Singh Degree College,
Singhni, Sultanpur (U.P.), India
(Affiliation to Dr. Rammanohar Lohia
Avadh University, Ayodhya)



Youth Economic
Association,
Uttar Pradesh



TWO DAYS NATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH IN

Role of Agriculture and Industrial Development in Socio-Economic Development of Uttar Pradesh

DATE : 29-30 November, 2025 (Saturday & Sunday)

VENUE : Purushottam Singh Degree College, Singhni, Sultanpur (U.P.), India

Certificate

This is to certify that Prof./Dr./Shri/Mrs./Mr./Ku.

Prof. G. Mary Sunanda

University / College / Organization

HOD, Education, Dr. B.R. Ambedkar Open University, Hydrabad

Registration No. **117** Subject **Education**

has participated in the Two Days National Conference on Multidisciplinary Research in Role of Agriculture and Industrial Development in Socio-Economic Development of Uttar Pradesh. National Conference jointly organized by Social Science & Management Welfare Association Uttar Pradesh, Youth Economic Association Uttar Pradesh & Purushottam Singh Degree College, Singhni, Sultanpur (U.P.), India (Affiliation to Dr. Rammanohar Lohia Avadh University, Ayodhya).

He / She successfully presented a paper entitled... **Skill Development & Vocational Training.**

A Better Path To Achieve Self-Sufficiency.

Prof. (Dr.) Mahesh Kumar Jha
President, Social Science & Management
Welfare Association Uttar Pradesh,
Principal & Professor of Economics
PGPM, Panari, District-Lalitpur (U.P.)
Advisory Board Member SSMWA

Dr. Pradeep Kumar Tripathi
President, Youth Economic Association
Uttar Pradesh, Former Head, Department of
Applied Economics & Assistant Professor,
Prof. Rajendra Singh (Raju Bhaiya)
University, Prayagraj (U.P.), India

Dr. Durgesh Kumar Shukla
(Convener of Conference)
Vice President, Social Science & Management
Welfare Association Uttar Pradesh,
Principal, Purushottam Singh Degree
College, Singhni, Sultanpur (U.P.), India

Mr. Durgesh Mishra
(Secretary of Organizing Committee)
Assistant Professor of Geography,
Purushottam Singh Degree College,
Singhni, Sultanpur (U.P.)



Radiant Group of Institutions,
Jabalpur (M.P.), India



International Scientific
Research Solution (ISRS)



SRF Research Foundation
(SRF Publication)



Social Science & Management
Welfare Association (SSMWA)

One Day International Conference on Multidisciplinary Research in Sustainable Development, Humanity and Artificial Intelligence: Challenges & Solutions



CERTIFICATE

This is to certify that

VENUE
SSMWA, Jabalpur (M.P.), India

DATE
23 November 2025, Sunday

Prof. G. Mary Sunanda

HoD and Dean I/C Faculty of Education,
Dr. B.R. Ambedkar Open University, Hyderabad, Telangana, India

has participated as a Subject Expert in the One Day International Conference on Multidisciplinary Research in Sustainable Development, Humanity and Artificial Intelligence: Challenges & Solutions. International Conference jointly organized by Radiant Group of Institutions, Jabalpur (M.P.), India, International Scientific Research Solution (ISRS), SRF Research Foundation (SRF Publication) & Social Science & Management Welfare Association (SSMWA).

His/her services were appreciated by the participants.

Jairus Casian Mlowe

Dr. Jairus Casian Mlowe
Vice President, Social Science &
Management Welfare Association,
Tanzania, Africa

Ruben Garcia

Prof. Rubén García
Professor at Universidad Nacional
Mayor De San Marcos, Lima-Peru
Advisory Board Member SSMWA

Nitin Basedia

Er. Nitin Basedia
Director,
Radiant Group of Institutions,
Jabalpur (M.P.), India

Praveen Kumar Jha

Dr. Praveen Kumar Jha
Secretary of Organizing Committee
President, Youth Economic Association
& State Executive Coordinator SSMWA
IGNOU, Delhi, India

Swaroop Ashok Waghmare

Swaroop Ashok Waghmare
Convener of Conference
Assistant Professor, Sociology,
Dr. D. Y. Patil Unitech Society's,
Dr. D. Y. Patil Law College, Pimpri, Pune
Executive Council Member SSMWA

Cell : 9770123251, 8305476707, Email : issmwa.in@gmail.com, srfjournal25@gmail.com, Website : www.issmwa.com



ANDHRA MAHILA SABHA SCHOOL OF INFORMATICS

(Approved by AICTE, Affiliated to Osmania University)
DDMS Academic Campus, OU Road, Hyderabad - 500007



FACULTY DEVELOPMENT PROGRAMME

ON

OUTCOME BASED EDUCATION IN MANAGEMENT STUDIES

Certificate of Participation

This is to certify that Prof/Dr./Mr./Ms. G MARY SUNANDA

HoD, Education from Dr B R AMBEDKAR OPEN UNIVERSITY, TS

has participated in one day FDP Program on "Outcome Based Education in Management Studies" held on 13th September, 2024.


Dr. Smt. A. Ramadevi
Chairperson


Sri Y. Satyanarayana Rao
Secretary


Prof. K. Vijayalakshmi
Director



U.P. Rajarshi Tandon Open University, Prayagraj
International Workshop On
RECENT ADVANCES IN RESEARCH TECHNIQUES: VIKSIT BHARAT@2047
(19-23 August, 2025)

Certificate

This is to certify that Mr./Ms./Dr./Prof. G. Mary Sunanda
from Dr. B. R. Ambedkar Open University, Telangana
as participant/resource person in the International Workshop organized by School of Sciences
U.P. Rajarshi Tandon Open University, Prayagraj, U.P., India from 19 - 23 August, 2025.


Dr. Archana Shukla
Co-Convenor
Department of Mathematics
NGB (DU), Prayagraj, U.P., India


Dr. Shobha Thakur
Co-Convenor
Faculty of Science,
SHUATS, Prayagraj, U.P., India


Prof. A.K. Malik
Convenor
School of Sciences
UPRTOU, Prayagraj, U.P., India

**MSME**MICRO, SMALL & MEDIUM ENTERPRISES
सूक्ष्म, लघु एवं मध्यम उद्यम
OUR STRENGTH • हमारे रोज़

Ministry of MSME, Govt. of India



CERTIFICATE OF COMPLETION

This Certificate is Presented To :

Dr GMary Sunanda

Certificate Training Program in Decoding The Learning Disorder Brains of Children of 6 hours from 10th Nov 2025, to 12th Nov 2025 under the facilitator Dr Tasneem Lotia which was hosted by Mindbasket India, MSME Registered.

P. Gonsalves

DR PRITIKA B GONSALVES
Founder
Mindbasket India

L. Pais

L PAIS
Co-founder
Mindbasket India





Institute of Social Science
& Management Studies



Janjatiya Shodh Peeth
(SSMWA)



Social Science & Management
Welfare Association



Radiant Group of Institutions,
Jabalpur (M.P.), India



DATE

16 November 2025, Sunday

VENUE

ISSMS, Jabalpur (M.P.), India

One Day National Conference on Multidisciplinary Research in Tribal Development : Issues and Challenges

(जनजातीय विकास : मुद्दे और चुनौतियाँ)

CERTIFICATE

This is to certify that Prof./Dr./Shri/Mrs./Mr./Ku

Prof. G. Mary Sunanda

University / College / Organization

HOD, Professor, Education, Dr. B.R. Ambedkar Open University, Hyderabad, T.S.

Registration No. **134** Subject **Education**

has participated in the One Day National Conference on Multidisciplinary Research in Tribal Development : Issues and Challenges. National Conference jointly organized by Institute of Social Science & Management Studies, Janjatiya Shodh Peeth (SSMWA), Social Science & Management Welfare Association & Radiant Group of Institutions, Jabalpur (M.P.), India.

He / She successfully presented a paper entitled **Tribal Education in Telangana**

Dr. Jitendra Kumar Singh
Registrar,
Jharkhand State Open University,
Ranchi, Jharkhand, India
Advisory Board Member SSMWA

Dr. Nitin Basedia
Director,
Radiant Group of Institutions,
Jabalpur (M.P.), India

Dr. Rakesh Singh Phakaliyal
Organizing Secretary of Conference
Assistant Professor, Dr. Babasaheb Ambedkar
Siddo-Kanhu Muma Dait and Tribal Studies
Centre, Mahatma Gandhi Antarmashniya Hindi
Vishwavidyalaya, Wardha, Maharashtra
Executive Council Member SSMWA

Mr. Omprakash Parmar
Convener of Conference
Executive Council Member SSMWA
Bhopal (M.P.)

Mr. Brajesh Kumar Ukey
Director, Institute of Social Science
& Management Studies,
Director, Research Cell, Janjatiya
Shodh Peeth (SSMWA)

Head Office : 320, Sanjeevani Nagar, Veer Sawarkar Ward Garha, Jabalpur (Madhya Pradesh), INDIA-482003

Cell : 9770123251, 8305476707, Email : jsp.ssmwa@gmail.com, issmwa.in@gmail.com, Website : www.issmwa.com



Radiant Group of Institutions,
Jabalpur (M.P.), India



International Scientific
Research Solution (ISRS)



SRF Research Foundation
(SRF Publication)



Social Science & Management
Welfare Association (SSMWA)

One Day International Conference on Multidisciplinary Research in Sustainable Development, Humanity and Artificial Intelligence: Challenges & Solutions



CERTIFICATE

This is to certify that

VENUE
SSMWA, Jabalpur (M.P.), India

DATE
23 November 2025, Sunday

Prof. G. Mary Sunanda

HoD and Dean I/C Faculty of Education,
Dr. B.R. Ambedkar Open University, Hyderabad, Telangana, India

has participated as a Subject Expert in the One Day International Conference on Multidisciplinary Research in Sustainable Development, Humanity and Artificial Intelligence: Challenges & Solutions. International Conference jointly organized by Radiant Group of Institutions, Jabalpur (M.P.), India, International Scientific Research Solution (ISRS), SRF Research Foundation (SRF Publication) & Social Science & Management Welfare Association (SSMWA).

His/her services were appreciated by the participants.

Jairus Casian Mlowe

Dr. Jairus Casian Mlowe
Vice President, Social Science &
Management Welfare Association,
Tanzania, Africa

Prof. Rubén García

Prof. Rubén García
Professor at Universidad Nacional
Mayor De San Marcos, Lima-Peru
Advisory Board Member SSMWA

Er. Nitin Baredia

Er. Nitin Baredia
Director,
Radiant Group of Institutions
Jabalpur (M.P.), India

Dr. Praveen Kumar Jha

Dr. Praveen Kumar Jha
Secretary of Organizing Committee
President, Youth Economic Association
& State Executive Coordinator SSMWA
IGNOU, Delhi, India

Swaroop Ashok Waghmare

Swaroop Ashok Waghmare
Convener of Conference
Assistant Professor, Sociology
Dr. D. Y. Patil Unitech Society's,
Dr. D. Y. Patil Law College, Pimpri, Pune
Executive Council Member SSMWA

Cell : 9770123251, 8305476707, Email : issmwa.in@gmail.com, srfjournal25@gmail.com, Website : www.issmwa.com



भारतीय पुनर्वास परिषद



Certificate of Participation

This is to certify that Ms./Mrs/Shri/Dr. **K UMA DEVI** CRR No. **A12690** has participated in the CRE Programme/Workshop/Seminar/Conference (online/offline) on the topic "**Practical Education and Treatment Approches to Improve Communicative Skills for Teachers, Trainees and Parents of Person with Autism and other Pervasive Developmental Disabilities**" approved by Rehabilitation Council of India, a Statutory Body of the Ministry of Social Justice and Empowerment , Department of Empoerment of persons with Disabilityes (Divyangjan), Govt. of India vide approval no.F. No. 7-16 (420)/2022-RCI dated: 21/06/2022 conducted from 22/07/2022 to 24/07/2022 at Tapan Rehabilitation Society, (Pragya Institute For Education and Training of Differently Abled,Nilokheri)Karnal ,Haryana as participants with 10 CRE Points per day.

Place: Karnal (Haryana)

Date: 26/07/2022


(Dr. Sujata Sharma)
Director





Aadhar Shikshan Va Gramin Vikas Mandal's,

Sai Seva Teachers Training Centre, Shirdi DSE (MR)



Shirdi, Shiv Road, Opp. SVR Hotel, West Side, Shirdi, Tal. Rahata, Dist.
Ahmednagar, Maharashtra-423109 Email: saisevateacher@gmail.com;

"Approved by: Rehabilitation Council of India, New Delhi"

Certificate of Participation

This is to certify that **MS . UMADEVI** CRR No :- **A12690** has participated in the CRE Programme (online) on the topic **"COMMUNTIY BASED ON REHABILITATION"** approved by the Rehabilitation Council of India , a Statutory Body of the Ministry of Social Justice and Empowerment, Department of Empowerment of Persons with Disabilities (Divyangjan), Govt. of India vide approval No 7-16(380)/2022-RCI Dated 25 April 2022 conducted from 23 June To 25 June 2022 At 10:00 Am To 05:00 Pm as Participants with 18 CRE Points .

भारतीय पुनर्वास परिषद्

Ms. Hemlata Pawar
Course Co-ordinator



भारतीय पुनर्वास परिषद



Certificate of Participation

This is to certify that **K.UMADEVI** CRR No. **A12690** has participated in the CRE Programme/Workshop/Seminar/Conference (online) on the topic “**Adaptation of Curricular and Co-curricular Activities for Children with ASD**” approved by the Rehabilitation Council of India, a Statutory Body of the Ministry of Social Justice and Empowerment, Department of Empowerment of Persons with Disabilities (Divyangjan), Govt. of India vide approval No **F. No.7-16 (253)/2022-RCI** Dated **08/09/2022** conducted from **03/10/2022** to **05/10/2022** at **Acharya Balshastrri Jambhekar College, Chiplun** as Chairperson/Resource persons/ Keynote Speaker/ Paper Presentation/ Poster Presentation/Instructor/Coordinator/Participants with **6** CRE Points per day.

Place: Chiplun
Date: 18/10/2022



S. Jambhekar
Secretary / Course Co-ordinator
Acharya Balshastrri Jambhekar
College of Special Education [D.Ed SE/MR]



Aadhar Shikshan Va Gramin Vikas Mandal's,

Sai Seva Teachers Training Centre, Shirdi DSE (MR)



Shirdi, Shiv Road, Opp. SVR Hotel, West Side, Shirdi, Tal. Rahata, Dist.
Ahmednagar, Maharashtra-423109 Email: saisevateacher@gmail.com;

"Approved by: Rehabilitation Council of India, New Delhi"

Certificate of Participation

This is to certify that **Ms. Uma Devi CRR No:- A12690** has participated in the CRE Programme (online) on the topic

"SOCIAL SECURITY & LEGAL ASPECT IN DISABILITY REHABILITATION" approved by the Rehabilitation Council of

India, a Statutory Body of the Ministry of Social Justice and Empowerment, Department of Empowerment of Persons with

Disabilities (Divyangjan), Govt. of India vide approval No 7-16 (380) / 2022-RCI Dated 31 August 2022 conducted from 06 Oct

To 08 Oct 2022 At 10:00 Am To 05:00 Pm as Participants with 06 CRE Points per day

Ms. Hemlata Pawar
Course Co-ordinator



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No. 46, Jubilee Hills, Hyderabad - 500 033 (TS) India

CENTRE FOR ONLINE EDUCATION & LEARNING (COEL)



TWO- DAY WORKSHOP ON OPEN EDUCATIONAL RESOURCES (OER)

Certificate

This is to place on record that _____ K. Umadevi _____ Assistant Professor (C)
from the Department of _____ Education _____ has actively participated in the workshop
"**OER for ALL- Repurposing and Designing inclusive Open Educational Resource**" organised by COEL
on March 6th - 7th, 2025 and has demonstrated the abilities to showcase his / her learning in the teaching -
learning practices.

This certificate acknowledges and appreciates his / her valuable presence at the workshop and lauds
his/her efforts.

Rabindranath

Prof. D. Rabindranath Solomon
Director (COEL)



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No. 46, Jubilee Hills, Hyderabad - 500 033 (TS) India

Centre for Internal Quality Assurance (CIQA)

Certificate

Certified that Mr./Ms./Dr./Prof. Smt. M. Uma Devi

working as Assistant Professor, Department of Education, Dr. B. R. A. O. U.

has participated in the Three Day Workshop on

“Outcome Based Education (OBE)”

Organized by the

Centre for Internal Quality Assurance (CIQA), Dr. B.R. Ambedkar Open University, Hyderabad

Date: 22nd - 24th January, 2024.

Hyderabad


Dr. K. Sridevi
Director (I/C), CIQA



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No. 46, Jubilee Hills, Hyderabad - 500 033 (TS) India

CENTRE FOR ONLINE EDUCATION & LEARNING (COEL)



CEMCA

In Collaboration with

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)

Certificate

Certified that : **Umadevi Kodangal**

Designation : **Assistant Professor (C)**

University / College : **Dr. B.R. Ambedkar Open University**

has participated in the Three Day Workshop on

" Designing Micro - Credential Courses with Moodle "

Organized by the Centre For Online Education & Learning (COEL), Dr. B.R. Ambedkar Open University, Hyderabad

in Collaboration with Commonwealth Educational Media Centre For Asia (CEMCA)

from 08th to 10th August, 2023.

Prof. G. PUSHPA CHAKRAPANI

Director, COEL



Dr. B.R. AMBEDKAR OPEN UNIVERSITY
HYDERABAD
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY



Certificate

Certified that : K Uma Devi

Designation : (Asst. Professor (C))

has participated in One Day National Symposium on

“WOMEN IN NATION BUILDING: PRE AND POST INDEPENDENT INDIA”

organised by

Department of History

Dr. B.R. Ambedkar Open University, Hyderabad on 11th August, 2022


Prof. Srinivas Rao Vaddanam
Symposium Co-Director


Prof. E. Sudha Rani
Symposium Director



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No. 46, Jubilee Hills, Hyderabad - 500 033, (TS), India

CENTRE FOR STAFF TRAINING AND DEVELOPMENT (CSTD)

Certificate

Certified that Mr./Ms./Dr./Prof. Ms. Umadevi

working in Faculty of Education

has participated in the one day Training on

e-office Implementation

Organized by the

Centre for Staff Training and Development (CSTD), Dr. B.R. Ambedkar Open University, Hyderabad

Date: 03-11-2022

Dr. Pallavi Kabde
Programme Coordinator

Prof. I. Anand Pawar
Director, CSTD



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No. 46, Jubilee Hills, Hyderabad - 500 033 (TS) India

CENTRE FOR ONLINE EDUCATION & LEARNING (COEL)



CEMCA

In Collaboration with

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)

Certificate

Certified that : **K. Umadevi**

Designation : **Assistant Professor (C)**

University / College : **Dr. B.R. Ambedkar Open University**

has participated in the Three Day Workshop on

" Integrating Open Educational Resources (OER) in Distance & Online Learning Courses "

Organized by the Centre For Online Education & Learning (COEL), Dr. B.R. Ambedkar Open University, Hyderabad

in Collaboration with Commonwealth Educational Media Centre For Asia (CEMCA)

from 24th to 26th November, 2022.

Prof. G. PUSHPA CHAKRAPANI

Director, COEL



CENTRE FOR STAFF TRAINING AND DEVELOPMENT (CSTD)

Dr. B.R. Ambedkar Open University

Hyderabad, Telangana State, India

Certificate

Certified that : K. Uma Devi

Designation : Academic Consultant, Department of Education

*has participated in the two days
workshop on*

"Translation from English to Telugu"

*For all Faculty Teachers &
Academic Consultants*

organised by

*Centre for Staff Training and Development (CSTD) on 12th & 13th June, 2018
at Dr. B.R. Ambedkar Open University Campus, Hyderabad*

*Date: 13-06-18
Hyderabad*


Prof. E. Sudha Rani

Director



CENTRE FOR STAFF TRAINING AND DEVELOPMENT (CSTD)

Dr. B.R. Ambedkar Open University

Hyderabad , Telangana State, India

Certificate

Certify that : Smt. T.V. Ulma Devi

Designation : Academic Associate
Department of Education.

*has participated in the two day
workshop on*

“TRANSLATION FROM TELUGU TO ENGLISH”

*For all Faculty Teachers &
Academic Associates*

organised by

*Centre for Staff Training and Development (CSTD) on 10th & 11th December, 2019
at Dr. B. R. Ambedkar Open University Campus, Hyderabad*

Date: 11-12-2019
Hyderabad


Prof. E. Sudha Rani

Director



DR.B.R.AMBEDKAR OPEN UNIVERSITY
Prof.G.RamReddy Research Academy of Distance Education &
Center for Internal Quality Assurance (GRADE & CIQA)

presents this

Certificate of Participation
to

Prof. / Dr. / Sri / Smt. K. Umadevi

for attending the three day workshop on

**Professional Development Programme on Online Teaching, Learning and Assessment using OERs,
Education Technology Tools & Moodle MOOC platform**

from 8th to 10th February, 2018.

Hyderabad
Date:10 -2-2018


Prof. Ghanta Pushpa Chakrapani
Director
GRADE & CIQA



CENTRE FOR STAFF TRAINING AND DEVELOPMENT (CSTD)

Dr.B.R.Ambedkar Open University, Hyderabad

Certificate



Certified that : K. Uma Devi

Designation : Academic Consultant, Department of Education

has participated in the seven day workshop on

SELF-LEARNING MATERIAL (SLM)

for Faculty Teachers

organised by

*Centre for Staff Training and Development (CSTD) from 27-01-2017 to 02-02-2017
at Dr. B.R. Ambedkar Open University Campus, Hyderabad*

Date : 02-02-2017
Hyderabad

K. Sudha Rani
Prof. K. Sudha Rani
Director



Dr. B.R. Ambedkar Open University

Prof. G. Ram Reddy Marg, Road No.46, Jubilee Hills, Hyderabad-500 033, Telangana India

Certificate of Participation

This is to certify that

Prof./Dr./Sri/Ms. K. Umadevi

has attended Dr.BRAOU - IDEA - 2018

INTERNATIONAL CONFERENCE ON
**EQUIPPING THE UNEQUIPPED -
EMPOWERMENT THROUGH KNOWLEDGE, TECHNOLOGY AND SKILLS**

during 10th - 12th, November, 2018

organised by

Dr. B.R.Ambedkar Open University, Hyderabad
and presented a paper / chaired a session on

Prof. K. Murali Manohar

President, IDEA

Prof. G. Pushpa Chakrapani

Conference Secretary

Dr. B.R. AMBEDKAR OPEN UNIVERSITY, HYDERABAD
G. Ram Reddy Centre for Research and Development (GRCR & D) &
ICSSR-SRC, Hyderabad

Certificate

Certified that : K. Umadevi

Designation : _____

has participated in the 2-Day National Seminar on

"Exploring the Contributions of the Unsung Warriors in Freedom Struggle - Contemporary Relevance"

organised by

G. Ram Reddy Centre for Research and Development (GRCR & D)

Dr. B.R. Ambedkar Open University, Hyderabad on 23rd - 24th August, 2023

P. Sudha Rani

Prof. E. Sudha Rani

Seminar Director, (GRCR & D)



Dr. B.R. AMBEDKAR OPEN UNIVERSITY
HYDERABAD

Faculty of Education
Department of Education



Certificate

Certified that : K UMA DEVI

Designation : Assistant Professor

has participated in One Day National Symposium on

“Gandhian Concept of Education in the Context of NEP - 2020”

organised by

Department of Education

Dr. B.R. Ambedkar Open University, Hyderabad on 5th September, 2022


Dr. Chandrakala
Symposium Director


Prof. E. Sudha Rani
Symposium Chairperson



DEPARTMENT OF HISTORY
Dr. B.R. AMBEDKAR OPEN UNIVERSITY
HYDERABAD



Certificate

Certified that : Mrs. J.E. Umadevi.

Designation : Asst. Professor Dr. B.R.A.O.U.

has participated in One Day International Seminar on

“AMBEDKAR, DEMOCRACY AND NATIONALISM”

organised by

Department of History

Dr. B.R. Ambedkar Open University Campus, Hyderabad on 11th July, 2022


Prof. Srinivas Rao Vaddanam

Seminar Co-Director


Prof. E. Sudha Rani

Seminar Director



ज्ञान-विज्ञान विमुक्तये


UGC - Sponsored One Week National WorkShop
DEPARTMENT OF EDUCATION
SRI PADMAVATI MAHILA VISVAVIDYALAYAM,
(Women's University), TIRUPATI.

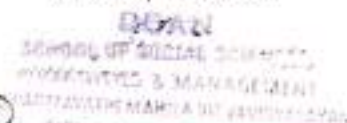


CERTIFICATE

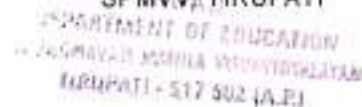
This is to certify that Prof./Dr/Mr/Ms. K. Uma Devi, Academic Associate, Dr. BRAOU.

has Participated / was a Resource Person in the One Week National Workshop on "Professional Development Programme for Teachers in Higher Education" organized by DEPARTMENT OF EDUCATION from 3rd to 9th January, 2019 held at Sri Padmavati Mahila Visvavidyalayam, Tirupati.


Prof. K. MURUGAIAH
DEAN, SSSH&M
SPMVV, TIRUPATI


SCHOOL OF SOCIAL SCIENCES,
HUMANITIES & MANAGEMENT
SRI PADMAVATI MAHILA VISVAVIDYALAYAM,
TIRUPATI


Prof. T.G. AMUTHAVALLI
HEAD, Dept. of Education,
SPMVV, TIRUPATI


DEPARTMENT OF EDUCATION
SRI PADMAVATI MAHILA VISVAVIDYALAYAM
TIRUPATI - 517 502 (A.P.)


Dr. T. SIREESHA
CONVENER
SPMVV, TIRUPATI
Dr. T. SIREESHA, M.Sc., M.A., M.Ed., Ph.D.
Assistant Professor
Department of Education
Sri Padmavathi Mahila Visvavidyalayam

SCHOLARLY RESEARCH JOURNAL'S

Certificate

of Contribution Awarded to

K.Uma Devi

has successfully contributed and published a paper

**STRESS AMONG THE PARENTS OF CHILDREN WITH MENTAL
RETARDATION MANAGEMENT OF STRESS THROUGH COUNSELING
AND GUIDANCE**

in an

International Peer Reviewed & Referred

**International Journal of Educational
Research Studies**

ISSN 2454-5554

JULY-AUG, 2015, VOLUME - 1, ISSUE -2. Released on 09/09/2015

Certificate No: IJERS/07/07/2015
www.srjis.com



A handwritten signature in black ink, belonging to Dr. Yashpal D. Netragaonkar, is positioned to the right of the IJERS logo.

Dr. Yashpal D. Netragaonkar
Editor in Chief for S R Journal's



Rehabilitation Council of India

(A Statutory body under the Ministry of Social Justice & Empowerment)

Refresher Programme on Research Methodology

This is to Certify that Dr./Mr./Ms..... K. UMADEVI
(RCI Reg.No. A12690) D/o/S/o/ W/o Shri.....
has successfully completed 5 days Refresher programme on Research Methodology
organised by the Department of Education, Andhra University, Visakhapatnam,
Andhra Pradesh and sponsored by Rehabilitation Council of India, New Delhi from
16-02-2015 to 20-02-2015.

V. Uma Maheswara Rao
(**Prof. V. Uma Maheswara Rao**)
Registrar, Andhra University

R. Ranganathan
(**Prof. R. Ranganathan**)
Programme Co-ordinator





GOYA JOURNAL

AN UGC CARE APPROVED GROUP II JOURNAL

ISSN NO: 0017-2715 / web : www.goyajournal.com / e-mail : goyaedior@gmail.com

CERTIFICATE OF PUBLICATION

This is to certify that the paper entitled

CERTIFICATE ID : GJ/2686

**Impact of Early Intervention Programs on Cognitive and Social Development in
Children with Autism Spectrum Disorder**

Authored by

K. Uma Devi

From

Royalaseema University

Has been published in

GOYA JOURNAL, VOLUME 15, ISSUE 04, APRIL - 2022



Rui A Litria
Rui A Litria
Editor-In-Chief
Goya Journal





Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No. 46, Jubilee Hills, Hyderabad - 500 033 (TS) India

Centre for Internal Quality Assurance (CIQA)

Certificate

Certified that Mr./Ms./Dr./Prof. Smt. J. Aruna

working as Assistant Professor, Department of Education, Dr. B.R.A.O.U.

has participated in the Three Day Workshop on

“Outcome Based Education (OBE)”

Organized by the

Centre for Internal Quality Assurance (CIQA), Dr. B.R. Ambedkar Open University, Hyderabad

Date: 22nd - 24th January, 2024.

Hyderabad

Dr. K. Sridevi
Director (I/C), CIQA



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No. 46, Jubilee Hills, Hyderabad - 500 033 (TS) India

CENTRE FOR ONLINE EDUCATION & LEARNING (COEL)

In Collaboration with

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)



Certificate

Certified that : **J. Aruna**

Designation : **Assistant Professor (C)**

University / College : **Dr. B.R. Ambedkar Open University**

has participated in the Three Day Workshop on

" Designing Micro - Credential Courses with Moodle "

Organized by the Centre For Online Education & Learning (COEL), Dr. B.R. Ambedkar Open University, Hyderabad

in Collaboration with Commonwealth Educational Media Centre For Asia (CEMCA)

from 08th to 10th August, 2023.

Prof. G. PUSHPA CHAKRAPANI

Director, COEL



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No. 46, Jubilee Hills, Hyderabad - 500 033 (TS) India

CENTRE FOR ONLINE EDUCATION & LEARNING (COEL)

In Collaboration with

COMMONWEALTH EDUCATIONAL MEDIA CENTRE FOR ASIA (CEMCA)



CEMCA

Certificate

Certified that : **J. Aruna**

Designation : **Assistant Professor (C)**

University / College : **Dr. B.R. Ambedkar Open University**

has participated in the Three Day Workshop on

" Integrating Open Educational Resources (OER) in Distance & Online Learning Courses "

*Organized by the Centre For Online Education & Learning (COEL), Dr. B.R. Ambedkar Open University, Hyderabad
in Collaboration with Commonwealth Educational Media Centre For Asia (CEMCA)*

from 24th to 26th November, 2022.

Prof. G. PUSHPA CHAKRAPANI
Director, COEL



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No. 46, Jubilee Hills, Hyderabad - 500 033 (TS) India

CENTRE FOR STAFF TRAINING AND DEVELOPMENT (CSTD)

Certificate

Certified that Mr./Ms./Dr./Prof. G. Aruna
working as Assistant Professor of Education (c)

has participated in the one day Workshop on

SPSS v28.0 Software

Organized by the Centre for Staff Training and Development (CSTD)

Dr. B.R. Ambedkar Open University, Hyderabad on 23-11-2022.

Prof. I. Anand Pawar
Director, CSTD



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No. 46, Jubilee Hills, Hyderabad - 500 033, (TS), India

CENTRE FOR STAFF TRAINING AND DEVELOPMENT (CSTD)

Certificate

Certified that Mr./Ms./Dr./Prof. J. Aruna

working in Faculty of Education

has participated in the one day Training on

e-office Implementation

Organized by the

Centre for Staff Training and Development (CSTD), Dr. B.R. Ambedkar Open University, Hyderabad

Date: 03-11-2022

Dr. Pallavi Kabde
Programme Coordinator

Prof. I. Anand Pawar
Director, CSTD



Dr. B.R. AMBEDKAR OPEN UNIVERSITY
HYDERABAD

Faculty of Education
Department of Education



Certificate

Certified that : J. Aruna

Designation : Asst. Professor

has participated in One Day National Symposium on

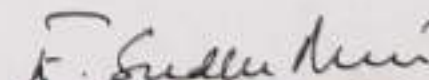
“Gandhian Concept of Education in the Context of NEP - 2020”

organised by

Department of Education

Dr. B.R. Ambedkar Open University, Hyderabad on 5th September, 2022


Dr. Chandrakala
Symposium Director


Prof. E. Sudha Rani
Symposium Chairperson



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No. 46, Jubilee Hills, Hyderabad - 500 033 (TS) India

CENTRE FOR ONLINE EDUCATION & LEARNING (COEL)



TWO-DAY WORKSHOP ON
OPEN EDUCATIONAL RESOURCES (OER)

Certificate

This is to place on record that Dr. J. Aruna Assistant Professor (C)
from the Department of Education has actively participated in the workshop
"OER for ALL- Repurposing and Designing inclusive Open Educational Resource" organised by COEL
on March 6th - 7th, 2025 and has demonstrated the abilities to showcase his / her learning in the teaching -
learning practices.

This certificate acknowledges and appreciates his / her valuable presence at the workshop and lauds
his/her efforts.

Rabindranath

Prof. D. Rabindranath Solomon
Director (COEL)



Dr. B.R. AMBEDKAR OPEN UNIVERSITY
HYDERABAD
Faculty of Education
Department of Education



Certificate

Certified that : Smt. J. Aruna

Designation : Asst. Professor (C)


has participated in One Day National Symposium on

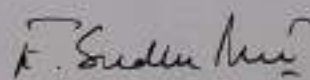
“Gandhian Concept of Education in the Context of NEP - 2020”

organised by

Department of Education

Dr. B.R. Ambedkar Open University, Hyderabad on 5th September, 2022


Dr. Chandrakala
Symposium Director



Prof. E. Sudha Rani
Symposium Chairperson

Certificate of Participation

This is to certify that Ms./Mrs./Shri/Dr [✓] J. Aruna.....CRR No. A07271
has participated in the CRE Programme/Workshop/Seminar/Conference (online/offline) on the topic "RPwD Act 2016"
approved by the Rehabilitation Council of India, a Statutory Body of the Ministry of Social Justice and Empowerment,
Department of Empowerment of Persons with Disabilities (Divyangjan), Govt. of India vide approval No
CRE - 24091616484530 dated 20-09-2024 conducted from 21-10-2024 to 23-10-2024
at ASHRAY-AKRUTI as [✓] Chairperson/Resource persons/Keynote Speaker/ Paper Presentation/ Poster
Presentation/Instructor/Coordinator/Participants with 6 CRE Points per day.

Place: Hyderabad

Date: 23-10-2024

Dr. D. Shashikala

Name & Signature of the
Head of the Institution with rubber stamp

ASHRAY-AKRUTI
8-3-1027/A2, SHINAGIR COLONY,
HYDERABAD-500 073, TELANGANA
Ph No: 040-4004 2250



Helen Keller's Institute of



Research and Rehabilitation for the Disabled Children

(Affiliated to Osmania University and Approved by RCI, New Delhi)
Sri Colony, Ramakrishnapuram, Secunderabad -500056., Telangana State

CERTIFICATE

This is to certify that Dr./Ms./Mr. J. Aruna CRR No. A07271

has participated as a resource person, delivered a lecture on Blended Learning Models
for Inclusive Education in three days CRE Program (offline) on the topic

"Latest Trends in Inclusive Education & Adaptive Learning Technologies" approved by the Rehabilitation Council of India,

a statutory body of the MSJ&E, Dept. - of Empowerment of Persons with Disabilities (Divyangjan), Govt. of India

vide approval No. **F. No.7-16(39)/2024-RCI** Dated 08/06/2024 (CRE Proposal ID: CRE-24070414282834)

conducted on 11th to 13th September 2024.

P. Ummer Khan
Chairman
Helen Keller's Institute

Dr. D. Arumugam
CRE-Coordinator



अली यावर जंग राष्ट्रीय वाक् एवं श्रवण दिव्यांगजन संस्थान

(दिव्यांगजन सशक्तीकरण विभाग, सामाजिक न्याय एवं अधिकारिता मंत्रालय, भारत सरकार)

क्षेत्रीय केंद्र, सिकंदराबाद मनोविकास नगर, सिकंदराबाद ९, तेलंगाना, भारत

Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan)

(An Autonomous body under the Department of Empowerment of Persons with Disabilities (Divyangjan)


Ministry of Social Justice and Empowerment, Government of India, New Delhi

REGIONAL CENTRE- SECUNDERABAD

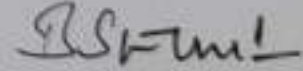
MANOVIKAS NAGAR, SECUNDERABAD - 9, TELANGANA, INDIA.

Certificate of Participation

This is to certify that **Ms./Mrs./Shri./Dr.** J. Aruna
D/S/o. J. Kishan Rao **CRR No** A07271 has participated in two day
**National Seminar on "SHAPING THE FUTURE EDUCATION: INNOVATIONS AND REFORMS IN
TEACHER EDUCATION"** approved by Rehabilitation Council of India, A statutory body of the MSJ&E,
Dept. of Empowerment of Persons with Disabilities (Divyangjan), with proposal approval No.
DIR/2024/1908 dated **1.07.2024** conducted on **13th & 14th August, 2024** at **AYJNISHD, RC,**
Secunderabad with **12 CRE** points.


(Dr. K. Sridevi)
Convenor

Date: 14/8/2024


(Mr. B. Srinivas Rao)
Assistant Director



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No. 46, Jubilee Hills, Hyderabad - 500 033, Telangana State, India
Tel : 040-23680441 / 23541383, Website: www.braou.ac.in

Certificate of Participation

This is to certify that Prof./Dr./Mr./Ms. **J. Azhuna**
Designation **Asst. Professor** Institution **Dr. BRAOU**
has Chaired / Co-chaired a Session / Participated / Presented a Paper entitled

at the Two - day **International Conference** on "**Tribal Livelihood Patterns: Issues and Strategies for Empowerment**" Organized by Department of Political Science Faculty of Social Sciences Dr. B.R. Ambedkar Open University, Hyderabad on **8th & 9th August, 2024.**

G. Lakshmi
Prof. G. Lakshmi
Conference Co-Director

Prof. Ravinder Gunti
Conference Director



Dr. B. R. Ambedkar Open University

Hyderabad

Faculty of Social Sciences

Department of Sociology

Certificate of Appreciation

This is to certify that Prof./Dr./Mr./Ms. J. Aruna Designation Assistant Professor

Institution Dr. B. R. A. O. U. has Chaired a Session/ Resource Person / Participated / Presented

a Paper entitled Enhancing Inclusivity Through Open and Distance Learning (ODL) in Higher Education

at the Two - Day National Seminar on "Higher Education in India : Issues, Challenges for Quality and Inclusiveness"

organised by Department of Sociology, Dr. B. R. Ambedkar Open University, Hyderabad on 28th and 29th January, 2024.

Dr. P. Venkata Ramana
Seminar Co-Director

Dr. B. Srinivas
Seminar Director

Prof. Ghanta Chakrapani
Director (Academic)



Dr. B. R. Ambedkar Open University
Hyderabad



Faculty of Social Sciences
Department of Public Administration

Certificate of Appreciation

This is to certify that Prof./Dr./Mr./Ms. J. Aruna Designation Asst. Professor


Institution Dr. BRAOU has Chaired / Co-Chaired a Session / Resource Person / Participated / Presented ✓

a Paper entitled Public Health and Social Development

at the Two - Day International Conference on "75 YEARS OF PUBLIC ADMINISTRATION DISCIPLINE IN INDIA:
TRAJECTORIES AND CONTEMPORARY STATUS" organised by Department of Public Administration,

Dr. B.R. Ambedkar Open University, Hyderabad on 17th and 18th May, 2024.


Prof. C. Venkataiah
Conference Co-Director


Prof. Pallavi Kabde
Conference Director



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS | ISSN: 2320 - 2882

An International Open Access, Peer-reviewed, Refereed Journal

The Board of
International Journal of Creative Research Thoughts
Is hereby awarding this certificate to

J.Aruna, Research Scholar

In recognition of the publication of the paper entitled
Awareness of Teaching Strategies for Inclusive Schools - A Study

Published In IJCRT (www.ijert.org) & 7.97 Impact Factor by Google Scholar

Volume 11 Issue 5 May 2023 , Date of Publication: 02-May-2023

UGC Approved Journal No: 49023 (18)

PAPER ID : IJCRT2305095

Registration ID : 235956

Scholarly open access journals, Peer-reviewed, and Refereed Journals, Impact factor 7.97 (Calculate by google scholar and Semantic Scholar | AI-Powered Research Tool) , Multidisciplinary, Monthly Journal



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS | IJCRT
An International Scholarly, Open Access, Multi-disciplinary, Indexed Journal
Website: www.ijcrt.org | Email id: editor@ijcrt.org | ESTD: 2013



EDITOR IN CHIEF



CERTIFICATE

of Contribution Awarded to

Mrs. J. Aruna

Has successfully contributed and published a paper

**CHALLENGES IN PREPARING TEACHERS FOR
INCLUSIVE EDUCATION**

In an

International Peer Reviewed & Refereed

**Scholarly Research Journal For
Humanity Science & English
Language**

E- ISSN 2348 – 3083 & P-ISSN 2349-9664, SJIF 2019: 6.251

PEER REVIEWED JOURNAL

OCT-NOV, 2020 Volume 8, Issue 42, Released On 1/12/2020



Certificate No. SRJHSEL/30/30/2020
www.srjis.com

Dr. Yashpal D. Netragaonkar
Editor in chief for SR Journals



Certificate

J. Aruna

Has successfully contributed and published a paper

**DURATION OF THE B.ED.
(BACHELOR OF EDUCATION)
COURSE: BOON OR BANE**

In an

International Peer Reviewed & Refereed

**Scholarly Research Journal for
Interdisciplinary Studies**

ISSN 2278-8808, SJIF 2019:6.380

PEER REVIEWED & REFEREED JOURNAL

NOV-DEC, 2020 VOLUME 8, ISSUE 62, RELEASED ON 01/01/2021



Certificate No. SRJIS 17/17/2020

Dr. Yashpal D. Netragaonkar



Certificate

Mrs. J. Aruna

Has successfully contributed and published a paper

**EDUCATIONAL TECHNOLOGY IN
TEACHING**

In an
International Peer Reviewed & Refereed

**Scholarly Research Journal for
Interdisciplinary Studies**

ISSN 2278-8808, SJIF 2019:6.380

PEER REVIEWED & REFEREED JOURNAL

SEPT-OCT, 2020 VOLUME 8, ISSUE 61, RELEASED ON 01/11/2020



Certificate No. SRJIS 34/34/2020

Dr. Yashpal D. Netragaonkar



CERTIFICATE

of Contribution Awarded to

Mrs. J. Aruna

Has successfully contributed and published a paper

**IMPROVING TEACHER QUALITY TO FACE
GLOBAL CHALLENGES**

In an

International Peer Reviewed & Refereed

**Scholarly Research Journal For
Humanity Science & English
Language**

E- ISSN 2348 – 3083 & P-ISSN 2349-9664, SJIF 2019: 6.251

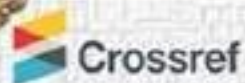
PEER REVIEWED JOURNAL

AUG-SEPT, 2020 Volume 8, Issue 41, Released On 1/10/2020



Certificate No. SRJHSEL/30/30/2020
www.srjis.com

Dr. Yashpal D. Netragaonkar
Editor in chief for SR Journals



CERTIFICATE

INTERNATIONAL JOURNAL OF CURRENT RESEARCH

Is hereby honoring this certificate to

ARUNA, J.

In recognition of the publication of manuscript title

TEACHERS ATTITUDE TOWARDS TEACHING STRATEGIES FOR INCLUSIVE SCHOOLS

Published in International Journal of Current Research,

Volume. 15, Issue, 05, pp.24627-24632, May, 2023

IMPACT FACTOR: 8.132

DATE: 30.05.2023

INTERNATIONAL JOURNAL OF CURRENT RESEARCH



0975-833X



EDITOR-IN-CHIEF

2023

UGC Sponsored

International Conference
on
Child and Adolescent Mental Health

18th and 19th January 2013



Department of Social Work
Bharathidasan University
Khajumalai Campus, Tiruchirappalli- 620 023
Tamil Nadu, South India



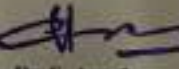
CERTIFICATE

This is to certify that *Dr./Mr./Ms.* R. MEENA, Ph.D. RESEARCH
SCHOLAR from FACULTY OF EDUCATION, IASE OU, HYDERABAD
Participated / Presented a paper in Plenary session / Oral scientific session /
Poster session / Chaired a session during the Two Day International Conference
on "Child and Adolescent Mental Health" organised by the Department
of Social Work, Bharathidasan University, Tiruchirappalli - 620 023 on
18th and 19th January 2013.

Paper(s) A STUDY ON AWARENESS OF MENTAL RETARDATION
AMONG NORMAL SCHOOL CHILDREN


Dr. J.O. Jeyda Ganajane Eljo
Assistant Professor
Organising Secretary


Dr. P. Ilango
Professor & Head
Chair Person


Dr. S. Aruchamy
Registrar in
Patron


Dr. (Mrs) K. Meena
Vice-Chancellor
Chief Patron



ज्ञान - विज्ञानं विमुक्तये

UGC SPONSORED
TWO-DAY NATIONAL SEMINAR
ON

STRESS AND WELL - BEING

24th - 25th MARCH, 2014



DEPARTMENT OF PSYCHOLOGY &
SCHOOL OF DISTANCE LEARNING AND CONTINUING EDUCATION
KAKATIYA UNIVERSITY, WARANGAL - 506 009 (A.P.) INDIA

Certificate

This is to certify that Prof / Dr / Mr / Ms. **R. MEENA** **RESEARCH**
SCHOLAR;OU has participated/presented a paper in the seminar entitled **"Promoting**
Safety Approaches and Well-Being at Work Place"


Dr. V. RAMCHANDRAM

Convenor

Head Dept. of Psychology
Kakatiya University, Warangal


Prof. D. RAJENDRA PRASAD

Director

SDLCE, Kakatiya University
Warangal



ज्ञान - विज्ञान विमुक्तये



UGC Sponsored National Conference

Women's Health and Nutrition : Emerging Trends and Challenges

(10th & 11th April 2014)

Organized by :

Department of Zoology & Department of Food & Nutrition

Osmania University College for Women, Koti, Hyderabad-95, A.P.

Certificate

This is to Certify that Ms./Mr./Dr./Prof. R. Meena (Research Scholar, Dept. of Education, O.U.)

has participated / presented paper (oral / poster) / Chaired a Session / delivered an invited Lecture

on Women health and fitness

in National Conference on Women's Health and Nutrition : Emerging Trends and Challenges

Dr. P. Ashlesha

Organizing Secretary
Dept. of Food & Nutrition

Prof. S. Jithender Kumar Naik

Convenor, Head
Department of Zoology

Prof. B.T. Seetha

Principal
O U College for Women



Certificate

This is to certify that

R.Meena

has contributed and presented a paper entitled

Leading Team Effectively - "Role Of A Leader In Team Building"

in the International Conference on

Managing Human Resources at the Workplace

held on 14 & 15 December 2012 at SDMIMD, Mysore.

A handwritten signature in black ink, appearing to read 'Mousumi Sengupta'.

Dr. Mousumi Sengupta
Conference Chair

A handwritten signature in black ink, appearing to read 'N. R. Parasuraman'.

Dr. N. R. Parasuraman
Director



Sri Ramakrishna Mission Vidyalaya College of Education
COIMBATORE, TAMILNADU, INDIA

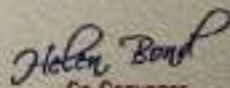


In collaboration with
United States and India Educational Foundation (USIEF)

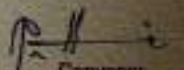
CONFERENCE ON
**PREPARING WORLD CLASS TEACHERS THROUGH
ONLINE EDUCATION: THE FUTURE IS NOW!**

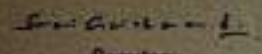
Sponsored by : University Grants Commission, New Delhi, India.

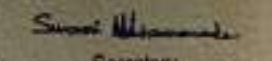
This is to certify that Ms. R.Meena, Research Scholar,
Faculty of Education, IASE, Osmania University, Hyderabad
participated at the International Conference on
Preparing World Class Teachers through Online Education :
The Future is Now! at Sri Ramakrishna Mission Vidyalaya College of Education,
Coimbatore, Tamil Nadu, India, on April 20-21, 2012.


Co-Convenor

Dr. Helen Bond
Associate Professor, Dept. of Curriculum
and Instruction, School of Education,
University of Illinois


Convenor
Dr. N. Muthalali
Principal


Secretary
Swami Garishthananda
SRM College of Education
Coimbatore


Secretary
Swami Abhiramananda
Ramakrishna Mission Vidyalaya
Coimbatore

University of Mumbai



Re-accredited with 'A' Grade by NAAC

Certificate

This is to certify that

A. Meena (Research Scholar)

Faculty of Education, IASE, Osmania University,

Participated in the National Seminar on *Hyperated*

EDUCATION FOR PEACE



held on 5th – 7th December, 2012

Organized by Department of Education, University of Mumbai
and has presented a Paper entitled :

Need for Innovative Teaching styles in promoting
Peace Education

SR Pandya
f. (Dr.) Shefali Pandya
Seminar Director



DM
Dr. Sunita Magre
Organizing Secretary



Estd.: 1970

GOKHALE EDUCATION SOCIETY'S

COLLEGE OF EDUCATION AND RESEARCH

PAREL, MUMBAI - 400012.

CERTIFICATE

This is to certify that R. Meena of Faculty of Education, IASE, Osmania University, Hyderabad, has participated in NAAC sponsored National Conference on the theme Human Resource Development for Quality Enhancement in Educational Institutions: Perspectives and Prospects, organised by Gokhale Education Society's College of Education and Research, Parel, Mumbai held on October 2-3, 2012 and has presented a paper titled Effective Leadership in Today's Organizational Success. This paper has been published in the proceedings of the conference with ISBN 978-81-924451-0-6.

J. Phogat

Mrs. Neela Kamat
Organising Secretary



Dr. (Mrs) Indira Shukla

Dr. (Mrs) Indira Shukla
Principal

ACHARYA NAGARJUNA UNIVERSITY

in association with



PRASANNA SOCIAL SERVICE ORGANISATION (PSSO), INDIA



Organised a Two-Day INTERNATIONAL Seminar

On

PEACE EDUCATION

on

4th - 5th DECEMBER, 2015.

CERTIFICATE

A light
for life



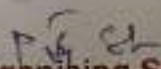
PSSO

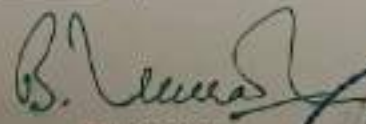


This is to certify that Mr./Mrs./Dr./Prof. R. Meena, Resource Scholar, IQSE, OU

was a resource person/ chaired a session/ participated/ presented a paper on the topic
Need for innovative teaching styles to promote Peace Education in person/online.


Convenor


Organising Secretary (PSSO)


Director

UGC - NATIONAL SEMINAR

ON

**PSYCHOLOGY IN THE CHANGING GLOBAL SCENARIO :
ISSUES AND CHALLENGES**

MARCH 25th - 26th, 2012

DEPARTMENT OF PSYCHOLOGY

SCHOOL OF DISTANCE LEARNING AND CONTINUING EDUCATION
KAKATIYA UNIVERSITY, WARANGAL - 506 009 (A.P.) INDIA



Certificate

This is to certify that Prof | Dr | Mr | Ms. *R. Meenra*
has Participated in the seminar and presented a paper entitled *"H.R. professionalization
and HR competency."*


Dr. V. RAMCHANDRAM

Convenor

Aast. Professor

SDLCE, Kakatiya University, Warangal


Prof. M. VIDYASAGAR REDDY

Director

SDLCE, Kakatiya University, Warangal



(Re-Accredited by NAAC with 'A' Grade)
University with Potential for Excellence

Department of Education

Osmania University, Hyderabad - 500007

Two Day National Seminar on **EDUCATION FOR WOMEN: EMPOWERING STRATEGIES**

Certificate

*This is to Certify that Dr/Mr/Ms. R. Meena, Research Scholar has participated & presented a paper entitled Human Welfare Programmes for Women Empowerment at the Two Day National Seminar on **EDUCATION FOR WOMEN : EMPOWERING STRATEGIES** held at Department of Education, Osmania University, Hyderabad on 28th & 29th March, 2014.*


PROF. M. SAKKU BHAVYA
Organizing Secretary
&
In-charge



COLLEGE OF TEACHER EDUCATION
(AUTONOMOUS - NAAC Accredited)
ANDHRA MAHILA SABHA
DURGABAI DESHMUKH VIDYA PEETHAM, HYDERABAD - 7.



Certificate

to certify that Kumari/Smt./Sri R. Meena, Ph.D. Research Scholar
O.U., Hyderabad-500007. has participated
in the Orientation Programme/Workshop On 'Value Education For School Teachers'
organised by the College of Teacher Education, Andhra Mahila Sabha from 19/2/18 to 21/02/2018

M. Subbana
CHAIRPERSON

K. S. Sunita
SECRETARY

[Signature]
PRINCIPAL



**INTERNAL QUALITY ASSURANCE CELL
TELANGANA UNIVERSITY**

(Accredited with 'B' Grade by NAAC)
DICHPALLY, NIZAMABAD, TELANGANA STATE, INDIA



**NAAC SPONSORED
NATIONAL SEMINAR**

ON

QUALITY EDUCATION: EMERGING TRENDS AND CHALLENGES FOR 21ST CENTURY
18th & 19th AUGUST, 2016

CERTIFICATE

This is to certify that ~~Prof/Dr/Mr/Mrs/Ms.~~ ✓ *R. Meena*, *SRF in Education*
of *Osmani University Hyd* has attended the NAAC Sponsored National
Seminar on "Quality Education: Emerging Trends and Challenges for 21st Century" during 18th – 19th August, 2016,
Organized by Internal Quality Assurance Cell (IQAC), Telangana University, Dichpally, Nizamabad, Telangana State.

✓ He/ She has presented a paper entitled *Enhancement of Quality Education in the*
pace of Professional Development in the Seminar.

✓
Dr. M. ARUNA
CONVENER OF THE SEMINAR &
CO-ORDINATOR, IQAC



TEN- DAY RESEARCH METHODOLOGY WORKSHOP FOR RESEARCH SCHOLARS OF SOCIAL SCIENCES



12th to 22nd March 2018

(Sponsored by ICSSR- New Delhi)



Department of Education

Osmania University, Hyderabad - 500007, Telangana State, INDIA.

Certificate

This is to certify that *Dr/Mr/Ms. R. Meena*, Research Scholar, Dept. of Education, Osmania University, Hyderabad, Telanagana has Participated in the *Ten Day Research Methodology workshop for Research Scholars of Social Sciences* from 12th to 22nd March 2018, held at Department of Education, Osmania University, Hyderabad.

PROF. A. RAMAKRISHNA

Workshop CoDirector & Dean, Faculty of Education
Osmania University

PROF. T. MRUNALINI

Workshop Director & Director, CITE
Osmania University



UGC Sponsored Two-Day National Seminar on

NEED OF PERFORMING ARTS IN EDUCATIONAL INSTITUTIONS

December, 4-5, 2015

DEPARTMENT OF EDUCATION
OSMANIA UNIVERSITY, HYDERABAD
TELANGANA, INDIA

RESEARCH FOUNDATION
FOR DEVOTIONAL LITERACY AND CULTURAL STUDIES,
TULSI BHAVAN, OSMANIA UNIVERSITY

CERTIFICATE

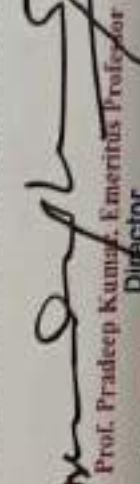
This is to certify that, R. MEENA Research Scholar; IASE, OU - Hyd

has participated in the UGC Sponsored Two-Day National Seminar on "Need of Performing Arts in Educational Institutions" held at Department of Education, Osmania University, Hyderabad during December 4 - 5, 2015 and presented a paper titled/performed a


Prof. P. Prasad
Dean
Faculty of Education
Osmania University


Prof. T. Mrunalini
Head & Chairperson
Board of Studies in Education, &
Director, CITE, Osmania University
Seminar convener


Prof. A. Ramakrishna
Dept. of Education
Osmania University
Seminar convener


Prof. Pradeep Kumar, Emeritus Professor
Director
RFDL Cultural Studies, Tulsi Bhavan
Osmania University
Seminar Director



Osmania University Library, Indianjournals.com, New Delhi
and
Indian Council of Social Science Research - SRC

WORKSHOP ON
UTILITY OF INDIANJOURNALS.COM AND INDIAN CITATION INDEX
4th April 2013

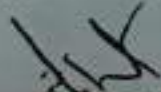
Certificate


This is to certify that Dr./Mr./Mrs./Sri R. Meena

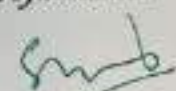
of Research Scholar, IASE.

has

participated in the "Workshop on Utility of Indianjournals.com and Indian Citation Index" held on
4th April 2013 at ICSSR-SRC Conference Hall, Osmania University Library Building, Hyderabad.


Dr. A. S. Chakravarty
Asst. Professor &
Workshop Convener
University Library, O. U.


Mr. Gresh Kumar Behal
General Manager
Indianjournals.com
New Delhi


Dr. S. Yadagiri
Workshop Director &
I/c University Librarian
University Library, O. U.



TEN- DAY RESEARCH METHODOLOGY WORKSHOP FOR RESEARCH SCHOLARS OF SOCIAL SCIENCES

12th to 22nd March 2018

(Sponsored by ICSSR- New Delhi)



Department of Education

Osmania University, Hyderabad - 500007, Telangana State, INDIA.

Certificate

*This is to certify that **Dr/Mr/Ms. R. Meena**, Research Scholar, Dept. of Education, Osmania University, Hyderabad, Telanagana has Participated in the Ten Day Research Methodology workshop for Research Scholars of Social Sciences from 12th to 22nd March 2018, held at Department of Education, Osmania University, Hyderabad.*

PROF. A. RAMAKRISHNA

Workshop CoDirector & Dean, Faculty of Education
Osmania University

PROF. T. MRUNALINI

Workshop Director & Director, CITE
Osmania University



COLLEGE OF TEACHER EDUCATION
(AUTONOMOUS - NAAC Accredited)
ANDHRA MAHILA SABHA
DURGABAI DESHMUKH VIDYA PEETHAM, HYDERABAD - 7.



Certificate

This is to certify that Kumari/Smt./Shri R. Meena

Dept of Edu., GASE, O.U. Hyderabad.

has participated

in the Orientation Programme/Workshop on "Inclusive Education for School Teachers"

organised by the College of Teacher Education, Andhra Mahila Sabha from 01-02-18 to 03-02-18

H. S. Sunita
SECRETARY

[Signature]
PRINCIPAL

SCHOOL LEADERSHIP TRAINING PROGRAMME



Transform

A League to catalyse the development

Institute of
Advanced
Study in
Education



AMALGA EDUCRAFT
experience learning

CERTIFICATE OF TRAINING

This is to certify that Mr./Ms. Prajorapu Meena has attended the
School Leadership-Training Programme from 11-13, October, 2012 at IASE, Hyderabad
and he/she has participated successfully.

(R. R. K. Murthy)
CEO, Transform

(Dr. Mrunalini)
Principal, IASE, Osmania University

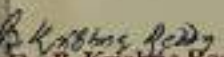
**SOCIETY FOR PROMOTION OF ADULT CONTINUING EDUCATION
&
STATE RESOURCE CENTRE - HYDERABAD**




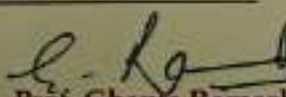
CERTIFICATE

This is to certify that Dr / Ms / Mr / Prof: R. Meena

as attended the Two Day National Seminar on "ADULT EDUCATION AND NATIONAL
DEVELOPMENT : POLICIES AND PROGRAMMES" organised jointly by the Society for
Promotion of Adult Continuing Education (SPACE) and State Resource Centre (SRC) for Adult and
Continuing Education, Hyderabad on 9th and 10th October, 2014 at SRC, Hyderabad. He/ she has
presented a paper on _____


Dr. B. Krishna Reddy
Co-Director of the
Seminar


Dr. P. V. Subba Reddy
Co-Director of the
Seminar


Prof. Ghanta Ramesh
Director of the
Seminar



International Multidisciplinary Conference
on
Education for Future: Issues and Challenges

July 8-9, 2017

DEPARTMENT OF EDUCATION,
OSMANIA UNIVERSITY, HYDERABAD
A University with Potential for Excellence
TELANGANA, INDIA



CERTIFICATE

This is to certify that R. Meera, Research Scholar

IASE, Osmania University

has participated in the International Multidisciplinary Conference on Education for Future:
Issues and Challenges, held at Department of Education, Osmania University, Hyderabad
during July 8 - 9, 2017 and presented a paper titled

Managing Education In India

Prof. D. Balaramulu
Conference Director
Head, Department of Education, Osmania University, Hyderabad
Principal, Institute of Advanced Study in Education, Osmania University, Hyderabad
Telangana, India

Certificate

This is to certify that

R.Meena

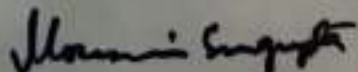
has contributed and presented a paper entitled

Leading Team Effectively - "Role Of A Leader In Team Building"

in the International Conference on

Managing Human Resources at the Workplace

held on 14 & 15 December 2012 at SDMIMD, Mysore.



Dr. Mousumi Sengupta
Conference Chair



Dr. N. R. Parasuraman
Director



NATIONAL COUNCIL OF RURAL INSTITUTES

Ministry of Human Resources Development
Government of India

and



INSTITUTE OF ADVANCED STUDY IN EDUCATION

Osmania University




Certificate of Participation

This is to certify that Dr/Sri/Smt **R. Meena** of **Institute of Advanced Study in Education** has participated in the deliberations on "Transacting Teacher Education for Rural Disaster Resilience", in the one day workshop held on 13th October, 2016 at Osmania University, Hyderabad.


Head
Department of Education
Osmania University


Dean
Faculty of Education
Osmania University


Chairman
National Council of
Rural Institutes

INSTITUTE OF ADVANCED STUDY IN EDUCATION
OSMANIA UNIVERSITY
HYDERABAD - 500007





Reaccredited by NAAC with 'A' Grade
University with Potential for Excellence

Two- Day Seminar Sponsored by ICSSR on
"Practices and Initiatives of Technologies in Teaching - Learning"

Certificate

This is to certify that Mr./Ms./Dr. R. Meena has participated/~~Chaired~~ the Seminar on
"Practices and Initiatives of Technologies in Teaching - Learning" on 6th & 7th February, 2013 and
presented paper on _____


Seminar Co-ordinator
Prof. T. Mrunalini, Principal


Seminar Co-ordinator
Prof. A. Ramakrishna, Head

INSTITUTE OF ADVANCED STUDY IN EDUCATION

OSMANIA UNIVERSITY
HYDERABAD - 500007



(Re-Accredited by NAAC with 'A' Grade)

Two- Day National Seminar on "Reforms in Examinations: A Higher Education Perspective"

Sponsored by APSCHE & UGC

Certificate

This is to certify that Mr./Ms./Dr. R. Meena, IASE O.U has participated/Chaired the
Seminar on "Reforms in Examinations : Higher Education Perspective" on 30th & 31st January, 2012
and presented a paper entitled _____

Prof. T. Mrunalini
Seminar Director



राष्ट्रीय ग्रामीण संस्थान परिषद

NATIONAL COUNCIL OF RURAL INSTITUTES

(Ministry of Human Resource Development, Government of India)


5-10-174, Shakar Bhavan, Ground Floor, Fateh Maidan Road,
Hyderabad - 500 004, India.

Ph : 040-2321 2120, 2342 2105, Fax : 040-2321 2114

Website : www.ncri.in

Certificate of Participation

Dr. Padala Laxman, Research Assistant, Osmania University has participated in the *"Workshop on Mainstreaming SFDRR & Rural Resilience in University Curriculum in Telangana State – Preparation of Rural Case Studies / Caselets"* held on 17th December 2017 at the Conference Hall, NCRI, Hyderabad.


Chairman

Institute of Advanced Study in Education, Osmania University, Hyderabad – 500 007
Two year B.Ed. Curriculum Revision Workshop



CERTIFICATE

This is to certify that Prof. / Dr. / Mr. / Mrs. / Ms. P. Laxman SRF
Dept of Education, IASE, Osmania University, Hyderabad has participated in
Two day Workshop on Two year B.Ed. Curriculum held during 19 - 20 June 2015 at Dept. of
Education, Osmania University, Hyderabad. His / Her Participation was well received.

Date: 20 June 2015
Hyderabad.



Workshop Coordinator
(Prof. T. Arundhathi)



(Re-Accredited by NAAC with 'A' Grade)
University with Potential for Excellence


Institute of Advanced Study in Education
Department of Education
Osmania University, Hyderabad



Certificate

Certified that Mr/Mrs/Dr. Sadala Sarman, JRF
Institute of Advanced Study in Education OU Campus, Hyderabad
participated in a Two-day Orientation Programme on B.Ed Curriculum 2013-14, for
Principals, Colleges of Education, Osmania University and Telangana University
sponsored by APSCHL, Hyderabad on 6th and 7th November, 2013 at Conference Hall,
Institute of Advanced Study in Education, Department of Education, Osmania
University, Hyderabad.

7th November, 2013


(Prof. A. RAMAKRISHNA)
Head, Dept. of Edn, Osmania Univ. &
Coordinator, Orientation Programme
B.Ed. Curriculum 2013

7.11.13

**INSTITUTE OF ADVANCED STUDY IN EDUCATION,
OSMANIA UNIVERSITY, HYDERABAD**

CERTIFICATE

*This is to certify that Dr./Mr./Ms.: Padala Laxman, JRF,
Faculty of Education, Osmania University Hyderabad, has
attended and actively participated in a Two Day
Workshop for the preparation of a draft M.Ed. Curriculum
(2013-14), Osmania University, during 28-29, May 2013
held at IASE, Osmania University, Hyderabad.*



A. R. Lakshmi
Head 29.5.2013

Department of Education
Osmania University
Hyderabad

Prof. K.S.Sudheer Reddy

Professor in Education

Coordinator

B.Ed. Model Curriculum for

Andhra Pradesh

Sponsored by APSCHE

Government of A.P.



(Re-Accredited by NAAC with 'A' Grade)

INSTITUTE OF ADVANCED STUDY IN EDUCATION

DEPARTMENT OF EDUCATION

OSMANIA UNIVERSITY

HYDERABAD- 500 007

040-27071611

Mobile: 93910 08750

Participation Certificate

This is to certify that Prof. /Dr. / Mr. / Ms. Padala Lakshmi, Junior Research Fellow,
TASE, Osmania University, Hyderabad participated in the B.Ed. Model
Curriculum workshop from 20-12-12 to 21-12-12, organized by Faculty of
Education, Osmania University, sponsored by APSCHE, Govt. of A.P, Hyderabad.


Coordinator

Place: Hyderabad

Date:

INSTITUTE OF ADVANCED STUDY IN EDUCATION

OSMANIA UNIVERSITY
HYDERABAD—500007




(Re-Accredited by NAAC with 'A' Grade)

Two- Day work shop on B.Ed Curriculum Revision for Professional Improvement of Teachers

Certificate

This is to certify that Mr./Ms./Dr. ^{Mr} PADALA LAXMAN has participated/Chairred the
Curriculum Revision for Professional Improvement of Teacher educators on 29th & 30th March, 2012
Held at *Institute of Advanced Study in Education*, Osmania University, Hyderabad.


Dr.M.Sakku Bhavya
Associate Professor

&
*Chairperson, BOS in
Education*



NATIONAL COUNCIL OF RURAL INSTITUTES

Ministry of Human Resources Development
Government of India

and



INSTITUTE OF ADVANCED STUDY IN EDUCATION

Osmania University



सत्यमेव जयते

Certificate of Participation

This is to certify that Dr/Sri/Smt ***Padala Laxman*** of ***Dept. of Education, Osmania University*** has participated in the deliberations on "*Transacting Teacher Education for Rural Disaster Resilience*", in the one day workshop held on 13th October, 2016 at Osmania University, Hyderabad.

Head
Department of Education
Osmania University

Dean
Faculty of Education
Osmania University

Chairman
National Council of
Rural Institutes



Raja Balwant Singh College, Agra (U.P.)

Date: 15/06/2020

College with Potential for Excellence

Accredited 'A+' Grade by NAAC

Certificate No.: K85FOE0434



National Webinar

on


Impact Of Covid - 19 On Teacher Education: Challenges
And Opportunities.


CERTIFICATE OF PARTICIPATION


This is to certify that

Padala Laxman

From Osmania University has participated in the National Webinar on 'Impact Of Covid - 19 On Teacher's Education: Challenges And Opportunities' organized by Faculty of Education, Raja Balwant Singh College, Agra (U.P.) on 15th June, 2020.


Dr. Basant Bahadur Singh
ORGANIZING SECRETARY
Faculty of Education
Raja Balwant Singh College, Agra


Dr. Vinod Kumar
Convener
Head
Faculty of Education
Raja Balwant Singh College,


Dr. Yadu Veer Singh Chauhan
Patron
Principal
Raja Balwant Singh College, Agra



National Webinar

On

Emotional Intelligence: Educators' Key to Meet Challenges due to COVID-19

organized by

Bachelor of Education Department
Isabella Thoburn College, Lucknow, U.P., India
on 17th June, 2020

Certificate of Participation
is awarded to

DR. PADALA LAXMAN
from Osmania University

S. Callender
Dr. (Mrs.) S. Callender
Organizing Secretary
Head, Bachelor of Education Department
Isabella Thoburn College

Vinita Prakash
Dr. (Mrs.) Vinita Prakash
Principal
Isabella Thoburn College, Lucknow

St. Joseph's College for Women (Autonomous)

Visakhapatnam- 530004

Reaccredited by NAAC

Website: <https://stjosephsvizag.com>



PARTICIPATION CERTIFICATE

This is to certify that

PADALA LAXMAN

has participated in the National Webinar on "*Psychological Interventions in COVID 19: A Therapeutic Approach*", Organized by the Department of Psychology & IQAC, St. Joseph's College for Women (A), Visakhapatnam, Andhra Pradesh on 17th June, 2020.

Ms.D.A.Ramani
Coordinator

Dr. Sr. Shyji. P.D
Principal



**INSTITUTE OF PUBLIC ENTERPRISE
HYDERABAD**

Southern Regional Centre



Certificate

This is to certify that Mr./Ms./Dr. Padala Laxman
has participated in the First Southern Social Science Congress on "Social Science : New Paradigms Towards Sustainable and Prospective Future" held at Institute of Public Enterprise, Hyderabad during March 23-25, 2017.


Prof. R. K. Mishra & 
Director, IPE Honorary Director, ICSSR - SRC
Chairpersons



The English and Foreign Languages University

Hyderabad 500 007, India

DEPARTMENT OF EDUCATION

CERTIFICATE

This is to certify that Mr./Ms. *Padala Laxman* a Research Scholar,
IASE, O.U. has participated in the Research Scholars Seminar on "Qualitative Research in Education"
on 17-07-2014 organised by the Department of Education, EFL University, Hyderabad -500 007.

Dated 17 July 2014

Prabir Mondal
Dean, School of ELE



**UNIVERSITY GRANTS COMMISSION
SOUTH EASTERN REGIONAL OFFICE
HYDERABAD**

Certificate of Participation

Certified that P. Laxman, Osmania University, Hyderabad
has participated in One day Seminar on UGC Regional consultation on "Review of Net Examination"
held on 17th August, 2013 at Platinum Jubilee Auditorium, Prof. G. Ram Reddy Centre for Distance
Education, Osmania University, Hyderabad conducted by UGC-SERO, Hyderabad.

Place : Hyderabad
Date : 17th August, 2013.


(Dr. G. Srinivas)
Joint Secretary



International Institute of Information Technology, Hyderabad
A Research University

18th February 2013

Certificate of Participation

This is to certify that Shri. Padala Laxman, Faculty of Education IASE, Osmania University, Hyderabad participated in the 2nd International Conference on "Human Values in Higher Education" held at IIIT Hyderabad during 16th ~ 18th February, 2013.

(Ramancharia Pradeep Kumar)
Chair, Organizing Committee -

Two-Day National Seminar On:
Teacher Education: Issues, Concerns and Challenges

24th & 25th, October, 2015



DEPARTMENT OF EDUCATION, IASE
OSMANIA UNIVERSITY, HYDERABAD
TELANGANA, INDIA

CERTIFICATE

This is to certify that **Padala Laxman, Senior Research Fellow, Department of Education, Osmania University, Hyderabad** has participated in the National Seminar on "Teacher Education: Issues, Concerns and Challenges" held at Department of Education, Osmania University, Hyderabad during October 24 - 25, 2015 and Presented a paper titled **The Role of Pedagogical Practice in Research-Based Teacher Education**


Prof. P. Prasad
Dean
Faculty of Education
Osmania University


Prof. T. Mrunalini
Head & Chairperson ROS in Education
Department of Education
IASE, Osmania University


Prof. K. S. Sudheer Reddy
Seminar Director



ACHARYA NAGARJUNA UNIVERSITY

NAGARJUNA NAGAR, GUNTUR - 522 510, A.P. INDIA.



UGC SPONSORED NATIONAL SEMINAR
ON CLASSROOMS OF THE FUTURE - INTERPLAY OF EDUCATIONAL PSYCHOLOGY AND TECHNOLOGY

9th & 10th OCTOBER, 2015.

Organized by : Department of Education, Acharya Nagarjuna University

CERTIFICATE

This is to certify that Prof. / Dr. / Mr. / Mrs. / Ms. P. LAXMAN
from has participated / Chaired a session / Presented a paper /
Delivered an invited talk entitled Role of Education in developing
Learning styles of the Students!


Seminar Director



National Seminar
On

**Rural Development in India :
Major Issues, Challenges and Alternative Approaches
On 30th & 31st March 2015**

(Sponsored by UGC, New Delhi & ICSSR (SRC) Hyderabad)
Department of Sociology, Osmania University, Hyderabad - 500 007, (T.S.)

Certificate

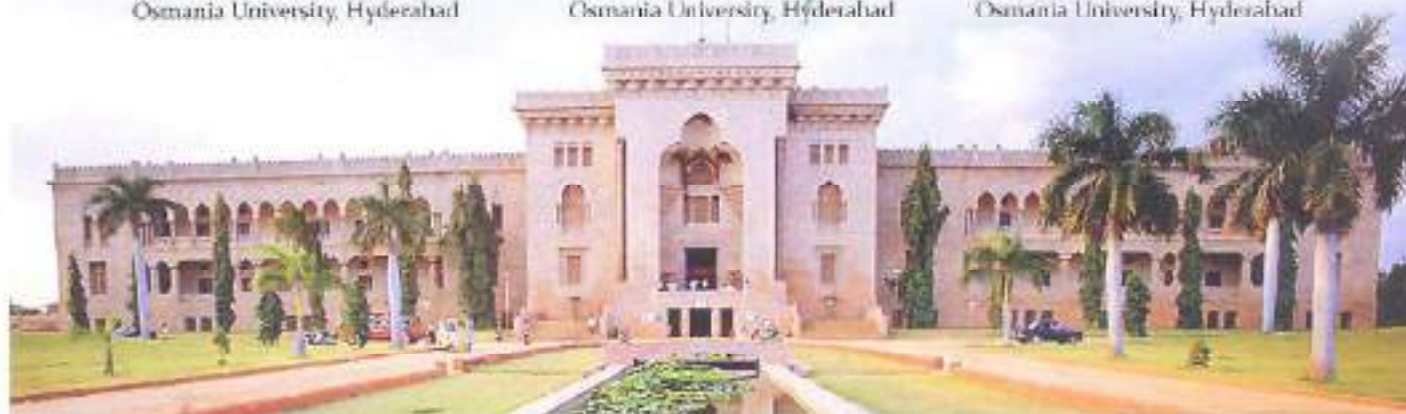
This is to certify that Prof./Dr./Mr./Ms. Padala Lakshman
has participated / presented a paper entitled "Addressing Health and
Emerging Issues and Challenges".

at the National Seminar on "Rural Development in India : Major Issues, Challenges and
Alternative Approaches" organized by the Department of Sociology (Under UGC-SAP
(DRS-II) Programme), Osmania University, Hyderabad (T.S.) on 30th & 31st March, 2015.

Prof. Pushpa Mary Rani
Head & Seminar Director
Department of Sociology
Osmania University, Hyderabad

Dr. P. Vishnu Dev
Asst. Professor & Seminar Director
Department of Sociology
Osmania University, Hyderabad

Prof. C. Ganesh
Coordinator, UGC-SAP (DRS-II),
Department of Sociology
Osmania University, Hyderabad



NATIONAL SEMINAR ON
BIO-CULTURAL DIVERSITY: EMERGING PERSPECTIVES AND NEW CHALLENGES

12th – 13th March, 2015



Organized By

DEPARTMENT OF ANTHROPOLOGY
SRI VENKATESWARA UNIVERSITY, TIRUPATI – 517 502, A.P., INDIA

Sponsored By

UGC-SAP-CAS, NEW DELHI & APSCHE, HYDERABAD

Certificate

This is to certify that Prof./Dr./Mr./Ms. PADALA LAXMAN,
DEPT. OF EDUCATION, OSMANIA UNIVERSITY, HYDERABAD.
Participated / Presented a paper entitled DEVELOPMENT OF TRIBAL
COMMUNITY : ROLE OF EDUCATION.
at the above National Seminar. He / She chaired a session / gave a Thematic Lecture / was a panel
speaker in the Seminar.


Prof. V. NARAYANA REDDY

SEMINAR DIRECTOR



Nizam College (Autonomous)
A Constituent College of Osmania University
with NAAC – 'A' Grade & CPE Status Basheerbagh, Hyderabad.



Certificate

This is to certify that Sri/Smt/Dr/Prof/ Padala. Laxman has participated / presented a paper on Education in Telangana: issues and challenges in the National Seminar on "Historical Perspectives and Future Prospects of Telangana" held on 23rd-24th January 2015 and organized by the Department of History at Nizam College, Osmania University.


Dr. B. Lavanya
Convenor


Dr. Aruna Pariti
Organizing Secretary

Effective Use of ICT for Effective Teaching and Learning

© Editors

1st Edition: 2016

Date of Publication: 26th May, 2016

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Effective Use of ICT for Effective Teaching and Learning

© Editors

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Date of Publication: 26th May, 2016

ISBN: 978-93-84845-16-2

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CHALLENGES OF ICT ENABLE LEARNING AND INCLUSION IN RURAL AREA SCHOOLS

DAYAKAR KURIMETI

Research scholar
Department of education
I.A.S.E Osmania University
Hyderabad

ABSTRACT

Information and Communication Technology is one of the rapid changing area in domain of learning. ICT has dominated every walks of life affecting right from bus and railway reservations, hotels industry, online money transfer, bill payments, in class room teaching and learning process, distance education, e-learning and film making etc. In both schools and homes, information and communication technology are widely seen as enhancing learning, this hope fuelling their rapid diffusing and adoption throughout developed societies 21st century is the century of IT. The idea of information society can be linked to the idea of modernization and globalization. It means how societal development occurs through technological base of production. ICT is enhancing rural productivity in a number of ways. The progress of nation depends upon its people, their status and contribution. As India lives in its villages, it is necessary to develop the status of villagers, India cannot progress without the progress of the people who lives in villages. At this moment our best objective will be as to how to adapt the ICT in different area, especially in the field of education. The present paper discusses the significance of ICT in interactive learning environment and inclusion in rural areas. This paper also explains the need and importance of ICT. The paper discusses the inclusion and integration of ICT with special reference to rural area schools.

Introduction

The role of education is the most important factor in the development of nation. The remark made by the Kothari Education Commission(1964-66) "The destiny of India is being shaped in the class rooms" throws light on the importance of education in modern India. No country can progress unless it focuses its attention on education. The use of ICT has intensely reformed learning and teaching process. Furthermore, it has expanded new opportunities for learning and accessing to educational resources beyond those traditionally available. Information and Communication Technologies (ICT) are a part of our world and we use them everyday. They represents as important sources of information about us and others, as well as about local and world events. ICTs are potential powerful enabling tools for effective teaching and learning. The effective integration of ICT into classroom practices poses a challenges to teachers and administrators. Today, from the time we awaken in the morning to time before we sleep, we are surrounded by media, such as news paper, radio, television, and computers. Sometimes we are not even aware that we are surrounded by these media. It is the technology required for information processing. It involves use of computers, computer software and devices to convert, store and process, transmit and retrieve information and includes the services and applications associated with them.(Malik 2005).All these media come under the overall umbrella of what are we known as today's ICTs. Modern technology is regarded as a major determinant for development of a nation. Though India is the 4th largest user of the Internet, the percentage of the total population using is insignificant.

Significance of the Study

In the modern era, Information and Communication Technology (ICT) is becoming part and parcel of the education system. ICT is a medium of teaching and learning and also an assisting tool for making assignments, collecting data and documentation, communicating and conducting research. ICT brings changes in the pedagogy of academic transaction. ICT is also useful for organizing and managing schools. ICT provides enjoyable environment for both teacher and learner. This shift develops a creative and interactive learning environment for both. The idea of the information society can be linked to idea of modernization and globalization. It means how societal development occurs through

technological base of production. In an information society the base is Information Technology. Further, as a consequence of globalization process, the economy of the world has become more integrated whereby information Technology plays a major role in it. More than two-third of India lives in the villages where majority of the population is illiterate and continues to struggle for livelihood and dignified living. Mass media and Information Technology have linked villages with the main stream in terms of sharing information. It enables solution sharing between local people and communities, providing access to practical information on small business accounting, weather trends and best practices in farming among others. Now is the time to find out the innovative ways and rethinking on strategies of implementation to face the challenges. It has been seen that whenever new technology comes all the people run behind it. They do work, make different strategies, policies and try to implement it. Generally this type of work is restricted to urban areas which account for 21 to 30 percent of the population. Hence there is a need to study on inclusion of ICT in rural area schools.

Challenges of ICT in Education

Countries everywhere are facing similar challenges in implementing ICT in their education systems. Unfortunately, many local, national and regional government bodies are not giving ICTE the attention and priority it deserves despite the benefits it brings. Providing basic access to ICT to young people living in either impoverished communities or rural location often neglected by policy makers is one major challenge being faced. These areas oftentimes lack basic infrastructure such as classrooms, let alone Internet connectivity. The availability of Quality teachers to apply ICT to the existing education system is also in short supply. Although valuable lessons may be learned from best practices around the world, there is no one formula for determining the optimal level of ICT integration in the educational system. It has been found that it is not easy to take ICT to rural areas. There are many problems like, rural environment, lack of instructional facilities, lack of infrastructure facilities, lack of awareness, financial support, lack of coordination, appropriate allocation of resources, literacy and language problem.

Significant challenges that policy makers and planners, educators, education administrators, and other stakeholders need to consider include education policy and planning, infrastructure, language and content, capacity building, and financing.

Instructional Facilities

There is a need to narrow down the quality gap between rural and urban educational centers. Educational institutions in rural areas require instructional facilities like digital facility library resources, laboratories, equipments and Internet facilities.

Infrastructure -Related Challenges

A country's educational technology infrastructure sits on top of the national telecommunications and information infrastructure. Before any ICT based programme is launched, policy makers and planners must carefully consider: Information Technology requires a special type of infrastructure. In the first place, are appropriate rooms or buildings available to house the technology? In countries where there are many old school buildings, extensive retrofitting to ensure proper electric wiring, heating/cooling and ventilation, and safety and security would be needed. All these things are not available at most of the places in rural areas.

Another basic requirement is the availability of electricity and telephony. In developing countries large areas are still without a reliable supply of electricity and nearest telephones are miles away. Policy makers should also look at the ubiquity of different types of ICT in the country in general, and in the educational system (at all levels) in particular.

It is a cheaper and easier, to introduce a form of technology into education, and keep it working, where education is riding on the back of large scale developments by governments or the private sector.

Challenges With Respect To Capacity-Building

Various competencies must be developed throughout the educational system for ICT integration to be successful. Teacher professional development should have five foci:

1. Skills with particular applications
2. Integration into existing curricula

3. Curricula changes related to the use of IT including changes in instructional design
4. Changes in teacher role.
5. Underpinning educational theories.

In fact, with the introduction of ICTs in the classroom, the teacher's role in the learning process becomes even more critical. What can and should change is the kind of role that the teacher plays. ICT can open up the classroom to the outside world, the community can also play a new role in the classroom.

Educational Administrators

Leadership plays a key role in ICT integration in education. Many teachers-or student-initiated projects have been undermined by lack of support from above. For ICT integration programmes to be effective and sustainable, administrators themselves must be competent in the use of technology and they must have a broad understanding of technical, curricular, administrative, financial, and social dimensions of ICT use in education.

Expert Services/Technical Support Specialists

This includes issues like installation, operation, maintenance, network administration and security. This is an important part of the implementation and integration of ICT in education system. In most cases however, technical support is not available, which implies that trainers and students require some basic troubleshooting skills to overcome technical problems when using ICTs. Where provided by in-school staff or external service providers, or both, technical support specialist are essential to the continued viability of ICT use in a given school. Without onsite technical support, much time and money may be lost due to technical breakdowns. IT professionals are not interested to go villages because they think in villages there is no scope. All IT professionals want to do the work in big cities. School teachers are not keen to learn computer because there is no incentive for extra work. They think this increase their workload. Appropriate strategies should be in place to ensure that integration of ICTs in teaching and learning process goes together with the recruitment, training, retaining and retention of required staff.

Content Developers

Content development is a critical area that is too often overlooked. There is a need to develop original educational content such as radio programmes, interactive multimedia learning materials on CD-ROM or DVD, Web-based courses etc., adapt existing content, and convert print-based content to digital media.

Language and Content

English is the dominant language of Internet. As estimated 80% of online content is in English. A large proportion of the educational software produced in the world market is in English. Even countries where English is a second language such as Singapore, Malaysia, and India, it is imperative that teaching and learning materials that match national curriculum requirements and have locally meaningful content, preferably in the local languages, be developed. Majority of people living in villages are illiterate. Computers require knowledge of English. This is a great barrier to learning computers. Due to language problem they hesitate to learn computer.

Financing the Cost of ICT Use/Lack of Funds

Financial resources form a key factor to the successful implementation and integration of ICTs in education. It is obvious that countries with higher financial resource bases stand a good chance than those with limited resources to reap benefits offered by ICTs. One of the greatest challenges in education balancing educational goals with economic realities. ICTs in education programs require large capital investments and developing countries need to be prudent in making decision about what models of ICT use will be introduced and to be conscious of maintaining economies of scale. IT is very expensive. The government has no funds to launch it in rural areas. Under a scheme of Operation Black Board, one or two computers are provided to the school in cities, but it is not the solution. It requires Internet connection, phone facility and extra funds for maintenance.

Conclusion

There are certain constraints and challenges in promoting ICT in rural areas. After 63 years of Independence, the infrastructure like communication networks, roads, transport, power supply, health

care, education system etc in the villages could not be developed up to satisfactory level. India cannot progress without the progress of the people who live in villages. There is a need to start a campaign for promoting ICT in rural areas for their uplifts. At government level, some help has been taken to spread computer literacy in village, but, there is a need to extend cooperation to government to provide strength to the mission. Rajiv Gandhi Shiksha Mission is doing a lot of work in this direction. They are planning to provide a set of computers to the schools. The government also launched a scheme where computer education is provided as nominal charges. The success of the programmes can be estimated after evaluation. In this way there are many problems in implementing IT in rural areas. It is a challenging task. The work should be done at different levels both in government as well as private. It requires combined efforts of different organizations.

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This is to certify that Mr./Ms./Dr. **Dayakar Kurimeti**, Research scholar has participated in the International Conference on "Developing Thinking and Learning with ICT : Changing Education for future needs" organised by Department of Education, Osmania University, Hyderabad during 29th and 30th May 2016 and Presented a paper titled **CHALLENGES OF ICT ENABLE LEARNING AND INCLUSION IN RURAL AREA SCHOOLS**


Prof. P. Prasad
Dean
Faculty of Education
Osmania University


Prof. T. Mrundini
Head & Chairperson
Board of Studies in Education, &
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The background of the cover features a close-up of a hand placing a light-colored puzzle piece into a larger assembly. The puzzle pieces are in various shades of blue, green, and white. The hand is positioned in the lower right corner, with fingers carefully fitting the piece into place. The overall image conveys a sense of building, problem-solving, and the challenges of education.

Teacher Education: Issues and Challenges

Editors

D. Balaramulu

Ravindranath K. Murthy

G. Balaji

Sreenivasa Dasu P

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WELLBEING OF TEACHERS

Dayakar Kurimeti

Research Scholar, I.A.S.E.,

Osmania University, Hyderabad, Telangana, India

dayakarkurimeti2015@gmail.com

Intorduction

Progress of any nation depends largely on well being of its citizens. All the intellectual, creative, educational and socio-cultural advancements are possible if the individuals of the nation posses physical, mental, social and spiritual well being. Similarly teachers efficiency and effectiveness largely depends upon their all round development. University Education Commission (1948-49) expressed the concern that "People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession".

There is a need to develop truly complete teacher who can exhibit a high degree of morale both personally and as a group. Psychological health of each individual is the vital issue. Everybody should be healthy as well in a state of health to shoulder his day-to-day responsibilities.

The powerful relationship between teacher and learner is central to the teaching process. The teacher- pupil relationship aims at the full development of the pupil's personality. One of the main function of teacher education, both pre-service and in-service, is to equip teachers with the ethical, intellectual and emotional wherewithal to develop the same range of qualities in their pupils, as society demands. The key to improvement in quality of education is to have better qualified, better trained, better motivated and more accountable teachers. The poor quality of School education is a direct result of poor quality of teacher education and teacher training. Teacher education programs, both at the graduate and diploma level are of indifferent quality.

Mental Health

A state of well-being... The positive dimension of mental health is stressed in WHO's definition of health as contained in its constitution: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

The Concept Of Wellbeing

The concept of well being has its rootings in mental health and with plethora of researches, it is being used synonymously with adjustment, mental health, happiness and wellness. General well being may be defined as subjective feeling of contentment, happiness, satisfaction with life experiences and one's role in the world of work, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry etc. These things are difficult to evaluate objectively. Hence, the emphasis is on the term "subjective well-being. It may be maintained in adverse circumstances and conversely may be lost in favorable situation. It is related to but not dependent upon the physical/psychological conditions. (Verma & Verma, 1989)

Subjective wellbeing involves the subjective evaluation of one's current status in the world. More specifically, Diener (1984, 2000; Diner, Oishi, & Lucas, 2009) defines subjective wellbeing as a combination of positive affect (in the absence of negative affect) and general life satisfaction (i.e., subjective appreciation of life's rewards).

HAPPINESS + MENING =WELL-BEING

Psychologists who support the hedonic perspective view subjective wellbeing and happiness as synonymous. Alternatively, scholars whose ideas about wellbeing are more consistent with Aristotle's views on Eudaimonia believe that happiness and wellbeing are not synonymous. In this latter perspective, eudaimonia is comprised of happiness and meaning. Stated in simple formula, well-being = happiness + meaning.

Well-being, welfare or wellness is a general term for the condition of an individual or group, for example their social, economic, psychological, spiritual or medical state; a high level of well-being means in some

sense the individual or group's condition is positive, while low well-being is associated with negative happenings.

Teachers' Wellbeing

The holistic development of the person is encompassed in the ethos of all schools and the impact that teachers as professionals can and does have on the young people in their care is instrumental to their development. The role of the teacher has now gone far beyond teaching and learning in the classroom, teachers need to be support in these varied and ever evolving roles from class teacher, tutor, to counselor and confidant to our young people. Schools and teachers are usually very good at thinking about the well-being of their pupils. We consider ourselves to have a duty of care to our pupils. We do not usually think about our own well-being – until it is too late and we are sick. People who take on caring roles are often not good at looking after themselves.

It is vital that we manage our own well-being, as we cannot manage pupils and learning if we cannot manage ourselves. Children come in every day to school and more or less do the same thing, sometimes having slightly better or worse days. What makes the difference is the reaction of the adults around them. Taking time to manage your stress is essential in order to teach effectively and to help students with their stress around learning.

Perma Model Of Wellbeing

When we talk about wellbeing, we are not only speaking of being joyful, although this is part of wellbeing. Dr. Martin Seligman, the "father" of positive psychology and a renowned researcher in both optimism and learned helplessness, describes five separate qualities to wellbeing: 1) Positive Emotion, 2) Engagement, 3) Relationships, 4) Meaning and 5) Achievement. (He uses the acronym PERMA to describe wellbeing.) Each of these qualities can be independently developed and measured, and each may be valued differently by different individuals. Together, they constitute a set of positive emotional skills and attitudes that can lead children to higher achievement and success in life, better physical health, better relationships, more resilience against depression and anxiety, and even better conduct.

1. Positive Emotion

Positive emotion, is the joyful feeling we experience inside when we interact with ourselves or our environment: the laughing feeling we have when someone tells a good joke, the sense of awe we feel when we sit on a mountaintop and gaze out over a beautiful vista, the rush of pride we feel when we find we aced the test, or even just the joy of savoring smooth, cold ice cream. It is what most of us think of first when we consider the word "happiness." Feeling happy, positive emotion is important.

2. Engagement

Engagement is the feeling we get when we are "one with the music," lost in time doing whatever it is that we do well. In the 1970s cult classic, *Zen and the Art of Motorcycle Maintenance*, Robert Pirsig called this Quality, and more recently it has been referred to as "flow." It is what happens when a great writer becomes lost in her writing, when a dancer is lost in the dance, when a speaker engages the audience, or when a great mechanic solves a mechanical problem. We experience it when we are doing something for its own sake, outside of judgment or external reinforcement.

3. Relationships

Relationships is the ability to form and keep deep friendships as well as the ability to negotiate social situations. Included in this element would be rhetoric – the ability to find one's voice and persuade or inform others. Research shows that those of us who have someone to call when we are distressed and someone with whom to share our triumphs are healthier, live longer, and produce more. Relationships add to our overall emotional wellbeing and strengthen our ability to conquer adversity.

4. Meaning

Meaning is a sense of connection and purpose related to something bigger than oneself. Such things as religion, social or community service, justice, patriotism and political affiliation serve this purpose. Rather than relating everything back to the self, the person who has meaning is able to subsume some of his or her own personal gratification for the greater good. Viktor Frankl, who described the psychological importance of having meaning in the 1950s, related the lack of meaning to a variety of mental health problems and recent research has shown him to be right. Those who are connected to a greater purpose have better resilience.

5. Achievement

This entails a sense of mastery over a skill or over a subject, the self-esteem boost that occurs when one has done or learned something well. In order to achieve, however, kids have to develop "grit" or perseverance. They have to be able to lose or fail and try again. Achievement does not happen just because parents or kids want it to, and false or easy achievement does not really feel very satisfying. Real achievement entails struggle and struggle entails some disappointments. Children and adults who are achievers are those who have the courage to try the first time and, if they don't succeed, to try again.

Importance Of Well-Being

A teacher can play an important role in the progress of the society. Teachers are very important assets and play very crucial role in every society as they are the backbone of educational system. He is to be sufficiently appreciative of changing needs and problems of the society and play an important role in moulding and shaping the attitudes, habits, manners, and all, the character and personality of students. The central role of teachers and the need to improve their training, status and conditions of work, are stressed.

The Education Commission (1964-66) professed, "The destiny of India is now being shaped in her classrooms." The National Policy on Education (1986) emphasize: "The status of the teacher reflects the socio-cultural ethos of the society: it is said that no people can rise above the level of its teacher."

Education has a fundamental role to play in personal and social development. When a child's or adult's first teacher is poorly trained and poorly motivated, the very foundations on which all subsequent learning will be built be unsound. In view of the role of the future teachers in the overall development of the pupil's personalities, their training should at an early stage place emphasis on four pillars of education.

Special attention should be paid to the recruitment and upgrading of the skills of teacher educators, by self evaluate their mental health and wellbeing and by training institutions, so that they can fully play their roles in the ultimate renewal of educational practice.

The teacher education curriculum should address all round development of the child and development of physical and mental abilities to the fullest extent. Teachers need to be creators of knowledge and thinking professionals. They need to be empowered to recognize and value what children learn from their home, social, and cultural environment and to create opportunities for children to discover, learn and develop. Teacher education programme should help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.

Conclusions

Teacher educators should be aware of the importance of mental health and wellbeing in Education. In fact, most educators know about the importance of imparting mental health training to the students, but little efforts are made to implement this. We need to be vigilant in imparting knowledge to students. The reputation of a school depends upon the reputation of its teachers. Success of students depends upon teacher's mental health, wellbeing, guidance, and teaching. The greatest asset of education system will then be its mental health and wellbeing of teachers. We need wellbeing teachers to activate educational process, so we need wellbeing teacher educators to inculcate that quality in teachers. The present generation faces new problems in their life. Teachers need to be equipped with skills to help them tackle these new and more complex problems.

Therefore, teacher training institutions must include the programmes which directly focus on mental health and wellbeing because it includes all the basic qualities required for the success of an individual in social life. On the other hand, mental health is an indivisible part of the general health and well-being. The positive value of mental health, which contributes to human well-being, quality of life and creativity, is not accorded high priority.

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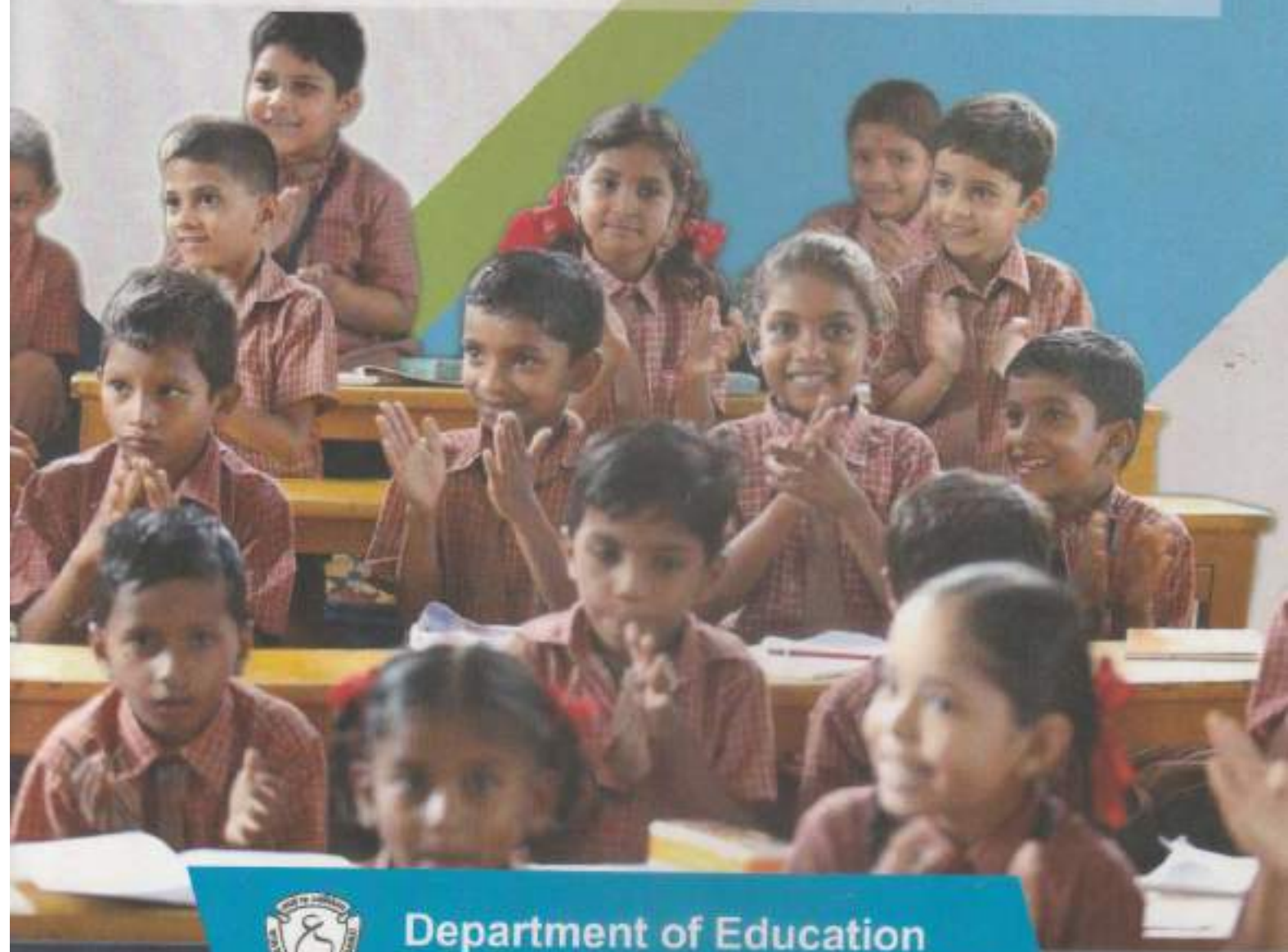

Prof. D. Balaramulu

Conference Director
Head, Department of Education, Osmania University, Hyderabad
Principal, Institute of Advanced Study in Education, Osmania University, Hyderabad
Telangana, India



Quality Teacher Education vis-a-vis School Education

(Proceedings of the two-day International Conference)



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vis-a-vis

School Education

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DAYAKAR KURIMETI

Doctoral Fellow

M.Sc, M.A, M.Ed (UGC-NET), (Ph.D)

University College of Education

Department of Education, Osmania University

Hyderabad, Telangana

dayakarkurimeti2015@gmail.com

9866992176

Introduction

Children like flowers should bloom fully and naturally so that entire world gets enriched, prosperous, happy and peaceful with all fragrance and colours (Jagannath Mohanty, 1998 p xi). Children, most precious asset of the human kind needs to have a firm foundation of a better and happy world. "Today's children are tomorrow's citizen", good members of society. It is said that the child is the father of man (William Wordsworth 1966). It is possible only children should be given the right type of education. Present modern education system has become marks, grade orienteers rather face challenge and to face difficult situations. Means children have been treating like ranks, grades producing machines. In the same way teachers, parents and the society expecting too much goal orientedness from their children. Children seem to be like porters in railway station of the school carrying the heavy baggage of monotonous teaching- learning system. National Curriculum Framework (NCF 2005) emphasises on "learning without burden".

By joyful learning students become more critical, learning become more effective, creativity of students increases, student are provided various atmosphere and experiences. Students develop learning productivity, emotional and social maturity. Students develop and students become ready to face changes and participate in the process of change. The task of building and enlightened, strong and prosperous nation rests on the shoulders of its young children who are to be cherished, nurtured and developed with the tenderness and care (National Curriculum Framework for School Education 2000 of National Council of Educational Research and Training).

Yash Pal Committee (1993) identified the following as manifestation of the existence of the heavy baggage problem of children: "joyless learning, majority of our school going children perception at learning atmosphere as a monotonous, even unpleasant and bitter experience. Children spend most of their time in school. Usually the parents gave away their children to a teacher took the children in his fold, because people saw a teacher as an evolved human being. Not just a knowledgeable human being, an evolved human being. So the parents saw that if we leave our children in teachers' hands, naturally our children will blossom. As a human being if the teacher flourishes, becomes a joyful, caring, loving, compassionate human being. Use of methods of teaching pedagogic issues in a way that it works, the nation needs teachers who are first of all happiest and joyful, who know how to make their life beautiful. If one who do not know how to make his/her life beautiful, the aspiration of making every students life beautiful will not possible.

The teacher as the initiator and inducer of motivation of happy and joy motivates and guides the students. So in Joyful Learning the interest and aptitude liking of the student have to be safeguarded, only then there can be a kind of mutual attraction and liking in the teacher and student. It is only in this active and creative process leading to discovery that the child finds interest and joy and that attention become spontaneous.

Concept of Happiness

Happiness is a distinct concept. There are some related concepts include well-being, quality of life, flourishing, and contentment. In philosophy and western religion, happiness may be defined in terms of living a better life, or flourishing, rather than simply as an emotion.

There are different meanings for happiness pleasure, being engaged, and life satisfaction in another way it is also called as subjective well-being with many domains work, family, friends, spiritual, contentment, and control. Three factors play an important role to understand the meaning of happiness. First is genes, temperament or personality. Second are our life circumstances things like where we live healthy. Third are our life choices and behaviours.

Psychology of Happiness

Happiness in its broad sense is the label for a family of satisfying emotional states, such as joy, amusement, satisfaction, gratification, euphoria, and triumph. Happiness can be examined in an objective form and subjective contexts. Since the turn of the millennium, psychologists have increasingly become interested in developing an approach to humans' happiness and satisfying life. This has been observed prominently in the work of Martin Seligman, Ed Diener and Ruut Veenhoven, and in the international developmental and medical research of Paul Anand. In fact, happiness may be viewed to be a relative concept; the source of happiness for one person might not be the source of happiness for another.

Happiness, in everyday terms, reflects an individual's own judgment about the quality of his or her life. Research shows that a person's level of happiness depends on many factors that are not measured by economic and social statistics. Diener and colleagues summarise the importance of happiness by arguing that the measurement of happiness is an essential third ingredient, along with economic and social indicators for assessing quality of life within a society (Diener et al.,). Most people who likely hope for a happy and satisfying life, in which good things and pleasant experiences outnumber bad ones. Studies have delineated a personality characteristics and life experiences that help answer questions about who is happy and what makes people happy.

Theories of Happiness

Maslow's hierarchy of needs: Maslow's hierarchy of needs is a pyramid like shape depicting the levels of human needs, psychological, and physical. When a person tries to follow the steps of the pyramid, he reaches self-actualization. Beyond the routine of needs fulfilment, Maslow envisioned moments of extraordinary experience, known as peak experiences, profound moments of love, understanding, happiness, or rapture, during which a person feels more complete, alive, self-sufficient, and yet a part of the world.

Modernization and freedom of choice: Ronald Inglehart (1995-1997) has traced cross-national differences in the level of happiness based on data from the World Values Survey. He emphasized that the extent to which a society allows free choice has a major impact on happiness and flourishing. When basic needs are attained or fulfilled, the degree of happiness depends on economic and cultural factors that enable free choice in how people live their lives. Happiness also depends on religious values in countries where free choice is constrained.

Authentic happiness Theory: The theory in "Authentic Happiness" is that happiness could be analyzed into three different elements that we choose for their own sakes: positive emotions, engagement and meaning. And each of these elements is better defined and more measurable than happiness and flourishing. (1) *Positive Emotions:* It is what we feel: pleasure, rapture, ecstasy, warmth, comfort, and the like. An entire life led successfully around this element can be called as the 'pleasant life'. (2) *Engagement:* It is about flow: being one with music, time stopping, and the loss of self-consciousness during an absorbing activity. Engagement is different, even opposite, from positive emotions. (3) *Meaning:* Human beings, always try to seek meaning and purpose in life. The

meaningful Life consists in belonging to and serving something that one believes is bigger than the self, and humanity creates all the positive institutions to allow this. Waterman (1990-1993) describes to psychological views have happiness hedonic conception and eudaimonic conceptions.

Hedonic Happiness Approach: Defining the good life in terms of personal happiness is the general thrust of the hedonic view of well-being (Kahneman, Diener, & Schwarz, 1999; Ryan & Deci, 2001; Waterman, 1993). According to ancient Greeks view, a general version of hedonism holds that the chief goal of life is the pursuit of happiness and pleasure. Hedonic conceptions of happiness, define happiness as the enjoyment of life and its pleasures. The hedonic view captures major element of what we mean by happiness in everyday terms: We enjoy life: we are satisfied with our lives are going; and good events outnumber bad events.

Eudaimonic Happiness Approach: Happiness results from striving towards self-actualization a process in which our talents, needs, and deeply held values direct the way we conduct our lives. "Eudaimonia" (or happiness) results from realisation of higher potential. We had be happy, but we might not live very long (Seligman, 2002). We believe that there is more to life than happiness and subjective pleasure. (Seligman, 2002) describes it and more "authentic happiness." In classical Greek philosophical view was concerned with these deeper meanings of happiness and the good life.

According to Seligman, there are three kinds of happiness, generally which we experience: 1) pleasure and gratification, 2) embodiment of strengths and virtues and 3) meaning and purpose of life. Each kind of happiness is linked to positive pleasurable emotion but from his quote, you can see that in his mind there is a progression from the first type of happiness of pleasure/gratification to strengths/virtues and finally meaning/purpose of one's life.

Need and Significance of the Study

The teacher is an experienced, skilful sculptor, who curves out an auspicious figure of divinity from a dumb rock. The same rock could be turned into pieces which in the hands of unsocial elements become lethal weapons. So the future of such primitive, dumb rock like student lies in the hands of the teacher. It is the responsibility of the teacher to make people not only literates but also evolved human beings who should play their role as well as members in the civic. The society should shine by their presence.

Worldwide initiatives: Happiness and Joyfulness

A resolution passed by the UN General assembly (2011) on "Happiness: towards a holistic approach to development" urging member nations to follow the example of Bhutan and measure happiness and well-being and calling happiness a "fundamental human goal." The UN High Level Meeting on Happiness and Well-Being (April 2012) advocates a new economic paradigm with well-being at its core. In 2012, the Secretary General Ban Ki-Moon of the United Nations and Bhutan's Prime Minister Jigme Thinley convened the High Level Meeting: Well-being and Happiness: Defining a New Economic Paradigm to encourage the spread of Bhutan's Gross National Happiness (GNH) philosophy. It was declared that 20 March to be International Day of Happiness by the UN in 2012 with resolution 66/28. After the High Level meeting at UN General Assembly released a report named as "The World Happiness Report". First World Happiness Report was released on April 1, 2012 as a foundational text for the UN High Level Meeting: Well-being and Happiness: Defining a New Economic Paradigm, drawing universal attention. The report outlined the state of world happiness, reasons of happiness and misery, and policy implications highlighted by some case studies. Finland was ranked the happiest country in the world in the year 2018 as of March. India has been positioned 133rd position in a global list of the happiest countries, according to UN based World Happiness Report. The World Happiness Index 2018, which measures 156 countries all over the world in terms of happiness, life satisfaction has placed India in the 133rd position; it was a fall of 11 places from last year's 122nd rank. India's rank was 118th in the year 2016.

UNICEF: Happy Learning

The UNICEF report assumes that children are natural learners who want to achieve. Enhancing the standards of education is coupled to children's learning achievements. Focusing on what children have experienced from the method has emerged as an important challenge in addition as a priority for UNICEF.

Some facts about children and learning

All children have curiosity to learn. Learning is a socialization process and planning must take into consideration the social context in which learning takes place. Teacher as facilitator, planner, instructor, mediator and explainer provides a nonthreatening context for learning to take place. These are: (1) Child-centred Curriculum (2) Classroom organization and management (3) Child Centred Teaching Learning Process (4) Adequate and Appropriate Learning and Instructional Materials (5) Teacher Support (6) Supervision of the teacher (7) Effective Linkage between Schools and Families

Child-Centred Approach involves:

Today, the term "curriculum" is a broader framework that encompasses the structure, the processes of teaching and learning, learning environment, classroom organization, classroom management and the learning materials. The teacher is considered as facilitator and guide.

IKIGAI

In Japanese, "ikigai" is written by combining the symbols that mean "life" with "to be worthwhile." Translates roughly as 'one can be happy when he always being busy.' There is a passion within you, a unique talent that gives meaning to your days and drives you to share the best of yourself until the very end. According to those born on Okinawa (Japan), the island with the most centenarians in the world, seeking the meaning and purpose of life is their ikigai is the reason they get up in the morning.

Once you discover your ikigai, pursuing it and nurturing it every day will bring meaning and purpose to your life.

History in brief

Joyful learning was started as an experiment in teaching learning process. Spearheaded by teachers themselves began in Heggada Devana Kote Taluk in Mysore district 1995, M.N.Baigs Education Officer Mysore district along with UNICEF decided to receive the Micro Plan and look into Activity Based Learning (ABL) joyful learning method of classroom transaction to only gives greater autonomy to the teacher but also creates the atmosphere for the child to learn in a friendly and joyful way. In joyful learning method a minimum level of learning could be scrutinized among all the students.

Happiness Curriculum introduced in Delhi

The main purpose of education has to be to create happy confident and fulfilled human beings who will play a meaningful role in society. This is the main moral purpose of Education. Whatever we do is for the pursuit of happiness. Schools in many countries have practiced this. Across the world education administrators and stakeholders are realising the need and importance for a happiness or well-being lesson for children.

Role of the teacher

Teacher considered as a facilitator in child centred learning, which is the most suitable for current education system. Flourishing teachers inspire students to flourish. Joyful, satisfied and cherished teachers can create the foundations for learning atmosphere to flourish. Flourishing leaders in education enable teachers to live a balanced life inside and outside school, which in turn delivers an implicit message that teachers and their wellness are valued and valuable. Flourishing schools provide the bedrock for balanced perspectives, balanced approaches, and balanced attitudes and balanced living for all. Joyful and congenial environment in schools is a fundamental pre-requisite

Quality Teacher Education vis-a-vis School Education for healthy, constructive and productive quality teaching and learning. Both learners and teachers need to be supported mutually, flourished and well to be inspired and inspiring. In many cases, teachers are the agents of change, and insight in teacher happiness might add to the dissemination of intervention programs in schools (Lochman 2003). Children learn many things from school such as honesty, dedication, punctuality, discipline, and caring, sharing and good manners. Teachers should perform their role in providing congenial and joyful school environment which is an appropriate way which would help the children to lead a worthy social life. Better and successful students shaped only by providing congenial, friendly and joyful learning atmosphere. It is the primary responsibility of the parents, teacher and society. Teacher should concentrate on the needs and interest and all round development of the learner. Then only curricular aims achieved.

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Department of Education
Osmania University, Hyderabad

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DR. RAVINDRANATH K. MURTHY
Head, Department of Education
Osmania University


PROF. C. MADHUMATHI
Organizing Secretary

BREAK BARRIERS AND OPEN DOORS FOR INCLUSIVE EDUCATION



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Dr. T. Sireesha

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Ph.: 040-64510706, Cell: +91 8143565681, +91 9849200706

Email: jayamseries2000@gmail.com

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EDUCATIONAL PROVISIONS FOR CHILDREN WITH SPECIAL NEEDS

K. Dayakar, Research Scholar, Department Of Education, Osmania University, Hyderabad,
E-mail: dayakarkurimetil2015@gmail.com, Cell: +91 9866992176

ABSTRACT

Education is the right of every child because it equips him to meet the challenges of life. All children, including children with special educational needs, have a right to an education which is appropriate to their needs. The aims of education for pupils with special educational needs are the same as apply to all children. Education should be about enabling all children, in line with their abilities, to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives. Education is about supporting children to develop in all aspects of their lives spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.

In this paper author begin with an overview of the current educational status of children with disabilities in the Indian context and then undertake a very brief historical review of governmental efforts to highlight how these have shaped current policies and programmes. This paper focuses critical examination of efforts being undertaken under the various policies towards the education of children with disabilities.

Introduction

Special needs means the educational requirements of pupils or students suffering from any of a wide range of physical disabilities, medical conditions, intellectual difficulties, or emotional problems, including deafness, blindness, dyslexia, learning difficulties, and behavioral problems. Children with special needs may have mild learning disabilities or profound cognitive impairment; food allergies or terminal illness; developmental delays that catch up quickly or remain entrenched; occasional panic attacks or serious psychiatric problems.

Special needs education means the special educational arrangements which are in place for children with disabilities. You are a person with special educational needs if your capacity to participate in and benefit from education is restricted due to an enduring physical, sensory, mental health or learning disability.

The Government of India has created numerous policies around special education since the country's independence in 1947. Although the Government of India has attempted to create policies that are inclusive for people with disabilities, their implementation efforts have not resulted in an inclusive system of education, nor have they reached their goal of "education for all" across the country.

From the complicated history and social structure of Indian society emerges an effort towards special education and inclusive policy that are fairly remarkable for a 70 year old republic whose education system was controlled by another country for over a hundred years. However, decades of inclusive policy are not aligning with the realities on the ground. India is experiencing policy

implementation problems, and as a result, policies which should produce an inclusive system of education for people of all ability levels are only resulting in fragments of inclusion scattered across the country.

All children learn together, whatever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities'. Inclusive education promotes child-to-child learning and participation of parents and community in planning and execution of services for children in general and disabled children in particular.

Preamble

Inclusion of children with special needs (children with disabilities/impairments) in the education system is an integral part of human rights and equity issue. With the historic Right of Children to Free and Compulsory Education (RTE) Act, 2009 which provides a justifiable legal framework that entitles all children between the ages of 6-14 years to free education with reasonable quality based on principles of equity and non-discrimination and completion of 8 years of schooling.

Major Constitutional Provisions on Education in India

- 1. Free and Compulsory Education:** The Constitution makes the following provisions under Article 45 of the Directive Principles of State Policy that, "The state shall endeavor to provide within a period of ten years from the commencement of this Constitution, for free and compulsory Education for all children until they complete the age of fourteen years."
- 2. Education of Minorities:** Article 30 of the Indian Constitution relates to certain cultural and educational rights to establish and administer educational institutions.
- 3. Language Safeguards:** Article 29(1) states "Any section of the citizen, residing in the territory of India or any part thereof having a distinct language, script or culture of its own, shall have the right to conserve the same." Article 350 B provides for the appointment of special officer for linguistic minorities to investigate into all matters relating to safeguards provided for linguistic minorities under the Constitution.
- 4. Education for Weaker Sections:** Article 15, 17, 46 safeguard the educational interests of the weaker sections of the Indian Community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes. Article 15 states, "Nothing in this article or in clause (2) of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and the scheduled tribes."

5. Secular Education: Under the Constitution (Article 25-1, Article 28-1, 2, 3&Article 30), minorities, whether based on religion or language, are given full rights to establish educational institutions of their choice.

6. Equality of Opportunity in Educational Institutions: Article 29(1) states "No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them."

7. Instruction in Mother -Tongue: In the Constitution of India (Article 26-1&350A), it has been laid down that the study of one's own language is a fundamental right of the citizens.

8. Promotion of Hindi: The Indian Constitution makes provision for the development and promotion of Hindi as national language. Article 351 enjoins the Union, the duty to promote the spread of the Hindi language

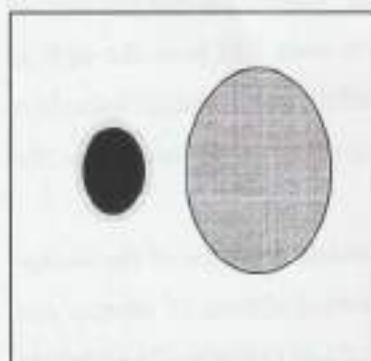
National Initiatives

The Indian Education Commission (1964-66)

The Indian Education Commission was the first statutory body to suggest that the education of handicapped children has to be organized not merely on humanitarian grounds, but also on grounds of utility. Constitution had issued specific directives about compulsory education for all, including children with disabilities, very little had been done in this regard. The commission also emphasized that the education of children with disabilities should be "an inseparable part of the general education system."

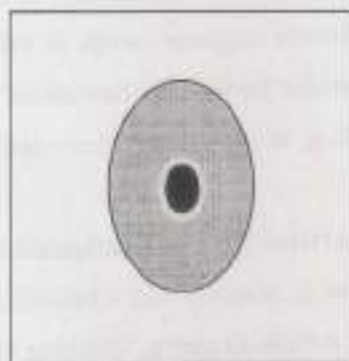
Special School

Apart from the general system



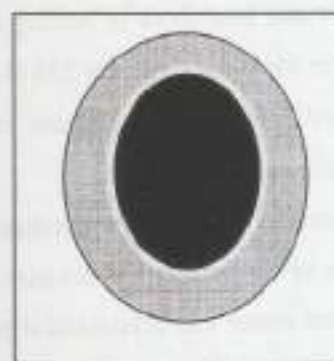
Inclusion

Integrated part of the general system



Integration

Part of the general system



From Special School to Inclusion

Integrated Education for Disabled Children (IEDC, 1974)

In 1974, the Ministry of Social Justice and Empowerment, Government of India, initiated the IEDC program to promote the integration of students with mild to moderate disabilities into regular schools. Children were to be provided financial support for books, stationary, school uniforms, transport, and special assistance to implement this program in regular schools. However, the program met with little success. It was revised in 1992. Until 1990, the scheme was implemented in 14 states. These were Andaman and Nicobar, Orissa, Rajasthan, Tamilnadu, Bihar, Gujarat, Haryana, Karnataka, Kerala, and Uttar Pradesh. Kerala is the only state that has shown remarkable progress in implementing this scheme. In Kerala, the scheme has been implemented in 4,487 schools and 12,961 children have been served under this scheme.

National Policy on education (NPE, 1986-92)

In 1968, The Indian Government formulated the National Policy on Education for all government schools and articulated a need to integrate students with disabilities. Again in 1986, The National Policy on Education devoted a specific section to the education of students with disabilities. It emphasized that whenever feasible, the education of children with motor handicaps and other mild disabilities should be provided in regular schools.

Project Integrated Education for the Disabled (PIED, 1987)

In 1987, the Ministry of Human Resource Development (MHRD) in association with UNICEF and National Council for Educational research and training (NCERT) undertook "Project Integrated Education for the Disabled" (PIED). The aim of the project was to strengthen the implementation of the IEDC scheme.

District Primary Education Program (DPEP, 1987)

A centrally sponsored scheme, the District Primary education aims to reduce the overall dropout rates of all students enrolled in primary classes, to raise their achievement levels and to provide primary education for all the children, including children with disabilities. This is probably the largest program of the central government in terms of funding.

The Persons with Disabilities Act (PWD act, 1995)

The PWD Act proposed the provision of improved educational services, medical care, vocational training, employment, and social security for all persons with disabilities. The Act further stated that whenever possible, students with disabilities be educated in regular school settings.

Sarva Shiksha Abhiyan (SSA, 2000-2001)

SSA ensures that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education. The goal of UEE, has further been strengthened by the enactment of the Right of Children to Free and Compulsory Education Act, 2009 making free and

compulsory elementary education a Fundamental Right for all the children in the age group of 6-14 years. This Amendment has given a new thrust to the education of Children with Special Needs (CWSN).

Rashtriya Madhyamik Shiksha Abhiyaan (RMSA, 2009)

Under Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) the vision for secondary and senior secondary education is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. As far as access to secondary and senior secondary level is concerned, the focus is on children from economically and socially weaker sections of the society and the educationally backward sections, the girls and the children with special needs particularly residing in rural areas.

Rights of persons with Disabilities Bill-2016

The Lok Sabha passed "The Rights of Persons with Disabilities Bill-2016". The Bill will replace the existing PWD Act, 1995, which was enacted 21 years back. The Rajya Sabha has already passed the Bill on 14.12.2016.

The salient features of the Bill are:

- i. Disability has been defined based on an evolving and dynamic concept.
- ii. The types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities. The 21 disabilities are given below:-

1. Blindness
2. Low-vision
3. Leprosy Cured persons
4. Hearing Impairment (deaf and hard of hearing)
5. Locomotor Disability
6. Dwarfism
7. Intellectual Disability
8. Mental Illness
9. Autism Spectrum Disorder
10. Cerebral Palsy
11. Muscular Dystrophy
12. Chronic Neurological conditions
13. Learning Disabilities
14. Multiple Sclerosis
15. Speech and Language disability
16. Thalassemia
17. Hemophilia
18. Sickle Cell disease

19. Multiple Disabilities including deaf blindness

20. Acid Attack victim

21. Parkinson's disease

The New Act will bring our law in line with the United National Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is a signatory. This will fulfill the obligations on the part of India in terms of UNCRD. Further, the new law will not only enhance the Rights and Entitlements of Divyangjan but also provide effective mechanism for ensuring their empowerment and true inclusion into the Society in a satisfactory manner. According to the 2011 Census, the number of disabled in India stands at 2.68 crore. With the passing of the Bill, the official count of disabled in India is set to rise and going by conservative estimates, the figure could be between 70-100 million.

This includes educational funded and recognized by the government such as privately owned engineering and management colleges. One of the path-breaking features of the Bill is raising the reservation in government jobs for the disabled from 3% to 4%. It also has a clause against places of employment discriminating against people with disabilities. The Bill provides for imprisonment up to two years, along with a fine ranging between Rs 10,000 and Rs 5 lakh for those discriminating institutions against the differently abled. Special Courts that will look at the issues affecting the physically challenged feature among the other proposals.

Reflections on Schemes/Programmes

Inclusive education in India is in infancy stage. In India the conceptualization of schemes and policies would be very good but when it comes to implement in real situation becomes very difficult. There are number of reasons for not achieving aims of the schemes and policies. Following are some of challenges for not attaining the actual aims of the policies.

❖ Lack of flexibility in curriculum

Lack of flexibility in curriculum. As a result, the number of children with special needs receiving higher education is on the decline. The curriculum should be transactive and skill oriented. This includes having a balanced curriculum that is appropriate for all categories of children, teachers who have the ability to handle the individual needs within the classroom and thereby promote an environment where personal development, social skills and student participation are strongly encouraged. Curriculum should cover the issues of social justice and harmony, and legal measures in order to avoid social discrimination. Issues of gender, social, cultural and regional disparities, with an emphasis on diversity, should be properly addressed in curriculum and transaction.

❖ Medium of instruction and lack of trained, experienced Teachers

Tribal children may face difficulty in understanding and learning in the regional language which is usually the medium of instruction. Non availability of teachers to work in tribal areas has been mainly

responsible for low educational development of the tribal children. Steps to be taken to ensure that whatever required multilingual education should be introduced. In India, a majority of children with special needs do not receive any formal education, in spite of the practice of inclusive education in some schools. And also non availability of trained and experienced teachers. This is because children with disabilities and learning deficiencies are segregated from mainstream schools and other regular routines and social activities of normal children.

❖ **Lack of awareness about schemes**

Other contributing factors to this situation are lack of affordability and awareness on the kind of education choices available to children with special needs, and lack of orientation among school staff on the problems of disabled children and their educational needs. While the awareness on inclusive education in schools throughout the country is still at an infancy stage, educational institutions are somewhat sceptical about having both normal and special children studying in the same classroom. And in circumstances, where a former excluded child is given admission into a mainstream classroom, the outcome of the action is questionable.

❖ **Multiple problems**

Another critical aspect of inclusive education for a special needs child is in having the acceptance and friendship of classmates; and also social neglect, absence support system in the home and inadequacy of sufficient facilities particularly in schools in smaller towns and villages. The kind of support aids in the progress of special children and helps them gain confidence within the school environment.

❖ **Lack of coordination**

Conflict between Center and State Government also plays an important role in implementing the policy. Lack of coordination in between State and Central Government lead to failure of any scheme and policy related to inclusive education.

❖ **Lack of Resource Teachers, Child and Clinical Psychologists**

Resource persons for educating mentally retarded also limited in number and are working in contractual basis with less salaries. Rehabilitation. When compared to developed countries in India clinical and child psychologists are very few in number which leads to adverse effect in implementing the policies related to inclusive education. There must be adequate number of resource persons and psychologists.

❖ **Inadequate rehabilitation centers**

Rehabilitation centers are located at Mandalheadquarters which are not accessible for parents who bring their children for medical and educational opportunities.

❖ Poor infrastructural facilities

Infrastructural facilities ramps, disabled friendly toilets are inadequate number. There should be increased in number.

- ❖ Improper monitoring of schemes and policies
- ❖ Corruption in implementing the schemes
- ❖ Lack of accountability
- ❖ Less allocation of Funding
- ❖ Lack of remedial coaching or advisory facilities
- ❖ Lack of community participation
- ❖ Employment and empowerment of children with special needs

Conclusion

The success of any programme depends on how all departments concerned can effectively be involved in the total of the child with disabilities. Further, parents have a vital role as partners to make inclusive education successful within the classroom. For an ideal inclusion programme there must be strong parent teacher association group insisting on the importance of parental involvement. Parents should also be involved with the teachers and administrative staff at the school to coordinate travel arrangements, school activities and learning materials for their special child.

We can overcome the obstacles by creating more awareness on inclusive education, by schools having the resources and the ability to restructure their curriculum to cater to all types of students, by recruiting teachers who have the skills and proficiency to meet varying demands within the classroom and by having the support of family. If these changes are implemented, it will increase the confidence of a number of special children to aspire for a valuable education like their normal peers.

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Subi

REGISTRAR

SRI PADMAVATI MAHILA VISVAVIDYALAYAM
(WOMEN'S UNIVERSITY)
TIRUPATI-517 502

Sireesha

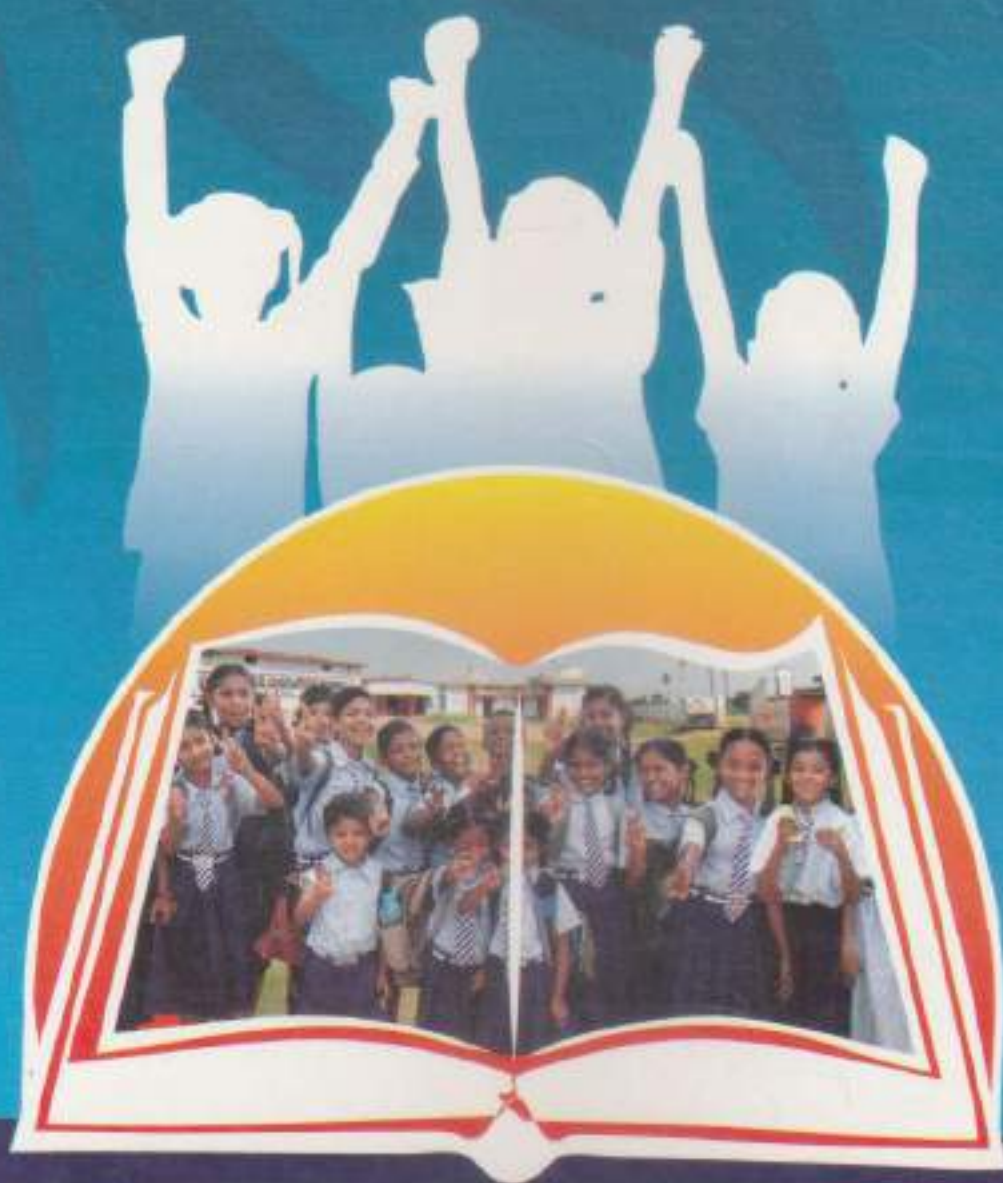
SEMINAR CONVENER

Dr. T. SIREESHA, M.Sc., M.A., M.Ed., Ph.D.
Assistant Professor
Department of Education
Sri Padmavathi Mahila Viswavidyalayam
TIRUPATI-517 502, A.P.



Volume **2**

TEACHER EDUCATION CURRICULUM: REFLECTIVE PRACTICES



Editor
Prof.T.Mrunalini

Teacher Education Curriculum: Reflective Practices

VOLUME - II

Editor

Prof. T. Mrunalini

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Quality teacher education through two year b.ed curriculum**DAYAKAR.K**

Research Scholar

I.A.S.E

Department of Education

Osmania University

Hyderabad.

Abstract:

Nation building and man making are the ultimate objectives of education. The greatest resource and strength in Indian schools is our teachers. Good teacher education is needed for good teachers, and has been globally accepted to be significantly associated with the quality of education. Teachers are the greatest assets of any education system they stand in the interface of the transmission of knowledge, skills, and values. They are backbone of education system. Teacher quality is therefore crucial general and students' learning outcomes in particular. The education commission(1964-66) of India opined "No people can rise above the level of its teacher". The society is indebted to the teachers for shaping the destiny of the nation through the education of young minds. Teaching is not only art but also a science, teachers are not only born but they can be made effective through training institutions. Teacher education is said to be very significant investment for bringing qualitative improvement in education. The quality of teachers produced in any institution largely depends upon the quality of curriculum offered to them during their training period. The purpose of this paper presentation is to understand how quality improves in teacher education and teacher educators in India in their new roles and responsibilities of the 21st century. The author in this paper tried to analyze the revised curriculum, the different areas of disparities, imbalances and problems of teacher education in India with respect to quality concerns through curriculum change.

Introduction

Teacher education system is an important vehicle to improve the quality of school education. It is continuous process. Teacher education means professional preparation of teachers. It is not merely training of teachers, but it is acquisition of that type of knowledge skills and ability which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habits and personality of a teacher. For preparing teachers for the 21st century, the curricula should take cognizance of the ever changing needs of the society, the globalization scenario, the advancement and proliferation of technology. So now teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional services. In the belief that the quality of the services of teaching profession directly influences the nation and its citizens. Management of teacher education is a difficult task because of the fact that there are large numbers of variables in teacher education programmes including variations in the purpose for which persons join teacher training courses. Teacher quality, teacher learning, and teacher improvement, therefore, are becoming the foci of researchers, policy makers, program designers, implementers, and evaluators.

In both developing and industrialized countries, teachers in the past were treated as semiskilled workers unable to make responsible decisions about their practice. They were required to follow instructional prescriptions and highly scripted and rigid teaching procedures. Education plays a significant role in nation's development but the quality of education is greatly determined by the quality of teachers. In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers.

NCTE prepared the curriculum framework for teacher education in 1998 and for the first time made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers. The quality of teacher education cannot be given within one year duration, therefore NCTE formulated the (Recognition Norms and Procedure) Regulations, 2014 of national policy for higher education for B.Ed. course duration as two years in India. The NCTE helped to improve the quality of teacher education in terms of

modern curriculum. This programme is comprised of three broad inter-related curricular areas—perspectives in education, curriculum and pedagogic studies and Engagement with the Field. NCERT is a leading council at the national level, whose main objective is to bring qualitative improvement in school education. Important function of NCERT in the area of teacher education to revise the teacher education curriculum in accordance with existing needs, to judge the stability and effectiveness of some new teacher training strategies. NCERT initiated suitable measures to make teacher education at various levels responsive to such developments as well as to quality concerns. After so many debates, identify the gaps of one year B.Ed. programme, NCERT introduced two year B.Ed. course in its four wings from session 1999-2000 in accordance with NCTE guidelines which has tried to reflect the realities of national life and strives to realize the interdisciplinary goals of education.

One year B.Ed. Curriculum.

A major problem has been facing teacher education programme in India is the irrelevance of the theoretical discourse at the training college and classroom realities of schools.

Previous curriculum, however failed miserably in bringing to the surface this applied aspect of various philosophical ideas, hence the whole teacher education programme remained theoretical and divorced from the grass root realities of classrooms.

It failed to develop an understanding among students about education as an independent discipline in itself and its inter linkages with various cognate disciplines.

The orientation provided in teacher education institution through foundation courses is often too theoretical and provides only unrelated and fragmented knowledge to teachers.

It failed to develop a deeper understanding in student teachers about learners, their social-cultural environment, their developmental stages, physical and psychological changes they have undergone and influence of these factors on their learning styles.

Earlier system of teacher education programme is conventional and unresponsive in the face of recent social, economic and political and technological advanced particularly the challenges posed by information and communication technologies, globalization and growing rate of knowledge absence.

Old curriculum programmes of teacher education are used to be mechanical, stereotyped, traditional, dull, old fashioned and passive unable to prepare effective and competent teacher.

The two year B.Ed. programme introduced by NCERT has certain special features/characteristics

According to NCTE, the two year programme for B.Ed., course helps to get the expected behavioral changes among the student teachers. Because, the main aim of NCTE is to bring the quality of teacher to our nation. This two year program helps to shape the excellent teachers to India by their teaching methodology, psychological techniques and philosophical and social concepts apart from these, the students and teachers are facilitated by extracurricular activities like various awareness programme and co-curricular activities. Teacher quality is a function of several factors: teacher's status, remuneration and conditions of work, teacher's academic and professional education.

It intends to bring integrated development of the trainee-teachers touching both cognitive and non-cognitive aspects of their behaviors. It is primarily practical oriented. It gives stress on practical activities like internal assessment, project works, sessional works, internship in teaching, practice of micro-teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee-teachers. It develops a sound knowledge base for trainee-teachers in content areas, develops skills of trainee-teachers to be competent enough regarding how to transact the content materials to the students of the schools meaningfully. Some of the value related objectives that two-year B.Ed. intends to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. of the trainee-teachers towards the profession.

Two year B.Ed. trains the trainee-teachers properly to meet the multifarious problems of the school or classroom. It provides scope for pedagogical analysis of the content/ units included in its syllabus/curriculum. This pedagogical analysis becomes helpful for healthy integration of contents, methods, theories, practical etc. for meaningful transaction.

Both the pre- internship and internship programme are supplemented by many other innovative activities like practice of micro teaching skills in simulated classroom situation, orientation of teachers of co-operative schools, multi-cultural placement, substantial field experiences, field observation, team teaching, substitute teaching, demonstration of the lessons, observation of the lessons, taught by subject teachers, preparation, use and exhibition of teaching aids, conducting action research/ case study, participation in both curricular and co-curricular activities of the school, application of skills, getting opportunities for reflection and application of their own experiences in the school situation, development of teaching learning materials, observation of school processes, taking the arrangement classes, peer group observation of teaching, analysis of school experiences etc. along with the practice teaching.

Conclusion

The purpose of teacher education is to produce teachers who have professional competencies. For this curriculum was revised to meet global challenges, improve quality teacher education and to ensuring professionalism in prospective teachers. Quality of teacher education programme also depends on the quality of teaching. Only curriculum design can find a solution where hidden mechanisms can ensure the quality of the programme. Quality concerns will be resolved by new two year B.Ed curriculum.

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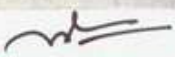


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Reflections of Stakeholders*" organised by Department of Education, Osmania
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titled Quality Teacher Education through Two year - B.ed Curriculum


Prof. P. Prasad
Dean
Faculty of Education
Osmania University


Prof. T. Mrunalini
Seminar Director
Head & Chairperson
Board of Studies in Education, &
Director, CITE, Osmania University


Prof. A. Ramakrishna
Principal, IASE
Osmania University

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AN EXPLORATIVE STUDY ON THE COPING STRATEGIES AMONG HIGH SCHOOL STUDENTS IN NALGONDA DISTRICT OF TELANGANA

KURIMETI DAYAKAR

Doctoral Fellow

Department of Education

Osmania University, Hyderabad

dayakarkurimeti2015@gmail.com

Introduction

Coping strategies refer to the specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Two general coping strategies have been distinguished: problem-solving strategies are efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events. Research indicates that people use both types of strategies to combat most stressful events (Folkman & Lazarus, 1980). The predominance of one type of strategy over another is determined, in part, by personal style (e.g., some people cope more actively than others) and also by the type of stressful event; for example, people typically employ problem-focused coping to deal with potential controllable problems such as work-related problems and family-related problems, whereas stressors perceived as less controllable, such as certain kinds of physical health problems, prompt more emotion-focused coping.

An additional distinction that is often made in the coping literature is between active and avoidant coping strategies. Active coping strategies are either behavioral or psychological responses designed to change the nature of the stressor itself or how one thinks about it, whereas avoidant coping strategies lead people into activities (such as alcohol use) or mental states (such as withdrawal) that keep them from directly addressing stressful events. Generally speaking, active coping strategies, whether behavioral or emotional, are thought to be better ways to deal with stressful events, and avoidant coping strategies appear to be a psychological risk factor or marker for adverse responses to stressful life events (Holahan & Moos, 1987). Broad distinctions, such as problem-solving versus emotion-focused, or active versus avoidant, have only limited utility for understanding coping, and so research on coping and its measurement has evolved to address a variety of more specific coping strategies, noted below in the measurement section.

SIGNIFICANCE OF THE STUDY

In today's education systems ranging from elementary to tertiary level, students are faced with several challenges. High school students must realize that school can be demanding because of the amount of homework that is due in a short amount of time and therefore, it is easy to become overwhelmed. School has quizzes, tests, papers, exams, and project etc. If time is not managed correctly to insure that all of these tasks are completed, many students will experience stress. According to Macmillan Social Sciences library research, it was found that 70% of college students say that their grades have a direct effect on their level of stress.

Various coping strategies used by students include ventilation, diversion, relaxation, self-reliance, social peer group support, avoidance, praying, day dreaming listening to music and smoking, drinking, joking etc10. Therefore teachers must understand the levels of coping strategies of the students and act accordingly.

Methodology

Statement of the problem

"To Study the level of Coping Strategies among High School students of rural and urban areas in Nalgonda district of Telangana"

Objectives

1. To study the levels of coping strategies of rural and urban high school students in Nalgonda district of Telangana.
2. To study whether there is difference in the levels of coping strategies between rural and urban high school students.

Hypotheses

1. High school students will use more of approach coping strategies compared to avoidance coping.
2. There will be a significant difference in the level of coping strategies between rural and urban students high school students of Nalgonda district of Telangana.

Research Design

Sampling Method

For this research study the researcher has chosen Stratified Random Sampling

Sample

The present study consists of a sample of 60 adolescent boys and girl students studying in High schools (Government and Private/Rural and Urban). A sample of 30 boys and girls studying in Government Rural high school, 30 Boys and Girls Studying in Urban Private High Schools considered for the study.

Tools used

A standardized tool of C-S Scale developed by A.K.Srivasthava (2001) which consists of 50 items was used for this research purpose

RESULTS AND INTERPRETATION

Table:1.Coping strategies of Rural and Urban High school Students.

	COPING STRATEGY	MEAN
1	APPROACH BEHAVIOURAL	29.5
2	APPROACH COGNITIVE	12.5
3	APPROACH COGNITIVE BEHAVIOURAL	29.91
4	AVOIDANCE BEHAVIOURAL	19.73
5	AVOIDANCE COGNITIVE	11.8

Based on the above results it was observe that rural and urban high school students use approach coping strategies i.e., Approach Behavioral and Approach cognitive Behavioral coping strategies. They using low level or deficient levels of Avoidance coping which was interpreted as have accepting the situation and rationalization. Sometimes may turn towards religion. Mean and percentage values of rural and urban high school students were interpreted as they using high level of Approach cognitive Behavioral coping shows that high intellectualization, positive reinterpretation and seeking social support for emotional reason. And also they have self control, suppressing competing activities

Table.2:Percentage of High school Students on levels of coping strategies.

COPING STRATEGY	RURAL			URBAN		
	LOW	MEDIUM	HIGH	LOW	MEDIUM	HIGH
1APPROACH BEHAVIOURAL	50%	50%	0%	50%	46.6%	3.3%
2APPROACH COGNITIVE	40%	53.33%	6.66%	43%	56%	0%
3APPROACH COGNITIVE BEHAVIOURAL	13.33%	63.33%	23.33%	23%	46.66%	30%
4BEHAVIOURAL AVOIDANCE	90%	10%	0%	86.66%	13.33%	0%
5COGNITIVE AVOIDANCE	60%	40%	0%	63.33%	33.33%	3.33%

Rural students use medium level of approach cognitive behavioral coping compared to cognitive and behavioral coping. Urban students also uses medium level of approach cognitive coping strategies than rural students. Most of the high school students use medium level of approach coping strategies i.e,50% ,50% respectively. These students use medium level of approach cognitive coping strategies i.e,53% and 56%.Approach cognitive behavioral coping strategies use also medium levels and percentage s are 63.33% and 46.66%.

Avoidance Behavioral and Cognitive avoidance levels were very low in most of the students i.e,90% ,60%,86.88% and63.33%.Among rural students there were more in number those who use low level or deficient avoidance coping between rural and urban level of. Most of the rural students use low level of avoidance and urban students use cognitive avoidance.

Hypothesis: 1. High school students use approach coping strategies more than the avoidance coping strategies.

Based on the above percentages of rural and urban students it was observed that there is a medium level of approach cognitive behavioral coping strategy than the avoidance coping. Hence the hypothesis was accepted.

TABLE:3.Differences in coping strategies of Rural and Urban High school Students.

COPING STRATEGIES	RURAL		URBAN		t-ratio
	MEAN	SD	MEAN	SD	
APPROACH BEHAVIOURAL	29.3	6.75	29.73	6.53	0.25
APPROACH COGNITIVE	12.86	3.48	12.23	3.21	0.732
APPROACH COGNITIVE BEHAVIOURAL	21.4	4.5	20.43	5.89	0.7206
AVOIDANCE BEHAVIOURAL	19.93	5.32	19.6	6.6	0.137
AVOIDANCE COGNITIVE	11.8	4.17	11.8	4.32	0

t_ratio values <1.96

HYPOTHESIS-2

There will be significant difference in the level of coping strategies between rural and urban high school students. But based on above results it was observed that there will be no significant difference in the level of coping strategies between rural and urban high school students. Hence the hypothesis was rejected.

CONCLUSION

The levels of coping strategies among rural and urban high school students were observed. The researcher found that high school students using Approach coping strategies than avoidance coping in both areas of rural and urban. And there is no significant difference in the level of coping strategies between rural and urban high school students.

Problem-focused coping also deserves closer examination (cf. Aldwin & Revenson, 1987). At first glance a single process, problem-focused coping can potentially involve several distinct activities: planning, taking direct action, seeking assistance, screening out other activities, and sometimes even forcing oneself to wait before acting. Another aspect of certain kinds of problem-focused coping is a constriction in the range of one's phenomenal field. The person may suppress involvement in competing activities or may suppress the processing of competing channels of information, in order to concentrate more fully on the challenge or threat at hand. Suppression of competing activities means putting other projects aside, trying to avoid becoming distracted by other events, even letting other things slide, if necessary, in order to deal with the stressor. Another tactic from the arsenal of problem-focused coping is the exercise of restraint. Although restraint is often overlooked as a potential coping strategy, it sometimes is a necessary and functional response to stress. Restraint coping is waiting until an appropriate opportunity to act presents itself, holding oneself back, and not acting prematurely. This is an active coping strategy in the sense that the person's behavior is focused on dealing effectively with the stressor, but it is also a passive strategy in the sense that using restraint means not acting. Another coping response that can be considered as relevant to problem-focused coping is the seeking out of social support. People can seek social support for either of two reasons, which differ in the degree to which they imply problem focus. Seeking social support for instrumental reasons is seeking advice, assistance, or information. This is problem-focused coping. Seeking social support for emotional reasons is getting moral support, sympathy, or understanding.

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Trinity College for Women (Arts & Science)

Namakkal, Tamilnadu &

Edugroom India Foundation, Kochi, Kerala

In collaboration with

UGC-Human Resource Development Centre,

Baghat Phool Singh Mahila Viswavidhyalaya

University, Haryana



CERTIFICATE

presented to

Mr. DAYAKAR K,

PH.D RESEARCH SCHOLAR, DEPARTMENT OF EDUCATION,
UNIVERSITY COLLEGE OF EDUCATION,
OSMANIA UNIVERSITY,
HYDERABAD, TELANGANA


successfully completed the **Two Week**
All India Faculty Development Programme on
EMERGING TRENDS IN ONLINE EDUCATION
from July 1- 14, 2021.


Dr. SHAFALI NAGPAL

(AIFDP-Director)


UGC-HRDC Director,
BPSMV University, Haryana




Ms. S. POORNIMA

(Convener)

Asst. Prof. of English,
TCW, Namakkal, TN


Mr. SANJAYANT S

(Co-Convener)

Founder & CEO,
Edugroom India Foundation,
Kochi, Kerala


Dr. M. R. LAKSHMINARAYANAN

(Organising Secretary)

Principal,
TCW, Namakkal, TN





CERTIFICATE OF COMPLETION



Ref. No. 955/Edu



GURU NANAK DEV UNIVERSITY AMRITSAR

School of Education

PANDIT MADAN MOHAN MALAVIYA NATIONAL MISSION ON TEACHERS AND TEACHING MoE, Govt. of India

Two Weeks Online Workshop

on

"Preparing Research Proposals"

This is to certify that Dr./Mr./Ms. KURIMETI DAYAKAR, Designation RESEARCH SCHOLAR,
Department/Institute University College of Education, Department of Education Osmania University,
Hyderabad has successfully completed the workshop from 11 February to 24 February, 2021.

Place: AMRITSAR

Dated: March 03, 2021

Prof. Dr. Jaspal Singh Sandhu

VICE CHANCELLOR, Guru Nanak Dev University, Amritsar

Prof. Dr. Amit Kauts

PROJECT COORDINATOR, SOE, PMMMNMTT,

MoE, Guru Nanak Dev University, Amritsar.

Dr. Deepa Sikand

HEAD, DEPARTMENT OF EDUCATION

Guru Nanak Dev University, Amritsar

Note: This certificate is issued on the basis of information provided by the candidate in the application form. The institution/recruitment body should verify the relevant documents.



TEN- DAY RESEARCH METHODOLOGY WORKSHOP FOR RESEARCH SCHOLARS OF SOCIAL SCIENCES

12th to 22nd March 2018

(Sponsored by ICSSR- New Delhi)



Department of Education

Osmania University, Hyderabad - 500007, Telangana State, INDIA.

Certificate

*This is to certify that **Dr/Mr/Ms. K.Dayakar**, Research Scholar, Dept. of Education, Osmania University, Hyderabad, Telanagana has Participated in the Ten Day Research Methodology workshop for Research Scholars of Social Sciences from 12th to 22nd March 2018, held at Department of Education, Osmania University, Hyderabad.*

PROF. A. RAMAKRISHNA

Workshop CoDirector & Dean, Faculty of Education
Osmania University

PROF. T. MRUNALINI

Workshop Director & Director, CITE
Osmania University



CERTIFICATE OF COMPLETION



Ref. No. 955/Edu

GURU NANAK DEV UNIVERSITY AMRITSAR

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Department of Education Osmania University, Hyderabad

CERTIFICATE

Certified that Dr/Mr/Ms _____ has Presented a Paper
entitled _____ at
the Two day International Conference on Quality Teacher Education vis-a-vis School Education
during 24-25 January, 2019 held at Department of Education, Osmania University, Hyderabad.

DR. RAVINDRANATH K. MURTHY
Head, Department of Education
Osmania University

PROF. C. MADHUMATHI
Organizing Secretary



Sr. No. 514

Indian Council of
Social Science Research

Students for Holistic Development of Humanity (SHoDH) Haryana

In Association with

**School of Business and Management Studies
Central University of Haryana, Mahendergarh**

Knowledge Partner

Indian Council of Social Science Research, New Delhi

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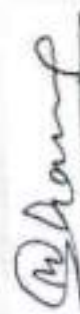
One -Week Online Research Methodology Workshop

(From 3rd – 9th July, 2020)

CERTIFICATE OF PARTICIPATION

This is to certify that **Mr. Kurimeti Dayakar** of Dept. of Education, University college of Education, Osmania University, Hyderabad has participated in "One-Week Online Research Methodology Workshop" conducted by SHoDH Haryana in collaboration with School of Business and Management Studies, Central University of Haryana, Mahendergarh and Indian Council of Social Science Research, New Delhi as knowledge partner from 3rd July - 9th July, 2020.


Dr. Anand Sharma
Convener


Dr. Ajai Pal Sharma
Co-convenor


Mr. Rahul Goyat
Organizing Secretary



TEN- DAY RESEARCH METHODOLOGY WORKSHOP FOR RESEARCH SCHOLARS OF SOCIAL SCIENCES

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Department of Education

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PROF. A. RAMAKRISHNA

Workshop CoDirector & Dean, Faculty of Education
Osmania University

PROF. T. MRUNALINI

Workshop Director & Director, CITE
Osmania University



Dr. B. R. AMBEDKAR OPEN UNIVERSITY

Prof. G. Ram Reddy Marg, Road No.46, Jubilee Hills, Hyderabad-500 033

Prof. G. Ram Reddy Centre for Research & Development (GRCR&D)

Prof. E. Sudha Rani
Director

Ph.No.040-23680340
040-23680341

Lt. No.144/Dr.BRAOU/GRCR&D/2024-25

July 15, 2024

ORDERS

Sub: Sanction to undertake Minor Research Projects to the Teachers of the University – Orders – issued – Reg.

Ref: Vice-Chancellor Orders dated 11-07-2024

* * *

In accordance with the approval of the Vice-Chancellor, sanction is hereby accorded to the following Teachers of the University to undertake Minor Research Projects from the GRCR&D (Major & Minor Research Projects) budget 2023-24. The name of the investigators, Project titles, duration and the financial assistance in various disciplines is mentioned below:

Sl. No.	Discipline	Name of the teacher	Project Title	Duration	Amount Sanctioned	First installment 80%
1	Commerce	Dr. D. Rabindranath Solomon Associate Professor	"Foreign Direct Investment in the Indian Retail Sector-An Analysis"	12 months	1,50,000/-	1,20,000/-
2	Economics	Dr. K. Krishna Reddy Associate Professor	"Impact of PM SVANidhi on Socio-Economic Conditions of Street Vendors in Hyderabad City"	12 months	1,30,000/-	1,04,000/-
3	Education	Dr. Chandrakala Professor	"A Study on Intra-personal Relationship and Interpersonal Relationship among Intermediate students in R.R. District"	12 months	1,00,000/-	80,000/-
4	Education	Dr. K. Dayakar Assistant Professor (Contract)	"Role of Open Educational Resources (OER) in enhancing Pedagogical Practices within Teacher Education"	12 months	1,00,000/-	80,000/-

Sl. No.	Discipline	Name of the teacher	Project Title	Duration	Amount Sanctioned	First installment 80%
5.	English	Dr. A. Kishore Kumar Reddy Associate Professor	"The Ascetic Ideal: Understanding of Gandhi's and Aurobindo's Observations"	12 months	1,10,000/-	88,000/-
6.	Hindi	Dr. K. Avinash Academic Associate (Contract)	"Learning Hindi Vocabulary: A Study Using Digital and Computer Animation"	12 months	1,00,000/-	80,000/-
Total Rs.					6,90,000/-	5,52,000/-

The following are the terms and conditions prescribed to undertake the above Minor Research Projects:

1. The date of commencement of the project will be the date of issue of sanction orders.
2. The maximum period for the completion of the MRP may be twelve months and extendable for a further period of four months. Even in case of superannuation, the project needs to be completed within the stipulated time by the Principal Investigator as per the norms and conditions.
3. The financial assistance of the project will be released in two installments. The first installment is 80% of the sanctioned amount will be released after the approval of the project proposals. The expenditure may be incurred for books, journals, field work, contingency including preparation/ Xeroxing/ printing of questionnaire and for meeting the expenditure on stationery, postage, computational work, typing of completed research papers etc. which are specially required for the project as per the GRCD&D guidelines.
4. The Principal Investigator of the said projects are informed to submit the Contingent Bill to claim the 1st installment of the financial assistance duly endorsed by their respective drawing officer and submit the same to the Director, GRCD&D for passing the bill and arranging the payment through the Finance Officer.

Contd... 3

5. The second installment of 20% will be released on receipt of the project progress report and Utilization Certificate of the 1st installment through proper channel at the end of ten months and on the recommendation of the Panel of Experts nominated for the said purpose. Contingent Bills for the remaining 20% is also to be submitted along with Utilization Certificate.
6. The researcher(s) is required to submit two copies, both hard and soft copies of the final report in both PDF as well as word format along with an abstract of research in 500 words in the usual format, two months before the completion of the period of the project, for evaluation by experts.
7. A plagiarism check report should also be submitted along with the project report contents; beyond 10% in similarity index will not be accepted. Teachers will be required to get the report checked on their own and attach the certificate at the time of submission of their report.
8. The Principal investigator under MRP needs to submit Five Copies of their final Report to GRCR&D both as hard and soft copies in both in pdf and word format. Executive summaries also needs to be submitted to the Director, GRCR&D for Office Record and a copy is to be provided to the Library of the University. The soft copy should be mailed to director_grcrd@braou.ac.in and the advances should be settled. In case of non-completion of the project within the stipulated period, the total amount advanced together with interest will be recovered as per the rules in vogue.

F. Sudeep Kumar
Director, GRCR&D 20/11/24

To
The Teachers concerned

Copy to:

1. The Director (Academic)
2. The Finance Officer
3. P.A. to Vice-Chancellor
4. P.A. to Registrar

Director
Prof. G. Ram Reddy Centre of Research &
Development (GRCRD)
Dr. B. R. Ambedkar Open University
Hyderabad-500033.

Perceptions and Attitudes of Teacher Educators towards the Integration of Open Educational Resources (OER) in Teacher Education Programs in Telangana State

Dr.Dayakar Kurimeti
Assistant Professor
in Education
Department of Education
Dr.B.R.Ambedkar
Open University
Hyderabad
Telangana

Abstract

This study investigates teacher educators' understanding and attitudes of Open Educational Resources (OER) integration in Telangana teacher education programs, with a focus on variances in educational qualifications and teaching experience. A descriptive survey design was employed, with data acquired via an organized survey from 150 teacher educators at six state universities utilizing stratified random sampling. Results showed that 66% of teacher educators had medium to high OER awareness, though 34% reported inadequate awareness. ANOVA analysis identified considerable variations in the consciousness based on educational credentials ($F = 7.687$, $p = .006$), with UGC-NET/Ph.D.-qualified educators performing better. However, teaching experience had no significant influence on perceptions ($F = 1.666$, $p = .199$). The study results emphasize the role of advanced academic credentials in OER adoption and highlight the need for targeted training to improved integration, particularly among educators who have inadequate qualifications, to advance equitable and innovative professional competencies and skills required for 21st century.

Key words: *Attitude, awareness, Open Educational Resources (OER)*

Introduction

Open Educational Resources (OER) are increasingly being referred to around the world for promoting access, equity, and quality improvements in education (UNESCO, 2019). For teacher education programs, OER can potentially offer affordability, flexibility, and up-to-date instructional materials. Successful adoption, however, rests largely on the perception and attitude of teacher educators, who occupy a key position in the implementation of curriculum (Hilton, 2020). Previous research analyzing OER adoption in higher education has focused mostly on the broader context, and very little attention has been paid to teacher educators' perspectives, especially regarding pre-service teacher training. To fully understand their attitudes, it is necessary to know that reluctance or misconceptions would impact OER integration and thus its benefit fully possible from future teachers. The study explores teacher educators' perceptions and attitudes toward OER in teacher education programs, with both trends in adoption and institutional preparedness as gaps being addressed. The results highlight the enablers and barriers so as to inform policy and practice within a more sustainable OER ecosystem in teacher education.

Conceptual Framework

This study is theoretically framed through a hybrid construct of the Technology Acceptance Model (TAM) (Davis, 1989) and Rogers' Diffusion of Innovations (DoI) theory (2003). Together, both TAM and DoI provide a perspective on the assessment and adoption of new technologies by individuals. Perceived usefulness (PU) and PEOU comprise what TAM considers to be the critical inputs affecting technology adoption, while DoI focuses on compatibility, relative advantage, and complexity as innovation uptake attributes. Hence, both theories, as applied to OER integration, concentrate on shaping teacher educators' perceptions through their own assessments of OER's relevance for achieving their pedagogical goals, ease of application, and compatibility. Another dimension captured within the framework is institutional isomorphism, where DiMaggio and Powell (1983) discuss coercive (e.g., policy mandates), mimetic (e.g., peer modeling), and normative (e.g., professional standards) organizational pressure influences on educators' attitudes. The pedagogical aspect builds in constructivist learning theory (e.g., Vygotsky, 1978), seeing OER as tools for collaborative, adaptive knowledge-building, thus linking acceptance by educators to their pedagogical beliefs. What arises from the intertwining of these theories is that they explain how individual factors, institutional factors, and pedagogical factors interact together to shape teacher educators' readiness to adopt OER, thereby providing a comprehensive lens to analyze barriers (e.g., resistance to change) and enablers (e.g., institutional support).

Related Literature

Even when effective in democratizing knowledge and the lowering of costs (Mishra and Singh 2021), research on OER adoption in higher education does not ignore challenges in conforming to pedagogical practices (Hilton 2016). Studies note that acceptance of OER on the part of educators depends on whether it is believed to be useful and easy to use, along with institutional support (Otto 2020; Tang & Bao 2023). When you say that this conforms to the Technology Acceptance Model, created as per (Davis 1989), there is an example. For instance, Jhangiani et al. (2016) discovered that faculty members perceiving OER as able to adapt to their teaching needs were likely to adopt it, while resistance comes from concerns over quality and time constraints (Belikov & Bodily, 2016). Kasinathan et al. (2018) noted that cultural and institutional rules, such as rigid curricula or lack of training, stop OER integration in teacher education and relate this to DiMaggio and Powell's (1983) concept of institutional isomorphism. In addition, Tlili et al. (2020) mentioned how OER is consistent with constructivist pedagogies, such as co-working resources, which builds critical thinking skills among pre-service teachers, referring to social learning theory by Vygotsky (1978). However, gaps remain in understanding how teacher educators negotiate these factors. While global surveys (Cox & Trotter, 2017) map infrastructural barriers (e.g., limited technical access), few studies explore the interplay between educators' pedagogical beliefs and institutional policies in shaping OER adoption (Wiley et al., 2017; Jung et al., 2021). This study extends prior work by examining these interconnections within teacher education, addressing calls for context-specific OER research (Zancanaro & Amiel, 2022).

Identified Gaps

While existing research broadly explores OER adoption in higher education, three critical gaps emerge in the context of teacher education. First, despite acknowledging institutional and cultural barriers (Kasinathan et al., 2018; Cox & Trotter, 2017), few studies focus on the unique role of teacher educators as gatekeepers of pre-service training curricula, whose perceptions directly influence OER's scalability (Zancanaro & Amiel, 2022). Second, while TAM and DoI frameworks explain individual adoption behaviors (Davis, 1989; Rogers, 2003), there is limited investigation into how pedagogical beliefs (e.g., constructivist practices) interact with institutional pressures (e.g., policy mandates) to shape OER integration (Jung et al., 2021). Third, though OER's alignment with collaborative learning is theorized (Tlili et al., 2020), empirical evidence remains scarce on how teacher educators reconcile OER's adaptability with discipline-specific or accreditation-driven demands (Wiley et al., 2017). These gaps underscore the need for context-specific studies that bridge individual attitudes, institutional dynamics, and pedagogical philosophies in teacher education precisely the focus of this research.

Theoretical Foundations

A. Open Education Theory

Open Educational Resources (OERs) are those materials used for teaching, learning, and research that are freely accessible to everyone with no restrictions on their usage (UNESCO, 2012). Open Education Theory primarily highlights the democratization of knowledge since OERs overcome educational barriers to free access and reuse. In addition, another significant aspect stressed in their theory is collaborative knowledge production, where participatory creation and sharing thrive.

B. Constructivism and Social Learning

Constructivism emerged from the works of Piaget (1936) and Vygotsky (1978). In this model of pedagogy, learning is considered active construction of knowledge by the learners who are interacting with resources and peers. The constructivist learning process calls for OERs to greatly aid localized, contextual, and customizable content to meet the diverse needs of learners.

C. Capability Approach

The Capability Approach as propounded by Amartya Sen (1980) and Martha Nussbaum (1990) aims to increase the abilities of individuals to live a life they value. Open Educational Resources (OER), in education, are an avenue to enhancing capabilities through access to quality education and empowerment for the marginalized, like rural learners and women. Lack of finances and structure has thus given OER users space for their skill-building and personal growth.

D. Critical Pedagogy

Critical pedagogy, as conceived by Paulo Freire (1970), questions the traditional hierarchy of the teaching situation in which students is perceived as passive recipients of knowledge. On the one hand, OER relate to learner agency, the decolonization of curricula, and the awakening of critical thinking.

The most prominent characteristics of OER are their compliance with the 5R Permissions framework developed by David Wiley that essentially delineates the freedoms that constitute open education. The 5Rs (*Retain, Reuse, Revise, Remix, Redistribute*) are complemented by the principle of Open Access, which ensures OER are freely available online without barriers such as pay walls or subscriptions, thus

democratizing access for learners irrespective of their socioeconomic standing. This is legally supported by Open Licensing, most often through Creative Commons (CC) licenses, which explicitly specify the permissions granted for reuse. For example, the CC BY (Attribution) license permits all uses as long as credit is given to the original authorship, while CC BY-SA (Share Alike) requires that any derivative works be licensed under the same terms. In contrast to standard copyrighted works, the licensing of OER removes the problem of legal ambiguity so that educators and learners can understand without fearing infringement as to what actions they may want to engage-in such as adapting a textbook or remixing multimedia. Thus, these features-encompassing openness, flexibility, and legal clarity-earn OER the title of an innovative apparatus for equitable, participatory, and sustainable education.

OER in Teacher Education

In India, Open Educational Resources (OER) have gained traction as a tool to address systemic challenges in education, including high costs of materials, regional language diversity, and unequal access to quality teacher training. Government initiatives like the *National Digital Library of India (NDLI)*, *SWAYAM* (online courses), and *DIKSHA* (digital infrastructure for teachers) promote OER to democratize education, aligning with the National Education Policy (NEP) 2020's emphasis on technology-integrated, inclusive learning. In teacher education, OER offers adaptable resources for pre-service and in-service training, enabling educators to address localized needs (e.g., multilingual content, contextual pedagogies) and model innovative practices for future teachers. Challenges include infrastructural gaps (limited internet access in rural areas), uneven awareness of OER's potential, and institutional inertia in moving beyond traditional textbooks. However, grassroots efforts by organizations like *NCERT* (e.g., e-Pathshala) and collaborations with global OER platforms (e.g., Khan Academy partnerships) showcase progress. By integrating OER into teacher education curricula and fostering institutional support (training, policy incentives), India can empower educators to co-create and share resources, bridging gaps in quality and equity while preparing teachers for 21st-century classrooms.

Objectives

1. To examine teacher educators' awareness and perceptions of Open Educational Resources
2. To study teacher educators' awareness and perceptions of Open Educational Resources in relation to educational qualification and teaching experience

Hypotheses

Based on theoretical and empirical evidences the following hypotheses were formulated:

3. There is a significant difference in teacher educators' awareness and perceptions of Open Educational Resources (OER) with respect to their educational qualifications.
4. There is a significant difference in teacher educators' awareness and perceptions of Open Educational Resources (OER) with respect to their teaching experience.

Methodology

Design of the study

According to the objectives this study was employed a descriptive survey research design to explore awareness and perceptions of Open Educational Resources in Teacher education Institutions of Telangana State. This approach is suitable for capturing the current status of teachers' awareness and perceptions. The survey design allows for the collection of both quantitative and qualitative data, providing a comprehensive view of the issue.

Sample of the study: For the present study, proportionate stratified random sample technique was adopted. The present study employed a stratified random sampling technique to ensure proportionate and representative selection of teacher educators from various universities offering B.Ed. programs in Telangana. The total population included 2,642 teacher educators working in 195 B.Ed. colleges affiliated to six state universities: Osmania University, Telangana University, Kakatiya University, Palamuru University, Satavahana University, and Mahatma Gandhi University. From this population, a sample of 150 teacher educators was drawn. To maintain proportional representation, the sample was stratified according to the number of teacher educators in each university, and simple random sampling (lottery method) was employed within each stratum. This method ensured that the sample accurately reflected the composition of the total population, thereby enhancing the reliability and generalizability of the study findings.

Research tool

Research tool was developed by the researcher for obtaining information on identified variables of the study. The tool was developed for the purpose of procuring as much information as possible on each specific item from teacher educators. Survey method was used to assess the level of perceptions and attitude on OER integration in teacher education.

Teacher's attitude and perception scale on OER integration in teacher education was constructed by the investigator after referring to some of the available standardized tools. The motivation for developing a new tool is expert's suggestions and the researcher's belief that the previous tools are inadequate for some reasons and not completely cover the dimensions under present study.

The *Technological Pedagogical Content Knowledge (TPACK)* framework (Mishra & Koehler, 2006) is adopted to structure the "*Teacher's Attitude and Perception Scale on OER Integration*," as it holistically addresses teachers' interplay of *technology* (OER platforms), *pedagogy* (instructional strategies), and *content mastery* (subject expertise). TPACK's emphasis on contextual integration aligns with key OER adoption challenges, such as adapting resources to pedagogical goals (*Technological Pedagogical Knowledge*) and enhancing subject delivery (*Technological Content Knowledge*).

Validity of the data collection tool

The validity of the "*Teacher's Attitude and Perception Scale on OER Integration*" was ensured through content validity and construct validity. Content validity was established by aligning the tool with the Technological Pedagogical Content Knowledge (TPACK) framework and incorporating feedback from experts in education and OER to ensure relevance and comprehensiveness. Construct validity was supported by grounding the questionnaire in established theories (e.g., TAM, DoI) and

prior empirical studies, ensuring it accurately measured awareness and perceptions of OER. While the tool demonstrated logical coherence with theoretical constructs, further validation through factor analysis could strengthen its psychometric robustness in future studies.

Reliability

To assess the internal consistency of the 70-item scale, Cronbach's Alpha was calculated. The analysis yielded a Cronbach's Alpha coefficient of 0.776, indicating a good level of reliability, suggesting that the items have relatively high internal consistency and are measuring the same underlying construct. Despite the medium correlation between the two halves of the scale observed in the split-half reliability (with Spearman-Brown and Guttman coefficients at 0.424), the overall alpha value supports the reliability of the scale as a whole. Therefore, the 70-item scale can be regarded as a reliable instrument for data collection in this context. This high alpha value indicates that the awareness and perceptions of Open Educational Resources Questionnaire is a reliable instrument for measuring teachers' awareness and perceptions towards the integration of OER in Teacher Education. However, to enhance the generalizability and robustness of the scale, it is recommended that the instrument be further standardized and validated using a larger and more diverse sample.

Procedure

The researcher developed a structured Teacher's attitude and perception on OER integration in teacher education Questionnaire using Google Forms as the research tool for data collection. The link to the online questionnaire was shared with teachers from six selected Telangana State Universities through email and official university/college communication channels, along with clear instructions for completion. Before data collection, the researcher established rapport with the teachers through virtual interactions and explained the purpose of the study. Participants were assured of confidentiality and informed that their responses would be used solely for research purposes. Once the responses were received, the data were downloaded in spreadsheet format and analyzed using SPSS version 20. Descriptive statistics and the F-test were applied, and the results are presented in the following tables.

Results

Table-1:

Teacher Educators' Awareness and Perceptions of Open Educational Resources (OER)

Awareness and Perceptions of (OER)	Frequency	Percentage
Low	51	34.0% %
Medium	49	32.7%
High	50	33.3%
Total	150	100%

Out of 150 teacher educators, 51 (34.0%) had low, 49 (32.7%) had medium, and 50 (33.3%) had high levels of awareness and perceptions of Open Educational Resources (OER). This indicates that a majority (66%) of teacher educators demonstrated medium to high levels of awareness and perceptions, while a smaller proportion (34%) showed low levels. Thus, it may be concluded that most teacher educators are moderately to highly aware of OER and its integration into teacher education programmes.

Hypothesis-1: There is a significant difference in teacher educators' awareness and perceptions of Open Educational Resources (OER) with respect to their educational qualifications
The F-test was conducted to test the hypothesis.

Table-2:
**Showing Teacher Educators' Awareness and Perceptions of Open Educational Resources (OER)-
Educational Qualification wise**

Teacher Educators' Awareness and Perceptions on OER	Educational Qualifications	N	Mean	Std. Deviation	F	Sig.	df
	PG with M.Ed.	39	215.4615	12.8305	6.892	.001	2, 147
	UGC-NET with Ph.D.	54	226.1481	16.0945	7.665	.006	
	PhD without NET	57	223.5263	12.6068	6.096	.015	
	Total	150	222.3733	14.5613	7.687	.006	

Table-2 presents the analysis of teacher educators' awareness and perceptions of Open Educational Resources (OER) based on their educational qualifications. The mean scores indicate that educators with UGC-NET and PhD ($M = 226.15$) have higher awareness and perceptions, followed by those with PhD without NET ($M = 223.53$), and PG with MEd ($M = 215.46$). The ANOVA results show a statistically significant difference ($F = 7.687$, $p = .006$) among the groups. Hence, the hypothesis (H1) is accepted, indicating that educational qualifications significantly influence teacher educators' awareness and perceptions of OER.

This finding is supported by the findings of Orr, D., Rimini, M., & Van Damme, D. (2015), Belikov, O. M., & Bodily, R. (2016), Cox, G., & Trotter, H. (2016). But contradicting from the findings of Rolfe, V. (2012), de los Arcos, B., Farrow, R., Perryman, L.-A., Pitt, R., & Weller, M. (2014), Allen, I. E., & Seaman, J. (2014) that no significant difference in teacher educators' awareness and perceptions of Open Educational Resources (OER) with respect to their educational qualifications.

H2: There is a significant difference in teacher educators' awareness and perceptions of Open Educational Resources (OER) with respect to their Teaching experience
The F-test was conducted to test the hypothesis.

Table-3:
**Showing Teacher Educators' Awareness and Perceptions of Open Educational Resources (OER)-
Teaching Experience wise**

Teacher Educators' Awareness and Perceptions on OER	Teaching Experiences	N	Mean	Std. Deviation	F	Sig.	df
	Upto 10 yrs	59	220.2373	16.0100	3.758	.026	2, 147
	11 to 20 yrs	61	221.3279	13.2573	6.966	.009	
	Above 21 yrs	30	228.7000	12.6549	5.850	.017	
	Total	150	222.3733	14.5613	1.666	.199	

Table-3 presents the awareness and perceptions of Open Educational Resources (OER) among teacher educators based on their teaching experience. The mean scores indicate a positive trend: educators with over 21 years of experience reported the highest awareness ($M = 228.70$), followed by those with 11–20 years ($M = 221.33$), and those with up to 10 years of experience ($M = 220.24$).

Although there is an increasing pattern in mean scores with years of experience, the overall result ($F = 1.666$, $p = .199$) is **not statistically significant** at the 0.05 level. This suggests that the observed differences in awareness and perceptions of OER among different experience groups may be due to random variation rather than actual differences related to teaching experience.

This finding is supported by finding of *Mtebe and Raisamo (2014)*, *Hatakka (2009)*.. But the findings of *Rolfe (2012)* and *Harish and Belawati (2020)* revealed no significant difference in teacher educators' awareness and perceptions of Open Educational Resources (OER) with respect to their Teaching experience

Discussion

Another major goal of the present study was to examine the awareness of and perceptions toward OER among teacher educators and to see if they largely differ with regard to educational qualifications and experience in teaching. The findings show that OER awareness was fairly distributed among the teacher educators, with 66% having medium to high levels of awareness and 34% falling under low-awareness. This means OER and their possible integration in teacher education programs are not entirely new to teacher educators in the study. On the other hand, the existence of one-third of the population with low awareness underscores the importance or need for further sensitization and training programs.

With regard to educational qualifications, the study found that a statistically significant difference in awareness and perception existed in the case of OER. Teacher educators holding UGC-NET and PhD qualifications formed the highest OER awareness group, followed by PhD but not NET, and then PG and MED. This confirms the hypothesis that higher educational qualifications would relate positively to understanding and engagement with OER. One might conclude that educators with research training and more academic exposure are also more likely to explore and adopt innovative educational resources. In relation to teaching experience, on the other hand, OER awareness was observed to increase gradually with increased years of experience, but differences were not significant statistically. This may indicate that teaching experience by itself is not a strong determiner for OER awareness and perceptions. Rather, the extent to which one interacts with OER may stem more from reliable recent training, institutional culture, or personal initiative than the number of years within the profession.

Conclusion

The study concludes that whereas most teacher educators were noted to have medium to high awareness levels and perception of Open Educational Resource (OER), there existed significant differences when considering educational qualifications: the greatest awareness always belonged to those with higher academic credentials. Teaching experience has no significant impact on OER awareness. This finding, therefore, implies that targeted CPD for the enhancement of OER integration is vital across the board to all educators.

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JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN NALGONDA DISTRICT

Dr. Dayakar Kurimeti

Assistant Professor, Department of Education, Dr. B. R. Ambedkar Open University,
Hyderabad, Telangana

ABSTRACT

This study examines job satisfaction among secondary school teachers, focusing on the variables of age and teaching experience. By analyzing the responses of a diverse group of teachers through survey, the research aims to identify patterns and factors influencing job satisfaction. The findings reveal that both age and teaching experience significantly impact job satisfaction.

The present study included 50 teachers from the secondary schools in Nalgonda District, Telangana. The researcher used a Job Satisfaction Tool to capture data for the study. Descriptive and inferential statistical analyses were done using Mean and F-test at 0.05 level of significance. The findings revealed that senior and experienced teachers were more satisfied compared to less experienced teachers.

KEYWORDS: Job Satisfaction, Age, Teaching Experience, Secondary School Teachers

INTRODUCTION

Job satisfaction is a crucial element in the professional lives of teachers, influencing not only their personal well-being but also their teaching effectiveness and the overall performance of the educational institution. High levels of job satisfaction among teachers have been linked to better student outcomes, increased teacher retention, and a positive school environment. This study aims to explore how age and teaching experience affect teachers' satisfaction at their work environment. By identifying the factors that contribute to job satisfaction, educational institutions can develop targeted strategies to improve teacher retention and performance.

Work satisfaction is a person's affective and cognitive response while at the workplace. Subsequently, it is the correlation between people's expectations of what they deserve and what people actually get. When the professional contentment of the teachers is attained, they develop interest to teach their students. The above result holds if the teacher perceives teaching as satisfying, since the teacher performs to a maximum extent. Therefore, work satisfaction is a significant phenomenon in each field, but in the teaching fraternity it plays an immense role.

The favorable circumstances at work improve work and productivity thus, a contented teacher performs more towards every advancement. However, this term does make sense when used concerning the varying facilities and the prospects that the school has to offer. Work satisfaction, as far as an individual is concerned, occurs when he or she receives good working conditions, good salary, employment of one's talents, motivation in the work done, flexible environment etc. These aspects contribute in altering the perception of teaching positively and enhance the quality of work life.

NEED AND SIGNIFICANCE OF THE STUDY



Job satisfaction is therefore a critical destination of teacher, organizational productivity and general well-being as it affects the results of the students and quality output of schools. Knowledgeable of how age and teaching experience influence job satisfaction is crucial for studying high lapse of teachers, for formulating proper professional development programs as well as for the crafting and sustaining a good faculty work environment that would enhance the wellness and satisfaction of teachers. Hence, the following demographic aspects are identified for consideration in this study: Through understanding these demographic concerns, it is expected that policymakers and school administrators will find this research useful in coming up with policies that will improve teachers' retention, support, and performance. Thus the findings will help in designing specific frameworks for support mechanisms, mental health, and work-life balance that are appropriate for teachers at intermediate and advanced levels of their profession. In the end, the implementation of the positive environment for the teachers will translate into better students' performances and a more efficient education system, citing the general importance of the research.

Age and Job Satisfaction: Previous studies findings suggest that age dimension can greatly affect job satisfaction among teachers. Dinham and Scott (2000) have observed that "the level of job satisfaction rises with age and older teachers seem to be more satisfied than the younger ones". They explained that those results were due to more stable employment, acquired experience, and enhanced feelings of relevance. In the same regard, Klassen and Chiu (2010) found that "mid-aged teachers who are within 31-40 years of age are more Job-satisfied compared to the others due to set roles stress coping strategies". This is in consonant with other observations that show that "teachers in this age group lead more settled professional lives and are happier with their jobs" (Dinham & Scott, 2000).

Teaching Experience and Job Satisfaction: This is another factor that has a significant influence on job satisfaction; teaching experience. Sirgy et al. (2004) study reveals that "the levels of job satisfaction reported by experienced teachers are comparatively higher than the newly experienced ones". Such observations are in line with the conclusions made by Zeigler, (2007) who explained that "teachers with higher working experience are likely to organize work and personal life better than less experienced teachers because the former have more comprehensible job requirements and better coping strategies". This accumulated experience enhances the "level of perceived self-efficacy and job satisfaction as compared to new teachers because experienced teachers are in a better position to be able to address the demands of this profession" (Bohen et al., 1981).

The primary objective of the study was to evaluate teachers' job satisfaction in relation to their age and tenure or length of service.

HYPOTHESES

Considering the review of the related literature done, the hypotheses for the study:

1. There is no significant difference in the job satisfaction of teachers with respect to their age.
2. There is no significant difference in the job satisfaction of teachers with respect to teaching experience.

METHODOLOGY

To achieve the study's objectives, a descriptive survey method was utilized.



SAMPLE

Due to this study's focus, teachers who teach 8th, 9th, and 10th classes were selected through random sampling. Thus the target population of the study was 5785 secondary school teachers in Nalgonda District out of which 50 teachers were randomly selected through the lottery method. These teachers were selected from 5 different schools and only 10 teachers each were selected from each of them randomly. Hence, the number of teachers, who were included in the study, was 50.

VARIABLES

In the present study, the independent variables were age and teaching experience, while the dependent variable was job satisfaction.

TOOL USED FOR THE STUDY

Two tools were used in this study.

JOB SATISFACTION TOOL

The investigator identified several standardized tools on Job Satisfaction Prepared a Teachers' Job Satisfaction Tool after analyzing standardized job satisfaction tools. The new tool consists of 50 statements and it was developed according to the ideas of experts on the inadequacy of the previous tools to embrace all aspects of this study, and the investigator's conviction regarding the same. The following tools were referenced before designing the new job satisfaction tool: the Work-Life Balance Questionnaire designed by Zeigler in year 2007, the Work Life Balance Scale by Sirgy and his partners in year 2004 and the Work Life Questionnaire by Bohen, Viveras and Long in year 1981.

RELIABILITY

The investigator constructed the Job Satisfaction Tool and the pilot study was carried out in order to refine the tool as well as its credibility. The findings of this pilot study were obtained from two schools in Hyderabad district and five teachers were selected randomly from each school. The job satisfaction was collected from 10 teachers and before filling the tool, the teachers were explained about it.

As a result of the split-half method, it was possible to assess internal consistency of the tool. The method used in this test was a technique called half-half equivalence where the test is divided into two and the scores from the two halves are compared. Cronbach's alpha coefficient was used to estimate the internal consistency reliability of the tool giving an Alpha value of 0.85. Therefore, it could be validly concluded that the instrument named Job Satisfaction Tool was indeed reliable.

PROCEDURE

The investigator visited five schools to collect data, first establishing rapport with the teachers before beginning the process. The job satisfaction tool was distributed, and instructions were read aloud. The investigator clarified any difficult statements and stayed with the teachers until they completed the tool. The collected data were analyzed using the SPSS-20. Descriptive statistics and F-test were applied, and the results are discussed in the following tables.



RESULTS

Hypothesis- 1: “There is no significant difference in the job satisfaction of teachers with respect to their age.”

The F-test was conducted to test the hypothesis.

Table 1:
Showing F- Test for Job Satisfaction by age

	Age	N	Mean	SD	F-Value	Sig.	df
Job satisfaction	25-31yrs	7	19.86	2.116	.706	.553	3,46
	32-38yrs	7	21.14	1.215			
	39-45yrs	10	20.60	1.430			
	46yrs & above	26	20.46	1.726			
	Total	50	20.50	1.657			

a. Predictor: Age

b. Dependent Variable: Job satisfaction

The F-test was used to examine differences in job satisfaction among teachers in four age groups: 25-31 years, 32-38 years, 39-45 years, and above 46 years. The findings revealed that teachers aged 32-41 years had comparatively higher job satisfaction (mean score of 21.14). It was observed that job satisfaction increased with age; however, this relationship was not statistically significant ($p > .05$).

Hence the hypothesis-1: “There is no significant difference in the job satisfaction of teachers with respect to their age.”- was accepted. This finding was consistent with the findings of Dinham, S., & Scott, C. (2000).

Hypothesis- 2: “There is no significant difference in the job satisfaction of teachers with respect to teaching experience.”

The F-test conducted to test the hypothesis.

Table 2:
Showing Job Satisfaction by teaching experience

	Age	N	Mean	SD	F-Value	Sig.	df
Job satisfaction	upto 10 yrs	21	20.33	1.653	.687	.508	3,46
	11 to 20 yrs	12	20.25	1.658			
	21 & above	17	20.88	1.691			
	Total	50	20.50	1.657			

a. Predictor: teaching experience

b. Dependent Variable: Job satisfaction

The F-test was used to examine the differences in job satisfaction among teachers with varying levels of teaching experience. The mean scores obtained were 20.33 for Junior



Teachers (up to 10 years), 20.25 for Senior Teachers (11 to 20 years), and 20.88 for Senior-most Teachers (21 years and above). These scores indicate a low and homogeneous response across the groups. The F-value was 0.687 with a df of 3, 46 which was not statistically significant ($p > .05$). However, the mean scores suggest that senior-most teachers had slightly higher job satisfaction compared to the others. Consequently, the Hypothesis -2 stating that there is no significant difference in job satisfaction based on teaching experience was accepted. This finding aligns with the research of Klassen, R. M., & Chiu, M. M. (2010).

DISCUSSION

This study investigated job satisfaction among secondary school teachers, focusing on how it correlates with age and teaching experience. Teachers in the study were between the ages of 25 and over 45. The results showed that teachers aged 32-45 years reported slightly high levels of job satisfaction compared to other age groups. Moreover, those with more teaching experience generally exhibited greater job satisfaction than their less experienced counterparts.

Hypothesis 1: "There is no significant difference in job satisfaction among teachers based on age." Teachers in the 32-45 age group demonstrated higher job satisfaction than those in other age. Job satisfaction is essential for teachers' effectiveness and efficiency. Teachers who are content with their roles are more likely to succeed professionally and positively influence their students.

Hypothesis 2: "There is no significant difference in job satisfaction among teachers based on teaching experience." senior and experienced teachers were more satisfied compared to other teachers. Those who find greater fulfillment in their profession are more likely to contribute effectively to teaching and support the broader educational objectives of the country.

CONCLUSION

The study highlighted that job satisfaction differs with age, with teachers aged 32-45 years showing greater satisfaction than others. Overall, the findings indicate that both age and experience play a role in determining job satisfaction among secondary school teachers.

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Dr. Dayakar Kurimeti

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Dr Lidwin Dias
Principal (In-charge),
College of Social Work
Nirmala Niketan, Mumbai





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BRAOU - JOURNAL OF OPEN DISTANCE LEARNING

The Aim and Objectives

BRAOU's Journal of Open Distance Learning (JODL) is a bi-annual academic Journal launched by Dr. B.R. Ambedkar Open University with the intention of bringing intelligentsia in Open Distance Learning together for exploring all possibilities for the implementation of the ideal of Open Distance Education in the country. This concept is emerging as an alternative method of learning and is extensively used as an alternative model for capacity building, skill development and for professional development of the working population. The spirit of the system is in democratization of higher education with a focus on taking higher education to the doorsteps of the common people who were denied the opportunity of entry into portals of higher education for many centuries. The Open University system with liberal entry has revolutionized the learning process and access to higher education. As a result, millions of students all over the world are pursuing higher education through the distance mode. These trends call for the synthesis of ideology as well as technology and a culture of sharing among the institutions for enhancing the quality of academic programs offered through distance mode. With this objective, this journal intends to provide a platform for debate across the world particularly, in the developing countries on research in Open, Distance Learning methods and practices.

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Revolutionizing Teacher Education in India: Overcoming Challenges through Technological Integration

Dr. Dayakar Kurimeti*

Abstract

This paper discusses the fundamental issues and challenges of teacher education in India, particularly with regard to how technology integration in teacher education can address these issues. The article provides an overview of the current status, highlights major challenges, and recommends innovative approaches to improve the quality and efficiency of teacher training programs. The article also tries to analyze the problems of teacher education in India and suggests some solutions through integration with technology. These strategies are linked to the NEP 2020 goals, highlighting how technology can transform teacher development. The article tries to investigate issues, innovations, and policy similarities.

Keywords: *Technology Integration, Teacher Education, Educational Reforms*

Introduction

The problems plaguing the higher education system in India are many; Teacher education in particular has many challenges such as poor infrastructure and outdated curriculum.

*Assistant Professor, Department of Education, Dr. B. R. Ambedkar Open University, Hyderabad, Telangana, e-mail: aabraou2022@gmail.com

As scholars (Smith, 2018; Jones & Patel, 2019) have noted, “These issues hinder adequate teacher training and require new approaches. Teacher education in India has evolved significantly over the years”. Historically, the system was

largely influenced by colonial education policies and traditional Indian pedagogy. Post-independence, India recognized the importance of teacher education in nation-building, leading to the establishment of various institutions and regulatory frameworks aimed at improving the quality of teacher preparation.

Types of Teacher Education Institutions (TEIs):

District Institutes of Education and Training (DIETs): These institutes focus on pre-service and in-service education for elementary school teachers. DIETs play a crucial role in rural areas by providing locally accessible training.

Colleges of Teacher Education (CTEs): These institutions cater to pre-service teacher education, particularly for secondary school teachers.

Institutes of Advanced Study in Education (IASEs): They are involved in research and innovation in teacher education and provide advanced training for teacher educators and administrators.

Private Colleges: A significant number of private institutions also offering teacher education programs, contributing to the diversity and reach of teacher education across the country.

National Council for Teacher Education (NCTE): Established in 1995, the NCTE is the statutory body responsible for overseeing standards and quality in teacher education. It sets norms and guidelines for teacher education programs, accredits institutions, and ensures compliance with regulatory standards.

National Education Policy (NEP) 2020: The NEP 2020 marks a major shift in the education landscape, with a strong emphasis on teacher education reforms. It proposes the establishment of multidisciplinary institutions offering four-year integrated B.Ed. programs, aiming to ensure a holistic and rigorous teacher education process.

Improving teacher education is critical for India for several reasons:

Quality of Education: Teachers have a direct impact on student learning outcomes. Well-trained teachers can employ effective teaching strategies, manage classrooms efficiently, and address diverse student needs, leading to better academic performance. Improved teacher education equips teachers with modern pedagogical skills, enabling them to foster critical thinking, creativity, and problem-solving abilities in students. Teachers who are well-versed in contemporary educational practices can deliver the curriculum more effectively; ensuring that educational objectives are met. Trained teachers can adapt the curriculum to suit local contexts and student needs, making learning more relevant and engaging.

National Development: Quality education, facilitated by competent teachers, produces a skilled workforce that can drive economic growth and innovation. Education is a powerful tool for social mobility. By improving teacher education, the quality of education improves, giving all students, regardless of their background, the opportunity to succeed. Educated individuals are more likely to be employed and productive, contributing to the nation's GDP. A strong educational foundation fosters a culture of research and innovation, essential for a competitive global economy.

Equity and Inclusion: Improving teacher education ensures that all students, regardless of socio-economic status, have access to quality education. Trained teachers are better equipped to implement inclusive practices, addressing the needs of students with diverse backgrounds, including those with disabilities. By enhancing teacher training, the quality of education in rural areas can be improved, bridging the gap between rural and urban education systems. Better training and support can improve

teacher retention in rural and underserved areas, ensuring consistent and quality education for all.

Technology Integration: Improving teacher education includes training in digital tools and resources, essential for preparing students for a technologically advanced world. Teachers can integrate technology into their teaching, making learning more interactive and engaging.

The COVID-19 pandemic highlighted the need for flexible education systems. Well-trained teachers can effectively manage e-learning and remote education, ensuring continuity of learning in any circumstance. Technologically proficient teachers can guide students in accessing and utilizing a wide range of online educational resources, broadening their learning opportunities.

Professional Development and Lifelong Learning: A robust teacher education system includes continuous professional development, keeping teachers updated with the latest educational trends and methodologies. Encouraging a culture of reflective practice among teachers leads to ongoing improvement in teaching quality. Improved teacher education enhances the status and professionalism of teachers, attracting more talented individuals to the profession. Well-trained teachers are more confident and satisfied with their jobs, leading to better retention rates and stability in the education system.

Policy Implementation: Trained teachers are better positioned to implement national educational policies effectively, ensuring that policy goals are achieved. Teachers play a crucial role in providing feedback on policy implementation, helping to refine and improve educational strategies. By improving teacher education, India can meet and exceed international educational standards, enhancing the country's global competitiveness. High-quality education systems attract international students and collaborations, contributing to the country's soft power and economic gains.

Improving teacher education is essential for enhancing the quality of education, driving national development, promoting equity and inclusion, integrating technology, fostering professional development, and effectively implementing educational policies. It is a cornerstone for building a prosperous, innovative, and inclusive society

The aim of this research is to explore and propose strategies for revolutionizing teacher education in India by overcoming existing challenges through the integration of technology. This study seeks to:

1. Provide a comprehensive analysis of the current challenges faced by the teacher education system in India, including issues related to quality, infrastructure, faculty, curriculum, and technological integration.
2. Examine various technological tools and methods that can be employed to address these challenges, with a focus on improving the quality and effectiveness of teacher education

3. Investigate the potential impact of these technological interventions on teacher preparedness, student outcomes, and overall educational quality.
4. Offer policy recommendations to educational policymakers, institutions, and stakeholders to facilitate the adoption and scaling of technological innovations in teacher education.

To achieve the research aims, an exploratory approach was employed. This methodology consisted of an exploratory approach to identify existing challenges in teacher education and the potential technological solutions.

Research Design

Researcher has conducted a thorough literature review to identify existing challenges in teacher education and successful technological interventions in similar contexts. The researcher developed a theoretical framework based on the literature review to guide the research. The exploratory phase of this study involves conducting a thorough literature review to identify the existing challenges in teacher education and to explore successful technological interventions in similar contexts. This phase is crucial as it establishes the theoretical foundation for the research and helps in identifying gaps in the current body of knowledge.

Methodology

For the present study the researcher reviewed Academic Databases for peer-reviewed journal articles, conference papers, and dissertations using databases; Government Reports, Policy Documents, Reports, and White Papers from the Ministry of Education, National Council for Teacher Education (NCTE), and other relevant government bodies.

The researcher adapted *Inclusion Criteria* for Studies published within the last 10-15 years, relevant to teacher education and technology integration, and available in English and

Exclusion Criteria for studies focusing solely on secondary education without a teacher education component, or those lacking empirical evidence.

Theoretical Framework

The theoretical framework for this study is grounded on the integration of emerging technologies within teacher education, drawing upon various educational theories and empirical research to address the multifaceted challenges and opportunities presented by the National Education Policy (NEP) 2020 in India.

Technological Pedagogical Content Knowledge (TPACK) Framework: The TPACK framework emphasizes the integration of technology, pedagogy, and content knowledge in teacher education. It provides a comprehensive model for understanding how teachers can effectively integrate technology into their teaching practices.

Diffusion of Innovations Theory (Rogers): Rogers' Diffusion of Innovations theory explains how new ideas and technologies spread within a society. The theory identifies key factors influencing the adoption of innovations, including relative advantage, compatibility, complexity, trialability, and observability.

Constructivist Learning Theory: Constructivist learning theory posits that learners construct knowledge through experiences and interactions with their environment. It emphasizes the importance of active learning, collaboration, and real-world application of knowledge.

Review of Related Literature

According to Sharma and Rani (2020), “the shift towards technology-enabled education aims to enhance teaching effectiveness and provide broader access to resources” (Sharma & Rani, 2020). One of the primary challenges in integrating technology into teacher education is inadequate infrastructure. Many educational institutions, especially in rural areas, “lack the necessary hardware and internet connectivity” (Kumar et al., 2021). This digital divide hampers the implementation of technological tools and platforms (Kumar et al., 2021). Effective use of technology requires comprehensive training for educators. However, “there is often a gap in professional development programs that equip teachers with the skills needed to leverage technology effectively” (Gupta and Sinha, 2022). Professional development needs to be ongoing and tailored to the specific technological tools being introduced (Gupta and Sinha, 2022). Resistance to change is another significant barrier. Many educators are accustomed to “traditional methods and may be hesitant to adopt new technologies” (Reddy and Verma, 2021). Addressing this resistance involves “creating a supportive environment that demonstrates the benefits of technological integration” (Reddy and Verma, 2021). “E-learning platforms have gained prominence as tools for teacher education. These platforms provide access to a wide range of resources, including online courses, interactive content, and forums for discussion” (Singh and Kaur, 2020). The availability of digital resources, such as educational videos, simulations, and interactive modules, has enriched teacher training programs. According to Patel and Desai (2023), these “resources can enhance teachers' understanding of complex concepts and improve their instructional practices” (Patel and Desai, 2023).

The Digital Infrastructure for Knowledge Sharing (DIKSHA) platform is a notable initiative in India that provides digital resources and training materials for teachers. According to the National Council of Educational

Research and Training (NCERT, 2022), "DIKSHA has been instrumental in enhancing the quality of teacher education by offering a wide range of content and tools" (NCERT, 2022). The Swachh Bharat Mission (SBM) has also incorporated technological solutions to promote sanitation education.

Challenges in Teacher Education in India

Outdated Curricula: Many teacher education institutions (TEIs) still follow traditional curricula that do not align with modern educational needs. Theoretical content dominates, with insufficient emphasis on practical and experiential learning.

Inconsistent Quality: There is a wide disparity in the quality of teacher education across different institutions and states. While some institutions offer high standards of training, many others lag behind, lacking the resources and qualified faculty needed to provide a quality education.

Inadequate Facilities: Many TEIs, especially in rural areas, suffer from a lack of basic infrastructure such as well-equipped classrooms, libraries, and laboratories. This hampers the ability to provide comprehensive teacher training.

Digital Divide: The lack of digital infrastructure, including computers, internet access, and educational software, is a significant barrier to integrating technology into teacher education.

Shortage of Qualified Faculty: There is a critical shortage of well-trained and qualified teacher educators. This impacts the quality of instruction and the ability to introduce innovative teaching methodologies.

Limited Professional Development Opportunities: Continuous professional development is essential for teachers to keep up with

new educational trends and technologies. However, opportunities for such development are often limited, particularly in rural and underserved areas.

Theory-Oriented Curriculum: The teacher education curriculum is often heavily theoretical, with limited opportunities for practical application and hands-on experience. This disconnect between theory and practice undermines the effectiveness of teacher training.

Lack of Modern Pedagogical Techniques: There is insufficient emphasis on modern pedagogical techniques such as experiential learning, competency-based education, and student-centered learning approaches.

Inconsistent Accreditation: The accreditation process for TEIs is inconsistent, leading to a wide variance in the quality of teacher education programs. Many institutions operate without proper accreditation, reducing the credibility and recognition of their qualifications.

Poor Assessment Practices: Assessment practices in teacher education often fail to evaluate the practical skills and competencies required for effective teaching.

Bureaucratic Hurdles: Effective implementation of educational policies is often hampered by bureaucratic inefficiencies and lack of coordination among various stakeholders.

Resistance to Change: There is often resistance to change within educational institutions, making it difficult to implement new policies and reforms effectively.

Innovative approaches to improve the quality & efficiency of teacher training programs

In teacher education, it is essential to address these challenges to provide quality teaching in schools. Therefore, institutions, policy makers and academics should work together for innovative measures such as faculty development programs, curriculum reforms, infrastructure improvement

and the latest emerging technology integration. Only with a comprehensive and strategic approach can teacher education address its current shortcomings and develop teachers who can adequately respond to the needs of the modern educational environment. NEP 2020 highlights an integrated approach, adaptation and embedding of technology in education (Government of India, 2019). The approach describes the shift towards experiential learning as it is a modern teaching trend (Jha and Kapoor, 2021).

E-learning platforms: online modules and virtual classrooms (Johnson and Brown, 2019) provide flexible learning environments that support the digital literacy goals of the NEP.

Simulation techniques : Gupta, Sikander et al. (2021) utilize virtual environments with the aim of bringing theory and practice together more holistically; resulting in students' ability to engage hands-on learning that aligns well with what NEP intended to achieve.

Collaborative platforms: Smith and Patel (2020) noted that "according to community learning, online forums and collaborative tools can align the NEP's policy framework of holistic education. By providing a learning environment for trainee teachers to discuss and debate ideas and reflect on resources and experiences using collaborative platforms through discussions within discussion boards.

Innovations in Teacher Education

Virtual labs and simulations: National Educational Policy -2020 focuses upon a multidisciplinary and experiential approach to learning to account for the latest emerging technology driven environments (Kumar and Gupta, 2018).

AR and VR Integration: Under the NEP vision, immersive technologies can be viewed as a means to develop numerous classroom scenarios that help students enhance their practical skills in one way or another.

Gamification: Gamification in learning (Mishra et al., 2019) ensures that education is made exciting, which corresponds to the intention of NEP for pleasure and pleasant teaching. Using technology in teacher education, based on the goals of NEP 2020 innovation and India can address these current issues to create a better strong more vibrant future for education. This transformational process not only ensures the readiness of teachers to a changing cultural background, but also allows for reaching the NEP goal vision-complete and dynamic learning environment with help from technologies.

Project Based Learning: Project-based learning enhances hands-on experience and real-world situations. It allows trainee teachers to apply their theoretical knowledge in real-life situations; they have been cooperating together as a team, while finding solutions for the problems. Integration of a project-based approach into a learning process will enable them to learn critical aspects that they need to improve for establishing a dynamic student-centered classroom setting.

Blended learning: Blended learning is an instructional method that involves the application of both traditional face-to-face teaching and online components. This form allows flexibility, enhanced opportunities for the student teachers to interact with technology resources using blended approaches while teacher education programs are being implemented through technology integration.

Professional learning communities: Construction of the learning communities can happen through the involvement of academic professionals in order to continue teacher training. Student teachers form professional learning communities, where they could cooperate, share what they already know and learn from reflection. The use of professional

learning communities in academic settings helps build a congenial learning environment and promotes collaboration; preparing them to be lifelong learners away from classroom learning.

Conclusion

The research highlights several key findings regarding the current state of teacher education in India, the challenges faced, and the potential of technological solutions: Teacher education in India is characterized by a wide disparity in quality and standards across different institutions. Significant challenges include outdated curricula, inadequate infrastructure, a shortage of qualified faculty, limited professional development opportunities, and inconsistent accreditation processes. Many teacher education institutions (TEIs) lack the necessary digital infrastructure, exacerbating the challenges faced in modernizing teacher training. Digital platforms and tools, blended learning models, MOOCs, online courses, interactive technologies, mobile learning, and data analytics offer promising solutions to improve teacher education. These technologies can address key challenges by providing flexible, accessible, and engaging learning opportunities for teachers.

Revolutionizing teacher education in India through technological integration is not just a possibility but a necessity for the country's educational future. By addressing the significant challenges faced by teacher education institutions and leveraging the power of technology, India can ensure that its teachers are well-prepared, continuously learning, and equipped to provide high-quality education to all students. This research underscores the potential of technology to transform teacher education, promoting equity, access, and excellence in education. It is imperative for policymakers, educators, and stakeholders to collaborate and

drive these changes, paving the way for a brighter and more inclusive educational landscape in India. The direction of teacher education is innovation, adaptability and commitment to student-centered teaching. Through personalized learning journeys, adoption of innovative technologies, international partnerships and ongoing professional development teacher education can equip educators to address the complexities of tomorrow. These perspectives define the path toward a more adaptive, diverse, and effective teacher education system that will enable educators to influence future generations of students. By transforming teacher training and using creative methods, India can develop a strong education system that allows teachers to have the skills needed for the 21st century to nurture future learners.

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EMOTIONAL WELLBEING AMONG SECONDARY SCHOOL TEACHERS

Dr. Dayakar Kurimeti

Assistant Professor, Department of Education, Dr.B.R.Ambedkar Open University, Hyderabad,
Telangana

ABSTRACT

In the modern approach to education, psychological considerations are essential for enhancing students' productivity. With increased focus on the issue's significance, promoting teachers' emotional well-being should lead to better educational performance and teacher satisfaction. The purpose of this research is to establish the relationship between monthly income and age on the emotional health of secondary school teachers. Maintaining proper emotional health is essential for overall success in today's progressive educational environment. Based on the data collected from 50 teachers, the study revealed no variation in teachers' responses related to their emotional state based on their income status and age. From these findings, it is arguable that other factors might have a more profound effect on emotional well being among teachers.

KEYWORD: Emotional wellbeing, Monthly Income, Age

INTRODUCTION

The emotional health of teachers is recognized as important to the efficient running of the educational system. Secondary school teachers in Telangana experience numerous factors that affect their emotional wellbeing, these are teaching related factors such as workload, administrative tasks, students' behavior, and socio-economic factors. This research seeks to identify these challenges and postulated ways through which the emotional wellbeing of elderly people can be enhanced. Telangana being the newest of all the states in the union of India has not been very negligent in offering education. However, the teachers teaching in the secondary schools in the region experience several stressors that have implications for their emotional health. It is important to know these stressors to ensure that measures to prevent the worsening of the work environment can be implemented properly.

A new state in India, Telangana was carved out in 2014; the state has witnessed growth in different areas, education inclusive. The government to this effect has had a clear vision in the improvement of quality of education especially in secondary schools through its various activities and policies. Nonetheless, teaching profession in Telangana like most of other parts of the world is not without challenges that affect the psychological health of teachers. Teachers in secondary schools of Telangana are those who are closely associated with reforms of young generation. Teachers are charged with not only the task of educating their students academically but also with their character. Unfortunately, these teachers work under a lot of stress due to working conditions such overloaded tasks, administrative responsibilities, students' management in classroom, and socio-economic challenges. Teachers' mental health is one more determinant that defines their efficiency, work satisfaction, and quality of life.

The emotional wellbeing of secondary school teachers is fundamental to the success of the educational system. Emotional wellbeing encompasses the ability to manage stress, maintain a positive outlook, and build resilience against the challenges faced in both professional and personal lives. When teachers are emotionally healthy, they are more likely to be engaged, motivated, and effective in their teaching roles, which directly benefits student outcomes. Despite the recognized importance of emotional wellbeing, there is a paucity of research specifically focusing on secondary school teachers in Telangana. Existing studies on teacher stress and emotional health in India often generalize findings across various states without addressing the unique context of Telangana.

NEED AND SIGNIFICANCE FOR THE STUDY

This paper underlines the importance of teachers' emotional state for the improvement of the educational process. There are socio-economic and cultural issues inherent to secondary school teachers of Telangana that affect their stress and emotional wellbeing. Knowledge of these matters is important in order to design pertinent strategies for helping them. Teacher stress and burnout may lower the teachers and students' productivity, raise turnover rate, and affect the overall quality of education. Although there is empirical evidence on teacher wellbeing, studies concerning Telangana's secondary school teachers are scarce. This study seeks to address this gap to reveal insights about teachers' emotional difficulties and suggestions for localized recommendations. The results will thus assist in defining stress indicators and defining areas demanding support, including counseling, professional development, and workload management. Hence, through enhancing the emotional stability of the teachers, the study seeks to enhance job satisfaction, teaching performance and consequently the student performance. The findings will also be useful to the policymakers and educational administrators in Telangana to enhance the policy and practice for supporting the teachers. The first research question focused on determining the current state of teachers' emotional wellbeing based on their age and monthly income.

REVIEW OF RELATED LITERATURE

Teacher Happiness associated with promoting both the quality of learners as well as the quality of teachers on service. Among them are stress, occupational satisfaction, and psychological well-being. Studies show that "happy teachers are easier to teach, content with their jobs, and are better equipped in terms of the work expected from them" (Collie et al. , 2015). Teacher stress refers to "the pressure that teachers experience because of factors such as work overload, disciplinary issues, and bureaucracy among others". Stressors according to Kyriacou (2001) comprised of time pressures, pupils' misconduct, and workload. Stressors mentioned can result in burn out which is described as a state of frequent exhaustion, aloofness and reduced sense of accomplishment (Maslach & Jackson, 1981). Indian literature has explored "teacher stress and their psychological health and looked at these aspects with concern". Reddy and Poornima (2012) also reported that "job demands stress was positively related to stress and job resources stress was positively related to stress among teachers" in Karnataka. Likewise, Nagra and Arora (2013) pointed out "work life balance in Punjab Indian state. Teachers who are employed at the secondary school level in Telangana experience certain characteristics in view of socio-economic and culture related issues". Babu & Reddy (2013) identified some of the challenges of rural teachers as poor infrastructure and professional isolation while on the other hand, "urban teachers face full class and pressure from parents as well as administrators" (Siddiqui, 2017).

Therefore, just like physical health, emotional health is a crucial aspect of individuals, affects the wider educational community. Thus, "Teachers with better emotional health care will have better and positive interactions with students, create appropriate classroom climates and can better handle stress and strains" (Jennings & Greenberg, 2009). This does not only help improve students' performance but also builds a healthier school environment. This is where interventions aimed at enhancing teacher's wellbeing are critical; this may mean; professional development, stress management workshops, and support groups. According to Bakker and Demerouti (2007), "it is possible to reduce job demands and increase wellbeing due to resource supply". In addition, implementation of mindfulness based approaches has been recognized in the promotion of pupil's and teacher's stress decrease and the betterment of their feeling status (Roeser et al. , 2013).

HYPOTHESES

H₁: There is a difference in emotional wellbeing among secondary school teachers based on their monthly income.

H₂: There is a difference in emotional wellbeing among secondary school teachers based on their age.

METHODOLOGY**RESEARCH DESIGN**

This study was employed a descriptive survey research design to explore the emotional wellbeing of secondary school teachers in Yaddadri Bhongir district of Telangana. This approach is suitable for capturing the current state of teachers' emotional health and identifying stressors. The survey design allows for the collection of both quantitative and qualitative data, providing a comprehensive view of the issue.

SAMPLE

The study employed a stratified random sampling technique to select participants from secondary schools in the Yadadri Bhongir district of Telangana. The sample consisted of 50 secondary school teachers. Focusing on teachers of 8th, 9th, and 10th classes, the target population included 2,940 secondary school teachers in Yadadri Bhongir district. Using the lottery method for random selection, 50 teachers were chosen from five different schools, with 10 teachers selected from each school. Thus, the total number of teachers participating in the study was 50.

EMOTIONAL WELLBEING SCALE

The researcher developed an Emotional Wellbeing Questionnaire and conducted a pilot study to enhance its effectiveness and reliability. This preliminary study involved two schools in the Hyderabad district, with 10 teachers randomly selected from each school. The questionnaire was administered to a total of 10 teachers, who were briefed on the purpose and structure of the tool before completing it.

RELIABILITY

To determine the internal consistency of the questionnaire, the split-half method was employed. This technique involves dividing the test into two equal halves and comparing the scores from each half. Cronbach's alpha coefficient was calculated to estimate the reliability of the tool, yielding an alpha value of 0.83. This high alpha value indicates that the Emotional wellbeing Questionnaire is a reliable instrument for measuring teachers' emotional health.

PROCEDURE

The researcher visited five schools to collect data, first building rapport with the teachers. The Emotional wellbeing Questionnaire was distributed to the teachers, and instructions were read aloud. The researcher clarified any ambiguous statements and remained with the teachers while they completed the questionnaire. The collected data were then analyzed using SPSS-20 software. Descriptive statistics and the F-test were applied, and the results are presented in the following tables.

RESULTS

Hypothesis- 1: "There is a difference in emotional wellbeing among secondary school teachers based on their monthly income."

The F-test was conducted to test the hypothesis.

Table 1
Showing F- Test for Emotional Wellbeing by Monthly Income

	Monthly Income	N	Mean	SD	F-Value	Sig.	df
Emotional wellbeing	Upto 12,000	7	42.86	1.952	1.495	.235	2,47
	12,001- 24,000	7	42.67	.577			
	24,001 & above	10	41.13	2.911			
	Total	50	41.46	2.772			

The mean emotional wellbeing scores for the income range of upto Rs. 12,000, Rs. 12,001-24,000, and above Rs. 24,001 were 42.86, 42.67, and 41.13, respectively. These scores suggest that responses are generally above average and consistent across income groups. An F-value of 1.495 with degrees of freedom of 2,47 was calculated, which was not statistically significant. Although the mean scores indicated a slight decline in emotional wellbeing with higher income, the difference was not significant enough to support the hypothesis.

Therefore, Hypothesis 1: "There is a difference in emotional wellbeing among secondary school teachers based on their monthly income" was rejected.

Hypothesis- 2: "There is a difference in emotional wellbeing among secondary school teachers based on their age."

The F-test was conducted to test the hypothesis.

The obtained mean score of the teachers whose age was 26-30 years, 31-35years, 36-40 years, and above 41 years was 42.43, 42.29, 41.20 and 41.08 respectively, indicating above average and homogeneous responses. The obtained F value .673 with a df 3, 46 was found to be statistically not significant.

Table 2:
Showing F- Test for Emotional Wellbeing by age

	Age	N	Mean	SD	F-Value	Sig.	df
Emotional wellbeing	26-30yrs	7	42.43	2.440	.673	.567	3,46
	31-35yrs	7	42.29	2.289			
	36-40yrs	10	41.20	3.490			
	41yrs & above	26	41.08	2.712			
	Total	50	41.26	2.772			

However, the difference in mean scores suggests that teachers' emotional wellbeing tends to decrease with advancing age. Hence the Hypothesis-2 stating that "There is a difference in emotional wellbeing of teachers with respect to their age"- was rejected.

DISCUSSION

The analysis of emotional wellbeing among secondary school teachers with respect to monthly income and age provided some insights but did not support the hypotheses. There was a slight downward trend showing emotional wellbeing with higher income, this difference was not statistically significant. This implies that, within the scope of this study, higher the monthly income lower was the teachers' emotional health. Although there was a marginal trend suggesting that emotional wellbeing might decrease with age, the difference was not significant. This indicates that age does not significantly influence the emotional wellbeing of teachers in this study.

CONCLUSION

The study sought to investigate whether monthly income and age are significant factors affecting the emotional wellbeing of secondary school teachers. The findings reveal that neither monthly income nor age has a statistically significant impact on teachers' emotional wellbeing. Despite a trend towards better emotional wellbeing with low income, the statistical analysis did not support a significant difference across income levels. Similarly, while there was a slight indication that emotional wellbeing might not improve with age, the differences observed were not statistically significant. These results suggest that factors other than income and age may play a more critical role in determining the emotional wellbeing of secondary school teachers. Future research might explore other variables or a combination of factors that could provide a more comprehensive understanding of emotional wellbeing in this context.

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Respected Readers!



At the outset let me wish you a great and joyous Christmas and a grace-filled New Year 2022. May the coming year bring us more meanings and happiness to our lives; let it also offer us fruitful challenges so that we grow as a human community.

Glancing the programme schedule of teacher education, we could see, the TEIs in Tamil Nadu have sent in their prospective teachers to various schools for teaching internships. Internships in the schools, an integral part of teacher education, have the major aims of practicing the steps of newly taught pedagogy and classroom management. While applying the theory, the prospective teachers undergo a sea change in their perception of students, the senior teachers, parents and the management, in their understanding of the effects of pedagogy, in their ability to create the strategies in the classroom to inculcate the content, and the effective use of social intelligence. Though the time limit for internship seems to be a long stretch, number of dimensions of the prospective teachers seem to be growing apart from the academic development; Especially, the affective domain seems to be gaining its momentum, allowing the prospective teachers to be making an inner-reading of the person.

The internship offers an experience where the prospective teacher is expected to interact with school students of individual differences, not merely in terms of academic, but also economic, social and cultural that the person is exposed to a new society of various humans. Encountering with different kinds of people has always its advantages, leave alone the risk involved but think of new thoughts and refreshment of your knowledge. Ultimately what happens to the prospective teacher is the shaping of the personality; a new person is created, sharpened in social and emotional intelligence as per the needs of the society.

It is interesting to note that some of our prospective teachers had their internship online; this means to say, teaching-learning occurred through different learning management systems, duly organised by the schools as well as the students. Albert Einstein says, "In the midst of every crisis, lies great opportunity" (University News, 59(48), 2021, p.23). Difficulties are there but they open up new horizons for blended learning and flexible learning platforms. On the whole, every event in pre-service programme of any discipline, should always mould the person so as to fit him / her for the future mission.

In this issue, we have twelve papers on various themes including emotional intelligence, well-being, job satisfaction, mobile learning, and so on. These articles and research papers have brought out a number of findings which would certainly, I hope, influence the thinking of educationists and help design a new pattern in our teaching-learning process.

Again, wishing you a happy Christmas and prosperous New Year 2022.

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Respected Readers!



At the outset let me wish you a great and joyous Christmas and a grace-filled New Year 2022. May the coming year bring us more meanings and happiness to our lives; let it also offer us fruitful challenges so that we grow as a human community.

Glancing the programme schedule of teacher education, we could see, the TEIs in Tamil Nadu have sent in their prospective teachers to various schools for teaching internships. Internships in the schools, an integral part of teacher education, have the major aims of practicing the steps of newly taught pedagogy and classroom management. While applying the theory, the prospective teachers undergo a sea change in their perception of students, the senior teachers, parents and the management, in their understanding of the effects of pedagogy, in their ability to create the strategies in the classroom to inculcate the content, and the effective use of social intelligence. Though the time limit for internship seems to be a long stretch, number of dimensions of the prospective teachers seem to be growing apart from the academic development; Especially, the affective domain seems to be gaining its momentum, allowing the prospective teachers to be making an inner-reading of the person.

The internship offers an experience where the prospective teacher is expected to interact with school students of individual differences, not merely in terms of academic, but also economic, social and cultural that the person is exposed to a new society of various humans. Encountering with different kinds of people has always its advantages, leave alone the risk involved but think of new thoughts and refreshment of your knowledge. Ultimately what happens to the prospective teacher is the shaping of the personality; a new person is created, sharpened in social and emotional intelligence as per the needs of the society.

It is interesting to note that some of our prospective teachers had their internship online; this means to say, teaching-learning occurred through different learning management systems, duly organised by the schools as well as the students. Albert Einstein says, "In the midst of every crisis, lies great opportunity" (University News, 59(48), 2021, p.23). Difficulties are there but they open up new horizons for blended learning and flexible learning platforms. On the whole, every event in pre-service programme of any discipline, should always mould the person so as to fit him / her for the future mission.

In this issue, we have twelve papers on various themes including emotional intelligence, well-being, job satisfaction, mobile learning, and so on. These articles and research papers have brought out a number of findings which would certainly, I hope, influence the thinking of educationists and help design a new pattern in our teaching-learning process.

Again, wishing you a happy Christmas and prosperous New Year 2022.

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WELL-BEING AMONG SECONDARY SCHOOL TEACHERS WITH RESPECT TO CATEGORY AND MONTHLY INCOME

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ABSTRACT

Well-being includes human strengths and positive psychological outcomes which enable human beings to maintain healthy relationships to be happy, healthy, harmonious, satisfaction with one's life experiences and one's role in the world of work, belongingness, curiosity and capability to use abilities and talents to the maximum extent, and sense of achievement, and no distress, dissatisfaction, and worries. The descriptive survey method was adopted for this study. The present study consisted of 48 secondary school teachers of Nalgonda, Yadadri Bhongir, and Suryapeta Districts, Telangana, during 2017-2018. The well-being tool developed by the investigators was used for the present study. For statistical analysis and hypothesis testing, Mean and F-test were applied. The findings revealed that the category of the teachers does not influence teachers well-being. Teachers monthly income of the teachers does not affect well-being.

Keywords : Well-being, Category, Income, Secondary School Teachers.

Introduction

Progress of any nation predominantly depends on the health, wellness, quality of life and life satisfaction of its citizens. A teacher plays a significant role in the advancement of society. Students' character building, growth and success also largely depends on the role played by the teacher. It is the teacher who provides learning experiences and opportunities. Teachers also play a pivotal role in shaping an ideal and knowledgeable emerging society; their health, wellness, personality, character, qualities, attitude, aptitude and lifestyle are valuable and essential for moulding the excellent and ideal citizen and thereby contributing to creating a better nation. The National Commission on Teachers (1983-85) emphasised teachers important and crucial role in nation-building. "The wellness of teachers is a matter of concern to all as teachers accomplish a significant role of preparing the students to be future citizens and to face the present and future challenges." (p.17). The Kothari Commission (1964-66) was rightly emphasised ideal society citizen and that "the destiny of India is now being shaped in her classrooms." (p.2)

Managing optimal health and well-being are prerequisites for the teaching-learning process. Teachers play a significant role in the success of any educational process, and the success depends upon the teacher's mental health, well-being, guidance, and teaching.

National Curriculum Framework for Teacher Education (2009) emphasised that "it is the teacher in the classroom who inspires, cultivates, and motivates learning." Undesirable pressure of competitiveness in today's society, teachers are expected to serve additional working hours daily to be effective and productive to reach the maximum extent and face challenging circumstances. The concept of well-being has become increasingly prominent since acknowledging health rather than the absence of disease is actualised.

The history of well-being dates back to Aristotle's period when Eudaimonia (the Greek word for happiness) was coined and defined. Aristotle's views on Eudaimonia was that 'human flourishing associated with living a life of virtue, or happiness based on a lifelong pursuit of meaningful, developmental goals, was the key to a satisfying prosperous life.' Bradburn (1969) emphasised how psychological well-being (translated to as happiness) was the factor that stands out as being generally transformed as well-being. Aristotle believed this "lifelong pursuit of happy and prosperous life is to

Prof. C.MADHUMATHI

*Former Dean, Faculty of Education,
Osmania University, Hyderabad, Telangana,*

Dr.KURIMETIDAYAKAR

*Ph.D Research Scholar, Dept. of Education, Osmania
University, Hyderabad, Telangana,*

be the universal goal of human actions” (Bradburn, 1969, p.9). As expounded in the Indian scripture principle of life, es, especially the Bhagavad Gita, is beneficial for well-being (happiness) and personal growth. Mahatma Gandhi has also acknowledged the Indian great scripture; Bhagavad Gita is a proven rich source of mental peace or well-being (Amareshwaran, 2018). In the early days, experts in positive psychology agreed and supported the hedonic thought, which believes that ‘subjective well-being and happiness both were used synonymously’. On the other hand, most of the other scholars’ perspectives aligned with Aristotle’s views on Eudaimonia; they society ideal citizen and believed that well-being and happiness are not interchangeable with the meaning. In this context, eudaimonia is comprised of three main aspects; flourishing (which is also referred to as well-being), happiness and meaning are given in the following formula, Well-being = happiness + meaning.

Teachers’ well-being

To emphasise performing daily responsibilities effectively, teachers need to be fit, well, and healthy. The teachers are expected to be adequately enthusiastic to face the rapid changes, societal pressures and difficulties. They also play a crucial role in nurturing all the characters and personalities of students, including attitudes, habits, values, manners etc.

It is a fact that “an education system of any country built on the premises of quality and equity is central to sustainable success in the emerging knowledge economy”. (Some Inputs for draft NEP, 2016, p.5) Maintain standards of education; ensure quality education become a significant concern globally. The major contributing factor and the principal source of the nation’s development is its quality education, mainly on teacher qualities. The quality of life and stature of any individual depends primarily upon the quality of education they get. Quality education is seemed to be the most effective instrument to meet present as well as future challenges. The purpose of ensuring quality education is not only in helping individuals’ physical as well as mental growth but also meet societal needs and expectations.

Well-being can be defined as the extent to which an individual experiences happiness with satisfying basic needs, sense of meaning and purpose of life, satisfaction with life, social connectedness, feeling of belongingness; they can also utilise their abilities and talents to the maximum extent.

There are multiple dimensions to well-being. To be ‘well’, each individual must actively strive to improve them within each size (Well-being in the Classroom: Education Conference Report 2012, p.7). For the present study, well-being comprises six dimensions. They were; (i) Physical well-being: expressed as safe, sheltered, and sound health. (ii) Emotional well-being: expressed the ability to manage feelings, actions. (iii) Social well-being: expressed connectedness and belongingness to society and healthy relationships with all. (iv) Spiritual well-being: can be viewed that beliefs and values of an individual and sense meaning, the purpose of life and peace. (v) Professional well-being: expressed as an ability to manage a perfect equilibrium between professional activities and leisure time, able to address conflicts at work, stress, and building healthy relationships. (vi) Financial well-being: expressed as a state of being wherein an individual can meet to the maximum extent present and ongoing obligations, can feel satisfied, secure in their financial future.

Need & Significance of the study

Teachers are critical assets and play a crucial role in every society as they are the backbone for national development. The Report of Commonwealth Conference on Teacher Education (1974) has clearly stated that “the teachers have a major role in educational progress, whether active or passive contribute to work. Education development can be influenced by ignoring innovative practices or merely remaining quiet in the face of a growing need for reform.” (p.23)

Based on the above exciting issues and the importance of teachers’ well-being, an idea was conceptualised to study the status of well-being among teachers. Hence various issues need passive addressed which are related to teachers’ well-being. Except for periodical types of research where the efforts have been directed to study the variables in different combinations of dimensions, most of these have been investigated to some extent and thus not adequate in giving a clear picture of the phenomenon of well-being. Moreover, there is a need for such research evidence referring to newly formed Telangana state secondary school teachers. Considering the status of well-being among teachers from selected educational institutions of Telangana state, the

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present study intends to find out the well-being of teachers. The study findings would be helpful to the educational planners and policymakers in recommending and providing strategies to the teachers so that they may be able to manage and improve their well-being and give quality education to the system and nurture the best talent among students. Thus there is a need to study the well-being of school teachers. Hence it is worthwhile to undertake a research problem entitled “Well-being among Secondary School Teachers”.

Literature Review

Parveen Grover (2006) found that senior and experienced secondary school teachers exhibit higher levels of physical, mental, social, emotional, spiritual and total well-being. Rajesh Kumar (2011) revealed that age was positively correlated with well-being and home adjustment. Uppal (2011) study showed that teachers who were satisfied with their job taught effectively. Meena Devi (2012) explored the significant difference in the level of well-being with respect to the marital status of high school female teachers. Paul Boreham, Jenny Mahmud Moein Addin, Shahnaz Nayebzadeh & Zahra Bahonar (2013) have argued that teachers’ age, education, gender, and school-level found no relationship with the teachers’ financial well-being. Rajkumar Malakappgol (2015) found that females showed higher overall well-being. The higher age groups were found to have higher well-being than their counterparts.

Objectives

1. To study the well-being among teachers in relation to their category.
2. To study the well-being among teachers with respect to monthly income.

Hypotheses

Considering the review of literature done, the hypotheses for the present study framed are:

1. There is no significant difference in the well-being of teachers with respect to their category.
2. There is no significant difference in the well-being of teachers in relation to their monthly income.

Methodology

According to the objectives, a descriptive survey method was adopted for the study.

Sample

Teachers teaching 8th, 9th and 10th classes were selected for the study. A random sampling technique was used for the selection of teachers. The total number of secondary school teachers in the three districts was 12,710 (Educational Statistics, Telangana, 2014-15). Out of 5785 teachers, 240 teachers were selected from Nalgonda, out of 2940 teachers, 96 teachers from Yadadri and out of 3985 teachers, 144 teachers from Suryapet in the ratio of 5:2:3. The standardised sample was taken from 40 schools. From each school, 12 teachers were selected randomly by lottery method. Therefore the total number of teachers selected for the study was 480.

Variables

In this study, independent variables were a category and monthly income, and the dependent variable was well-being.

Tools used

Personal datasheet

Personal data sheet was constructed to obtain demographic data of the teachers. It consisted of the following items: Teacher Name, Age Gender, Category, Location of the school, Management, Medium of Instruction, Educational Qualification, Teaching Experience, Teaching Subject, Monthly Income.

Well-being Tool

The investigator constructed the teacher’s well-being tool after referring to some of the available standardized tools on well-being. The motivation for developing a new tool is the experts’ suggestions and the investigator’s belief that the previous tools are inadequate for some reasons and do not entirely cover the dimensions under the present study. The following tools were referred to before designing well-being tools for teachers. Scales of psychological well-being by Carol Ryff (1989), WHO well-being scale by Heun et al. (1999), Well-being Scale by Jagsharanbir Singh and Asha Gupta (2001), General well-being measure prepared by Dr Santosh K. Verma, and Ms Amita Verma (2009), Well-being Scale by Kalia and Deshwal (2011), General Well-being Scale by V. L Chauhan and R.K. Didwania (2015), Teacher well-being Index 2018 (Julian Stanley).



Reliability

Well-being tool was developed by the investigator. A pilot study was conducted to finalise the items in the tools and establish validity & reliability. A pilot study was conducted in 2 Schools of Ranga Reddy district. From each school, 15 teachers were selected. To find out the internal consistency of the teacher well-being tool, split-half reliability was done. The reliability found to be for the well-being tool was 0.893 (Cronbach's alpha). Thus the reliability of the tool was established.

Procedure

The investigator visited 40 schools for data collection. The investigator developed a rapport with the teachers before commencing the data collection. The well-being tool was distributed to the teachers, and instructions were read out. The investigator clarified the difficult statements to the teachers and remained with them till the completion of the questionnaire. The obtained scores were analysed with Statistical Package for Social Sciences (SPSS-20). Descriptive statistics one way ANOVA was applied. The obtained results were discussed in the following tables.

Results

Hypothesis -1. There is no significant difference in the well-being of teachers with respect to their category.

Table 1

Showing well-being among teachers with respect to the category

Well-being	df (3,476)				Calculated 'F' value	P-value
	Category	N	Mean	S.D		
Well-being	OC	115	236.61	13.92	0.401	0.753
	BC	254	236.15	14.95		
	SC	99	234.6	13.29		
	ST	12	236.67	13.11		
	Total	480	235.95	14.31		

The one-way analysis of variance (ANOVA) has been employed to find out the difference in well-being among OC, BC, SC and ST teachers. As the p value is ($P > .05$) the hypothesis-1, "There is no significant difference in the well-being of teachers with respect to their category", is accepted.

The difference in the mean score indicates that ST teachers seem to be comparatively better than others in well-being.

Hypothesis-2 : There is no significant difference in the well-being of teachers in relation to their monthly income

Table 2

Showing well-being among teachers with respect to monthly income

Well-being	Monthly Income	df (2,477)			Calculated 'F' value	p-value
		N	Mean	S.D		
Well-being	Up to Rs10,000	120	233.48	13.679	2.659	0.07
	Rs10,001 to 20,000	97	235.87	14.714		
	Rs20,001 & above	263	237.11	14.363		
	Total	480	235.95	14.317		

As the P value is ($P > .05$) the hypothesis-2, "There is no significant difference in well-being of teachers in relation to their monthly income." is accepted. Result of 'F' test revealed that teachers with above Rs 20,001 monthly income appear to be relatively better in well-being.

Discussion

The research aimed to study the well-being among secondary school teachers in relation to their category and monthly income. The sample consisted of teachers belonging to OC, BC, SC and ST categories. Monthly income particulars of the teachers i.e., upto Rs.10,000 (Low income), Rs.10,001 to Rs.20,000 (middle income) and above Rs.20,001 (high income) were collected. The study indicated that teachers' well-being does not alter with respect to their category and monthly income. H1: There is no difference in well-being of teachers with respect to category. ST teachers seem to be comparatively better than others in well-being. H2: There is no difference in well-being of teachers in relation to their monthly income. Teachers with high

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income (above Rs.20,001 monthly income) appear to be relatively better than others in their well-being.

Conclusion

Teacher training institutes, policy makers and Government need to develop and organize the programs to newly appointed and junior teachers about how to manage and improve their well-being. The study shows that category of the teachers does not influence their well-being. However ST teachers seem to be comparatively better than other category teachers. Teachers with high income (Rs.20,001 monthly income) appear to be relatively better than others in their wellbeing.

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Work-Life balance among Secondary School Teachers with respect to Age and Management

Dayakar Kurimeti

Ph.D. Research Scholar Dept. of Education, Osmania University

Hyderabad, Telangana, India

kurimetidayakar2020@ gmail.com

Abstract

Managing a harmonious balance between daily family/life responsibilities and duties, pressures at work place become difficult to every individual. Perfect maintenance of quality work life of teachers is now becoming top priority in school settings. Work-life balance is managing daily activities at work and home; to achieve a sense of perfect balance between professional activities and family life. The expression of “work-life balance” is to explain the three main aspects: work, personal life and the balance. It can be defined as maintaining perfect harmony, integration and equilibrium between the work domain and individual life domain both not influence with one another. **Method:** The Survey method was adopted for this study. The present study consisted of 480, secondary school teachers of Nalgonda, Yadadri Bhongir, and Suryapeta Districts, Telangana during the academic year 2017-2018. The work-life balance tool developed by the investigator was used for the present study. For statistical analysis and hypothesis testing, Mean and F-test were applied. **Findings:** The findings revealed that senior teachers were significantly better than others in family/life satisfaction. There was also a significant difference between the work satisfaction scores of teachers with respect to management.

Keywords: *Work-life balance, Age, Management, Secondary School Teachers*

Introduction

In the fast running era of human life, people failing to maintain a perfect balance between the professional pressures and the responsibilities at home; either they are men or women. In most organizations especially in school settings, teachers find it more difficult to balance multiple roles at work and family life emphasis on work-life conflict. Maintain a perfect harmony and balance between work and individual life is increasingly becoming top priority by teachers and other professionals but might be inversely dependent on how much one earns. The responsibilities in school are different, organizing and involvement in extracurricular, finding novel techniques to improve students' learning etc. Thus, teachers



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Work-Life Balance among Secondary School Teachers with respect to Age and Teaching Experience

Dayakar Kurimeti

Ph.D Research Scholar

Dept. of Education,

Osmania University

Hyderabad,

Telangana,

India

Author Note

Dayakar Kurimeti iD <https://orcid.org/0000-0002-8638-4986>

Correspondence concerning this empirical research article should be addressed to Dayakar Kurimeti, Department of Education, University college of Education, Osmania University, Hyderabad, Telangana, India, 500007. kurimetidayakar2020@gmail.com

Work-Life Balance among Secondary School Teachers with respect to Age and Teaching Experience Abstract

Satisfaction with profession is a combination of emotional and mental experience, which can enhance the productivity and effectiveness. Adjusting refers to the individuals' behavioral process. A highly satisfied and well-adjusted teacher contributes maximum productivity and effectiveness to their profession and to the nation. Work satisfaction and adjustment largely contributes to the managing balance between different pressures at profession or workplace and responsibilities at family. Work-life balance can be defined as maintaining perfect harmony, integration and equilibrium between the work domain and individual life domain both not influence with one another. **Method:** In this survey study, the researcher has selected a sample of 480 secondary school teachers of Nalgonda,

Yadadri Bhongir and Suryapeta Districts of Telangana State during the academic year 2017-2018 by proportionate stratified random sampling technique. The work-life balance tool developed by the investigator was used for the present study. For statistical analysis and hypothesis testing, Mean and F-test were applied. **Findings:** The findings revealed that teachers with 31-40 yrs of age appear to be comparatively better than others in work satisfaction. Senior most teachers (21yrs & above teaching experience) seem to be marginally better than others in adjustment.

Keywords: *Work-Life Balance, Age, Teaching Experience, Secondary School Teachers*

Work-Life Balance among Secondary School Teachers with respect to Age and Teaching Experience

In the fast running era of human life, people failing to maintain a perfect harmony between the professional pressures and the responsibilities at home; either they are men or women. In school settings, teachers find it more difficult to balance multiple roles and responsibilities at work and family life emphasis on work-life conflict. Maintain a perfect harmony and balance between work and individual life is increasingly becoming top priority by teachers and other professionals but might be inversely dependent on how much one earns. The responsibilities in school are different, organizing and involvement in extracurricular, finding novel techniques to improve students' learning etc. Thus, teachers need to be energetic, enthusiastic and have patience in order to cope difficult situations. Moreover, the teacher must come out with a creative way of teaching in order can stimulate students to involve actively in teaching-learning, attentive and enjoy the subjects. All the above conditions manifest the stress among teachers and cause work-life conflict. Professional pressures like high expectations, myriad demands can also lead to conflict between work and life domains. Teachers need to provide learning experiences according to the needs of learner and there are societal demands in addition to work pressures leads to imbalance between work and life also affect their teaching efficiency. Human life has become more complex and stressful is due to many rapid changing economic conditions, advancements in every domain of his/her life and myriad social demands have changed enormously the nature of work all over the world. As part of society, teachers are also vulnerable to issues like maladjustment, work-life imbalance and stress. Several factors related to personal and profession that impact the behavior of teachers to make considerably influences their teaching.

So, work-related stress, dissatisfaction heavily influences various aspects of teachers' career, family, and personal life. It is found that "the imbalance of work and life caused by working extra-long hours and overbearing of workloads" (Jones and Bright, 2001). According to Kofodimos (1993), "an imbalance between work and life has been reflected as a problem that harms individual lifestyle and well-being." This imbalance causes improper planning of teaching, timing, and physical and mental health problems. These may lead to absenteeism and other psychological problems.

Most frequently used word in the context of work settings is work-life balance, but nowadays teaching profession also reporting overburden due to work-related strain and career issues (Hakanen et al, 2006). Many efforts have been directed to study the different combinations of dimensions of work-life balance by many experts. Kirchmeyer (2000) also defined a "balanced life as achieving satisfying experiences in all the domains of life. Spending and allocating time, utilize energy and commitment to the work are contributing factors and well distributed throughout all the dimensions that are helpful in achieving satisfying positive life.(p.81) Subsequently, Clark (2000) improvised the definition as "satisfaction and good functioning at work and in the family with a minimum level of role conflict." (p.751)

For the present study work-life balance comprises four dimensions: They are i) Work satisfaction, ii) Family/Life satisfaction, iii) Institutional commitment and iv) Adjustment.

i. Work Satisfaction: A teacher, who satisfied with teaching, get interested and perform to the maximum extent. Hence satisfaction in work is a vital component to all working professionals, especially teachers need to be satisfied with their profession. This term is generally used with regard to the resources and provisions available at the school. Flexible and conducive working conditions, adequate salary, opportunities to utilize ones' talents, motivation for the task accomplishment, and chances for professional development can make the individual satisfied. These positive conditions are very much helpful in improving a positive attitude towards teaching and help in adding to the good quality of work- life. Better and effective teaching-learning process requires the ability to maintain quality work-life, which now become a prime issue. Experiencing higher level of satisfaction with teaching results better quality teaching that helps students. (Collie et al., 2012; Griva et al., 2012; Demirtas, 2010). According to Ingersoll (2001) & Ostroff (1992) "teacher job satisfaction can affect the teacher absenteeism, workforce, income, and school effectiveness."

ii. Satisfaction with family/life: ‘Satisfaction with family and self-life’, is a must to maintain a perfect and satisfying balance between work and life. An individual those who able to allocate and spend a good amount of time to both his family and profession can feel satisfaction on both. The resources for work and family may vary from person to person; individual well-being improves when he/she associates closely with family and living conditions improve with work involvement. Consequently, one can assume that one’s level of satisfaction with personal life and professional life may be critical to the level of satisfaction and happiness in general. Hill (2005) argues that “family satisfaction contributes a significant role in improving individual’s wellness and it can also influence employees' work performance. Higher the family satisfaction better would be work satisfaction and productivity at work.”

iii. Institutional commitment: Commitment with an institution tells about the extent to which an employee’s desire to association with the institution. Commitment acts as a motivational force that stimulates and inspires teachers to perform better to improve success among students. It also helps in reducing absenteeism. This encouragement stimulates teachers to seek ways to enhance the efficiency and establish an effective teaching-learning environment to allow students to achieve their goals. According to Cohen, (2003) commitment is “a strong binding force that holds any person to a course of action of relevance to one or more targets” (p. 11). According to Porter et al. (1974), “it is a sense of attachment to the institution, characterized by willingness to abiding in it; taking the institutional values and goals to his/her own; readiness to perform effort on behalf of the institution”(p.604). The Business Dictionary (2013), defines organizational commitment as “strength, sense of responsibility and duty mindedness that an employee possess towards the mission of an organization and its goals”.

iv. Adjustment: Teaching is goal oriented has become challenging task both physically and mentally. Teacher need to be enthusiastic and energetic to perform daily responsibilities in the school as well as with personal and family. The adjustment refers to the behavioral process of balancing between conflicting needs to be challenged by difficulties arise at working environment. Overcoming adjustment problems is crucial to achieve a high quality of life. Sound knowledge of teacher adjustment processes is very much needed under the current situations, not only in order to enable a teacher to perform better but also, in order to accommodate the way for a better adjustment and healthy progress of students. Teachers, who are adjusted, could be efficient and would bring improvement in education system. A highly adjusted teacher reported high efficiency in his/her teaching. (B.P.Singh, 2014) Measuring the status of work-life balance needs to study critically at many factors either they may be subjective or objective, and exploring different types of conflicts that are arise between activities that individual want or have to do in their everyday lives.

Literature Review

Karsli & Iskender (2009) concluded that higher job satisfaction was found among branch teachers. Benni (2011) revealed that age, education, length of service, income increases the level of role conflict decreases. Rajashree (2011) found that Primary and Secondary teachers have low adjustment than the higher secondary and graduate level teachers. Neetu Dahiya (2011) showed that experienced teachers were found to possess significantly higher adjustment. Devi et al. (2011) argued that, no significant relationship was found between experience and punishment for the working place, family type, and work-life balance. Majority of them were doing school work at their home. Rambabu Dharavath (2012) found no significant difference among teacher educators with reference to the age. Christopher Raj (2014) concluded that unaided management showed higher institutional commitment and Government school teachers were found to be having a higher level of job satisfaction. Vasireddy Laxmi Rajyam (2014) explored that teaching experience had an impact on job satisfaction.

Need and significance of the study

Perfect harmony between work and life dimension is prime issue for a teacher to be more efficient, productive, fruitful, effective, and successful. Most of the people, especially teachers struggle to maintain smooth, satisfying and healthy quality work-life balance. Stress and overburden not only affect teachers at work place but also extend to their home so as to get well prepared for the following day, apart from monitoring, maintain all the records and attending to all school related requirements.

Relative to working professionals in other sectors, teachers experience significantly more issues like stress, dissatisfaction and suffer more often from psychological problems. Except for periodical types of research where the efforts have been directed to study the variables in different combinations of dimensions, most of these have been investigated to some extent and thus not adequate in giving a clear picture of the whole phenomenon of work-life balance. Moreover, there is a need for such research evidence referring to secondary school teachers of newly formed Telangana state. Keeping in mind the significance of the manage work-life balance among teachers; an idea was conceptualized to study the status of work-life balance among teachers.

The study findings would be helpful to educational planners and policy makers in providing effective work-life strategies to teachers, which are useful in minimize work-life conflicts so that they may be in a position to manage and adjust daily activities to acquire a perfect harmony between profession and family. Thus there is a need to study the work-life balance among school teachers. Hence it is worthwhile to undertake a research problem entitled “Work-life balance among Secondary School Teachers”.

Objectives

1. To study the work-life balance among teachers with respect to age.
2. To study the work-life balance among teachers with respect to teaching experience.

Hypotheses

Considering the review of the related literature done, the hypotheses for the present study:

1. There is a difference in the work satisfaction of teachers with respect to their age.
2. There is a difference in the adjustment of teachers with respect to teaching experience.

Methodology

According to the objectives, descriptive survey method was adopted for the study.

Sample

Teachers teaching 8th, 9th and 10th classes were selected for the study. The random sampling technique was used for the selection of teachers. The total number of secondary school teachers in three districts was 12,710. (Educational Statistics, Telangana, 2014-15) Out of 5785 teachers, 240 teachers were selected from Nalgonda, out of 2940 teachers 96 teachers from Yadadri and out of 3985 teachers 144 teachers from Suryapet in the ratio of 5:2:3. The teacher sample was taken from 40 schools. From each school, 12 teachers were selected randomly by the lottery method. Therefore the total number of teachers selected for the study was 480.

Variables: In this study, independent variables were age and teaching experience and the dependent variable was work-life balance.

Tool: Two measures were used in this study.

1. *Personal data sheet:* The personal data sheet was constructed to obtain the personal data of the teachers. It consisted of the following items: Teacher Name, Age, Gender, Category, Location of the school, Type of the school (management), Medium of Instruction, Educational Qualification, Teaching Experience, Teaching Subject, and Monthly Income.

2. *Work-Life Balance Tool:* Teachers' work-life balance tool was developed by the investigator after referring to some of the available standardized tools on work-life balance. For the present study 'work-life balance' comprises four dimensions: They are: i) work satisfaction ii) Family/life satisfaction iii) Institutional commitment and iv) Adjustment. The motivation for developing a new tool is the experts' suggestions and the investigator's belief that the previous tools are inadequate for some reasons and not completely cover the dimensions under the present study. The following tools were referred before designing a work-life balance tool for teachers: Work-life questionnaire by Bohlen, Viveras & Long (1981), Work-life balance scale by Sirgy et al (2004), Measure of work-life balance and its covariates by Dex and Bond (2005), Work-life balance questionnaire by Zeigler (2007), Work-life questionnaire developed by A. Rashida Banu & K.Duraipandian (2014)

Reliability: Work-life balance was developed by the investigator. A pilot study was conducted to finalize the tool and establish validity & reliability. The pilot study was conducted in 2 Schools of Ranga Reddy district. From each school, 15 teachers were selected.

The work-life balance tool was distributed to 30 teachers in two schools. The tool was explained to the teachers and collected the data from the teachers. In the pilot study, the split-half method was adopted. To find out the internal consistency of the teacher work-life balance tool split-half reliability was done. It was estimated by dividing a test into two equivalent halves and correlating the scores on the two halves. Internal consistency of reliability of the work-life balance tool was estimated by Cronbach's alpha. For the total items of teachers' work-life balance tool an alpha of 0.851 was obtained. Hence the reliability of the tool was established.

Procedure: The investigator visited 40 schools for data collection. The investigator developed a rapport with the teachers before commencing the data collection. The work-life balance tool was distributed to the teachers and instructions were readout. The investigator clarified the difficult statements to the teachers and remained with them until the completion of the questionnaire. The obtained scores were analyzed with the Statistical Package for Social Sciences (SPSS-20). Descriptive statistics, one way ANOVA was test was applied. The obtained results were discussed in the following tables.

Results

Hypothesis- 1: "There is a difference in the work satisfaction of teachers with respect to their age."

To test the above hypothesis, one way ANOVA (Analysis of Variance) has been employed. Results of the statistical computations were presented in Table 1

a. Predictor: Age

b. Dependent Variable: Work satisfaction

One way analysis of variance has been employed to find out the difference between teachers age i.e., 25 to 30 yrs, 31 to 35 yrs, 36 to 40 yrs and above 41 yrs of age with respect to work satisfaction. Results of the statistical computations are presented in Table-1. The obtained F value is 1.734 with a df 3,476 was found to be statistically not significant. However the difference in the mean scores indicates that teachers 'work satisfaction' was observed to be comparatively becoming better with advancement in age. This was statistically not significant. ($p > .05$).

TABLE I
Showing Work-Life Balance among Teachers with respect to Age

Dimension	Age	N	Mean	Std. Deviation	F-Value	Sig.	df
Work satisfaction	25-30yrs	104	19.61	2.556	1.734	.159	3, 476
	31-35yrs	98	20.12	1.645			
	36-40yrs	100	20.21	1.849			
	41yrs & above	178	19.98	2.024			
	Total	480	19.98	2.054			
Family/Life satisfaction	25-30yrs	104	49.82	5.992	4.085	.007	
	31-35yrs	98	51.85	4.724			
	36-40yrs	100	52.03	4.883			
	41yrs & above	178	51.60	5.007			
	Total	480	51.35	5.207			
Institutional commitment	25-30yrs	104	21.87	2.155	.991	.397	
	31-35yrs	98	22.34	1.827			
	36-40yrs	100	22.18	2.086			
	41yrs & above	178	22.02	2.180			
	Total	480	22.08	2.087			
Adjustment	25-30yrs	104	34.75	3.638	.051	.985	
	31-35yrs	98	34.82	3.489			
	36-40yrs	100	34.80	2.961			
	41yrs & above	178	34.67	3.609			
	Total	480	34.74	3.455			
Overall work-life balance	25-30yrs	104	126.04	10.733	2.400	.067	
	31-35yrs	98	129.12	8.372			
	36-40yrs	100	129.22	8.631			
	41yrs & above	178	128.27	10.219			
	Total	480	128.16	9.714			

Hence the hypothesis-1: “There is a difference in the work satisfaction of teachers with respect to their age.”- was rejected.

Hypothesis- 2: “There is a difference in adjustment of the teachers with respect to teaching experience.”

To test the above hypothesis, one way ANOVA was employed. Results of the statistical computations were presented in the following Table 2

a. Predictor: Teaching Experience

b. Dependent variable: Adjustment

The obtained F value 1.272 with a df 2,477 was found to be statistically not significant. However, the difference in the mean score indicates that ‘teachers’ adjustment’ was seem to be marginally better with experience ($p > .05$). Hence the hypothesis-2, “There is a difference in adjustment of teachers with respect to teaching experience”- was rejected.

TABLE II
Showing Work-Life Balance among Teachers with respect to Teaching Experience

Dimension	Teaching Experience	N	Mean	Std. deviation	F value	Sig.	df
Work satisfaction	Upto 10 yrs	255	19.80	2.090	1.448	.236	2, 477
	11 to 20 yrs	137	19.94	1.973			
	21 & above	88	20.22	1.803			
	Total	480	19.91	2.009			
Family/life satisfaction	Upto 10 yrs	255	50.87	5.326	2.966	.052	
	11 to 20 yrs	137	51.75	4.902			
	21 & above	88	52.28	5.063			
	Total	480	51.38	5.181			
Institutional commitment	Upto 10 yrs	255	22.02	2.081	6.756	.777	
	11 to 20 yrs	137	22.12	2.038			
	21 & above	88	22.19	2.196			
	Total	480	22.08	2.087			
Adjustment	Upto 10 yrs	255	34.80	3.416	1.272	.281	
	11 to 20 yrs	137	34.39	3.398			
	21 & above	88	35.13	3.641			
	Total	480	480	3.455			
Overall work-life balance	Upto 10 yrs	255	254	9.30754	1.872	.281	
	11 to 20 yrs	137	137	9.78627			
	21 & above	88	88	10.39401			
	Total	480	479	9.66923			

DISCUSSION

The research aimed to study work-life balance among secondary school teacher with respect to age and teaching experience. The teachers' age was from 25 yrs to above 41 yrs. The findings of the study indicated that teachers between 31-40 yrs of age appear to be comparatively better than others in work satisfaction. Senior most teachers (21yrs & above teaching experience) seem to be marginally better adjusted than others.

H 1. There is a difference in work satisfaction of teachers with respect to their age. Teachers between 31-40 yrs of age appear to be comparatively better others. The teachers should be satisfied with their work in order to function efficiently and also effectively. Teachers, who receive great satisfaction from their profession, largely contribute towards effective teaching and finally helping the country to achieve the educational aims.

H 2. There is a difference in adjustment of teachers with respect to teaching experience. Senior most teachers seems to be marginally better adjusted than others but statistically not significant. Committed, well-adjusted teachers who are satisfied with profession, family, and life can succeed in their lives, and enlighten their students.

CONCLUSION

The study showed that work satisfaction scores of the teachers did not differ significantly with regard to age. Teachers between 31-40 yrs of age appear to be slightly better than others in work satisfaction. It is also found that senior most teachers seem to be marginally slightly better adjusted than others. A balance should be established between family/life and workload distribution, time and extra-curricular activities so as to inculcate efficiency among teachers. Findings of the current study revealed that work satisfaction and adjustment will largely contribute in work-life balance.

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EDUCATIONAL IMPLICATIONS

Teacher training institutes, policy makers and Government need to develop and organize the programs to all the teachers about how to manage family/life & work-life and how to attain satisfaction with their teaching.

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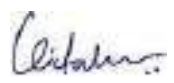


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WELL-BEING AMONG SECONDARY SCHOOL TEACHERS WITH RESPECT TO AGE AND TEACHING EXPERIENCE

Prof.C.Madhumathi¹ and Kurimeti Dayakar²

¹Former Dean, Faculty of Education,Osmania University, Hyderabad, Telangana, India

²Ph.D Research Scholar,Dept. of Education, Osmania University
Hyderabad, Telangana, India

Abstract

Well-being is the extent to which an individual experiences happiness, feeling of comfort, satisfaction with one's life experiences and one's role in the world of work, belongingness, curiosity and ability to use abilities and talents to the maximum extent, and sense of achievement, and no distress, dissatisfaction, and worries. **Method:** The Survey method was adopted for this study. The present study consisted of 480, secondary school teachers of Nalgonda, Yadadri Bhongir, and Suryapeta Districts, Telangana during the academic year 2017-2018. The well-being tool developed by the investigator was used for the present study. For statistical analysis and hypothesis testing, Mean and F-test were applied. **Findings:** The findings revealed that age was directly proportional to well-being i.e., higher the age of teachers, better was the well-being among teachers. Teachers with 36 yrs to 40 yrs of age were definitely better than others. Senior-most teachers were definitely better than others with regard to well-being.

Keywords: Well-being, Age, Experience, Secondary School Teachers

Progress of any nation predominantly depends on the health, wellness, quality of life and life satisfaction of its citizens. A teacher plays major role in the progress of society. Students' character building; growth and success also largely depends on the role plays by the teacher. It is the teacher, who provides learning experiences and opportunities. Teachers also play a pivotal role in shaping an ideal and knowledgeable emerging society, their health, wellness, personality, character, qualities, attitude, aptitude and lifestyle are valuable and essential for moulding the good and ideal students and thereby contributing to creating a better nation. The National Commission on Teachers (1983-85) emphasized the important and crucial role of teachers in nation building. "The wellness of teachers is a matter of concern to all as teachers accomplish a significant role of preparing the students to be future citizens and to face the present and future challenges." (p.17) The Kothari Commission (1964-66) was rightly emphasized that "the destiny of India is now being shaped in her classrooms." (p.2)

Managing good health and well-being are prerequisites for the teaching-learning process. The success of an educational process is determined to a large extent by its teachers and the success of students also depends upon the teacher's mental health, well-being, guidance, and teaching. Teachers should be aware, how significance of health and well-being in the education system. In fact, most of the teachers know about the importance of health and well-being, but little efforts are made to implement this. Heavy workload, stress are the frequently reported by teachers, which are seem to be major contributors to illness as well as a cause for health problems. National



Curriculum Framework for Teacher Education (2009) emphasized that “it is the teacher in the classroom who inspires, cultivates, and motivates learning.” Undesirable pressure of competitiveness in today’s society, teachers are expected to be serve additional working hours daily to be effective and productive so that they could reach upto maximum extent and face challenging circumstances. The concept of well-being now has become increasingly prominent since the acknowledgment that there is more to health than the absence of disease. Well-being includes human strengths and positive psychological outcomes which enable human beings to maintain healthy relationships for the purpose of being happy, healthy, and harmonious.

Positive relationship and active engagement with family and society are an important part of well-being definition (Kahneman, Diener & Schwarz 1999; Seligman & Csikszentmihalyi, 2000). The history of well-being dates back to Aristotle's period when the term Eudaimonia (the Greek word for happiness) was coined and defined. Aristotle’s views on Eudaimonia was that ‘human flourishing associated with living a life of virtue, or happiness based on a lifelong pursuit of meaningful, developmental goals, was the key to a satisfied prosperous life.’ Bradburn (1969) emphasized how psychological well-being (translated to as happiness) was the factor that stands out as being generally transformed as well-being. Aristotle believed this “lifelong pursuit of happy and prosperous life is to be the universal goal of human actions” (Bradburn, 1969, p.9). Some efforts made by Ross (1967) and Copper (1997) to eliminate the discrepancy between the meaning of eudaimonia and happiness, and due to inadequate capture the meaning and translation of the Greek word Eudaimonia (happiness). They proposed two new terms; which are ‘well-being’ and ‘flourishing’ (Walker & John, 2012. p.22). An employee who is happier flourished would act more productive (Spector et al., 2004; Moorman, 1993). In this regard, well-being can be understood that, an individual experiences a feeling of comfort, happiness, contentment, and curiosity and is able to engage to the maximum extent with what is going on around him /her. Flourishing means functioning to the maximum extent in the world; experiences positive relationships have some control over life and have a sense of purpose. Human basic needs can be fulfilled by achieving good health, well-being and quality of life which has been a major concern in every society.

A principle of life as expounded in the Indian scriptures, especially the Bhagavad Gita is very much beneficial for the well-being (happiness) and personal growth. Well-being means individuals' ability to enjoy their life and efforts in order to achieve psychological resilience. Mahatma Gandhi acknowledged the Indian great scripture; Bhagavad Gita is a proven rich source of mental peace or well-being (Amareshwaran, 2018). The four purusharthas of human lives are like Maslow’s hierarchy needs. The four goals of every human life are Kama: pleasure, love associate with basic biological needs; Artha: Seeking meaning or purpose of life through economic prosperity resembles with belongingness needs; Dharma: righteous driven actions to fulfill self-esteem needs; Moksha: Spiritual liberation can be attained through self-actualization needs. Well-being is often referred to as “an integration of body, mind, and spirit in terms of health, prosperity, and self-actualization” by Maslow (1968) for whom the pursuit of optimum health was the universal human tendency to self-actualization.



In early days experts in the field of positive psychology agreed and supported the hedonic thought which believes that 'subjective well-being and happiness both were used synonymously'. On the other hand, most of the other scholars' perspectives were in coherence with Aristotle's views on Eudaimonia; believed that well-being and happiness are not interchangeable with the meaning. In this context, eudaimonia is comprises of three main aspects; flourishing,(which also referred to as well-being) happiness, and meaning are given in the following formula,
Well-being = happiness + meaning.

Teachers' well-being

Human life has become more challenging, complex and stressful due to many unavoidable rapid changes and advancements in every domain of his/her life. As a part of society, teachers are also vulnerable to issues like maladjustment, feeling of overburden and high stress. Physical as well as mental health is a matter of concern to all members of the society. In order to perform daily responsibilities affectively, teachers need to be in a state of fit, well and healthy. The teachers are expected to be adequately enthusiastic to face the rapid changes, societal pressures and difficulties. They also play a crucial role in nurture all the character and personality of students including attitudes, habits, values, manners etc. High student-centrism in instruction, societal demands, and high expectations, in addition to professional pressures may impact teaching. Teachers' competency and effectiveness influenced by many factors related to their work and personal domains. These factors also influence the behavior and personality of the teacher.

Earlier studies found that; inequity among teachers leads to stress (Van Horn, Schaufeli & Enzmann, 1999; Kyriacou, 2001). Another interesting research finding revealed that higher level of expectations and limited resources at work place create stress. (Xanthopoulou et. al., 2007).

Furthermore, the little or lack of opportunities in career advancement, inadequate work pay, little chance of professional growth are commonly associated with dissatisfaction (Kyriacou, 2001). European Commission (2010) emphasized that, "due to economic and societal advancements have led to an increased set of duties and responsibilities for teachers" (p.10).

Dissatisfaction seems to be one of the hindrances for professional growth, which is undesirable in teaching profession. Teacher dissatisfaction with the job can affects overall performance and effectiveness.

Teaching is a noble profession that includes meaning and purpose, also helps in building the personality and all-round development of students. Teachers may get inspired experience of joy by watching their students' success.

It is established fact that "an education system of any country built on the premises of quality and equity is central to sustainable success in the emerging knowledge economy". (Some Inputs for draft NEP, 2016, p.5) Maintain standards of education; ensure quality education become major concern globally. The major contributing factor and principal source of nation's development is its quality education which largely depends upon qualities of teacher. Quality of life and stature of any individual depends mainly upon the amount of quality education he/ she gets. Quality education is seemed to be the most effective instrument to meet present as well as the



future challenges. The purpose of ensuring quality education is not only in helping individual's physical as well as mental growth but also meet the societal needs and expectations.

Well-being can be defined as the extent to which an individual experiences happiness with satisfying basic needs, sense of meaning and purpose of life, satisfaction with life, social connectedness, feeling of belongingness; can also utilize his/her abilities and talents to the maximum extent.

There are multiple dimensions to well-being and in order to be 'well' each individual must actively strive to improve them within each dimension (Well-being in the Classroom: Education Conference Report 2012, p.7).

For the present study, well-being comprises of six dimensions. They were; (i) Physical well-being: expressed as being safe, sheltered, and in good health. (ii) Emotional well-being: expressed the ability to manage feelings, actions and related behaviors, cope effectively with stress, and ready to accept the change. (iii) Social well-being: expressed to connectedness and belongingness to the society, having healthy relationships with all, and having an interest in and concern for the needs of others and humankind. (iv) Spiritual well-being: can be viewed that beliefs and values of an individual and, sense meaning, purpose of life and peace. (v) Professional well-being: expressed as an ability to manage a perfect equilibrium between professional activities and leisure time, able address conflicts at work, stress, and building healthy relationships. (vi) Financial well-being: expressed as a state of being wherein an individual can meet to the maximum extent present and ongoing obligations, can feel satisfied, secure in his/her financial future, and is able to make relevant choices that allow them to lead an enjoyable and satisfying life.

Need & Significance of the study

Concerns have increased globally over the decades regarding maintain good standards in education to ensure quality education. In order to improve standards and quality in education, the personal factors like health, wellness of the teacher are the key indicators. Teacher plays significant role in providing quality education. Teacher competencies, efficiency and commitment are very much essential in the field of education. They considered as the role models to their students. It is also true that "no people can rise above the level of its teachers" (NEP1986, p.25). Teachers are very important assets and play a very crucial role in every society as they are the backbone for national development. The Report of Commonwealth Conference on Teacher Education (1974) has clearly stated that "the teachers have a major role in educational progress whether active or passive contribution towards work. Education development can be influenced by ignoring innovative practices or merely remaining quite in the face of a growing need for reform"(p.23).

Based on the above interesting issues and importance of teachers' well-being, an idea was conceptualized to study the status of well-being among teachers. Hence there are various issues that need to be addressed which are related to teachers' well-being. Education in itself is a promoter of a healthy and prosperous life and well-being among the students. So there is a need to investigate the teachers' well-being. Relative to working professionals in other sectors, teachers experience significantly more issues like stress and suffer more often from psychological problems. Except for periodical



types of research where the efforts have been directed to study the variables in different combinations of dimensions, most of these have been investigated to some extent and thus not adequate in giving a clear picture of the phenomenon of well-being. Moreover, there is a need for such research evidence referring to secondary school teachers of newly formed Telangana state. Considering the status of well-being among teachers from selected educational institutions of Telangana state, the present study intends to find out the well-being of teachers. The study findings would be useful to the educational planners and policymakers in recommend and providing strategies to the teachers so that they may be in a position to manage and improve their well-being and can give quality education to the system and nurture the best talent among students. Thus there is a need to study the well-being among school teachers. Hence it is worthwhile to undertake a research problem entitled “Well-being among Secondary School Teachers”.

Literature Review: Parveen Grover (2006) found that, senior and experienced secondary school teachers exhibit higher levels of physical, mental, social, emotional, spiritual and total well-being. Rajesh Kumar (2011) revealed that, the age was found positively significant correlated with the well-being, and with the home adjustment. Uppal (2011) concluded that a significant positive correlation was found between job satisfaction and teacher effectiveness. Sukhpal (2011) showed that teachers did not differ significantly in their well-being in terms of teaching experience, gender. Meena Devi (2012) explored the significant difference in the level of well-being with respect to marital status of high school female teachers. Mehdinezhad (2012) study revealed that there was no significant difference between the age of the teachers and their well-being. Paul Boreham, Jenny Povey and Wojtek Tomaszewski (2013) concluded that age has a significant negative relationship to well-being. Mahmud Moein Addin, Shahnaz Nayeibzadeh & Zahra Bahonar (2013) have argued that the age, education, gender, and the school level taught by teachers found no relationship with the teachers' financial well-being. Rajkumar G. Malakappgol (2015) found that females showed higher overall well-being. The higher age groups were found higher well-being than their counterparts. Age of the respondents was found to influence the dimensions like social, emotional and overall well-being.

Objectives

1. To study the well-being among teachers with respect to age.
2. To study the well-being among teachers with respect to teaching experience.

Hypotheses

Considering the review of literature done, the hypotheses for the present study:

1. There is a difference in well-being of teachers with respect to their age.
2. There is a difference in well-being of teachers with respect to their teaching experience.

Methodology

According to the objectives, descriptive survey method was adopted for the study.

Sample

Teachers teaching 8th, 9th and 10th classes were selected for the study. Random sampling technique was used for the selection of teachers. Total number of secondary school teachers in three districts was 12,710 (Educational Statistics, Telangana, 2014-



15). Out of 5785 teachers 240 teachers were selected from Nalgonda, out of 2940 teachers 96 teachers from Yadadri and out of 3985 teachers 144 teachers from Suryapet in the ratio of 5:2:3. Teacher sample was taken from 40 schools. From each school 12 teachers were selected randomly by lottery method. Therefore the total number of teachers selected for the study was 480.

Variables: In this study independent variables were age and teaching experience and dependent variable was well-being.

Tools: Two measures were used in this study.

1. Personal data sheet: Personal data sheet was constructed to obtain demographic data of the teachers. It consisted of the following items: Teacher Name, Age Gender, Category, Location of the school, Type of the school (management) Medium of Instruction, Educational Qualification, Teaching Experience, Teaching Subject, Monthly Income.

2. Well-being Tool: Teachers well-being tool was constructed by the investigator after referring to some of the available standardized tools on well-being. The motivation for developing a new tool is the experts' suggestions and the investigator's belief that the previous tools are inadequate for some reasons and not completely cover the dimensions under present study. The following tools were referred before designing well-being tool for teachers. Scales of psychological well-being by Carol Ryff (1989), WHO well-being scale by Heun et. al (1999), Well-being Scale by Jagsharanbir Singh and Asha Gupta (2001), General well-being measure prepared by Dr. Santosh K. Verma, and Ms. Amita Verma (2009), Well-being Scale by Kalia and Deshwal (2011), General Well-being Scale by V. L Chauhan and R.K. Didwania (2015), Teacher well-being Index 2018 (Julian Stanley),

Reliability: Well-being tool was developed by the investigator. Pilot study was conducted to finalize the items in the tools and establish validity & reliability. Pilot study was conducted in 2 Schools of Ranga Reddy district. From each school 15 teachers were selected. The well-being tool was distributed to 30 teachers in two schools. The tool was explained to the teachers and collected the data from the teachers. In the pilot study, the split half method was adopted. To find out internal consistency of the teacher well-being tool split half reliability was done. The reliability found to be for the well-being tool was 0.893(Cronbach's alpha). Thus the reliability of the tool was established.

Procedure: The investigator visited 40 schools for data collection. The investigator developed rapport with the teachers before commencing the data collection. The well-being tool was distributed to the teachers and instructions were readout. The investigator clarified the difficult statements to the teachers and remained with them till the completion of the questionnaire. The obtained scores were analyzed with Statistical Package for Social Sciences (SPSS-20). Descriptive statistics, one way ANOVA was applied. The obtained results were discussed in the following tables.

Results

Hypothesis -1. "There is a difference in well-being of teachers with respect to their age".

To test the above hypothesis, the one-way ANOVA (Analysis of Variance) has been employed. Results of the statistical computations were presented in the below table 1.



Table 1

Showing well-being among teachers with respect to age

	Age	N	Mean	S.D	F value	Sig	df
Well-being	25yrs - 30yrs	104	231.72	14.365	4.219	0.006	3, 476
	31yrs - 35yrs	98	236.17	14.974			
	36yrs - 40yrs	100	238.02	13.103			
	41yrs & above	178	237.13	14.189			
	Total	480	235.95	14.317			

* $p < .05$.

a. Predictor: Age

b. Dependent Variable: Well-being

The one-way analysis of variance (ANOVA) has been employed to find out the difference between teachers age i.e., 25 to 30 yrs, 31 to 35 yrs, 36 to 40 yrs and above 41 yrs of age with respect to well-being. The results revealed that age was directly proportional to well-being. Teachers with 36 to 40 yrs of age were definitely better than others. i.e., higher the age of teachers, better was the well-being ($p < .05$). Therefore, hypothesis-1 "There is a difference in well-being of teachers with respect to their age"- was accepted. This finding is supported by the findings of *Rajkumar G.malakappagol (2015)*.

Hypothesis-2. "There is a difference in well-being of teachers with respect to their teaching experience."

To test the above hypothesis, the-one way ANOVA was employed. Results of the statistical computations were presented in Table 2.

a. Predictor: Teaching experience

b. Dependent variable: Well-being

Table 2

Showing well-being among teachers with respect to teaching experience

	Experience	N	Mean	S.D	F value	Sig	df
Well-being	Upto 10 yrs	255	234.34	14.472	3.626	0.027	2, 477
	11yrs to 20 yrs	137	237.38	13.385			
	21yrs & above	88	238.40	14.835			
	Total	480	235.95	14.317			

Result of F test revealed that senior most (21 yrs & above teaching experience) teachers were definitely better than others in well-being ($p < .05$). Therefore it can be inferred that teaching experience was directly proportional to well-being i.e., higher the teaching experience better was the well-being of the teachers. This finding of the study was contradicted with the finding of *Sukhpal (2011)* revealed that no significant difference pointed out in the level of overall well-being among teachers with regard to



their age. Hence the hypothesis-2, "There is a difference in well-being of teachers with respect to their teaching experience." was accepted.

Discussion

The research aimed to study well-being among secondary school teachers with respect to age and teaching experience. The teachers age was from 25yrs to above 41 yrs. The findings of the study indicated that the age of the teachers is directly proportional to well-being i.e., higher the age of teachers, better was the well-being among teachers. This finding was in coherence with the findings of *Parveen Grover (2006)*, *Rajkumar G. Malakappagol (2015)* and contradicting with the findings of *Paul Boreham, Jenny Povey and Wojtek Tomaszewski (2013)*. Senior most (more than 21yrs teaching experience) teachers were definitely better than others. This study was contradicted with the finding of *Sukhpal (2011)*.

H 1: There is a difference in well-being of teachers with respect to their age. Earlier studies pointed out that, there was no significant difference between the age of the teachers and their well-being. The age group is found significant with the well-being. Teachers with above 41 yrs of age appear to be comparatively better than others while the teachers with 36-40 yrs of age were definitely better than others in well-being i.e., higher the age of teachers, better was the well-being.

H 2: There is a difference in well-being of teachers with respect to their teaching experience. Studies revealed that teaching experience seems to directly relate to well-being of teachers. Induction programs have little affects on professional development. Senior teachers appear to be marginally better than others while the senior most teachers were certainly better than others in their well-being i.e., higher the teaching experience better was the well-being.

Conclusion

The study shows that age is directly proportional to well-being. Teachers between 36-40 yrs of age were certainly better than others in well-being i.e., higher the age of teachers, better was the well-being among teachers. There was also a significant difference between well-being of teachers with respect to teaching experience. Experienced (more than 21yrs of teaching experience) teachers certainly better than others in well-being. Teaching experience was directly proportional to well-being i.e., higher the teaching experience, better was the well-being of the teachers.

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Educational Implications

Teacher training institutes, policy makers and Government need to develop and organize the programs to newly appointed and junior teachers about how to manage and improve their well-being.



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WELL-BEING OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO GENDER AND LOCATION

Dayakar Kurimeti
Ph.D Research Scholar
Dept. of Education, Osmania University
Hyderabad, Telangana,
India

Abstract

Well-being is the extent to which an individual experiences happiness, feeling of comfort, satisfaction with one's life experiences and one's role in the world of work, belongingness, curiosity and ability to use talents to the maximum extent, and sense of achievement, and no distress, dissatisfaction, and worries. **Method:** The Survey method was adopted for this study. The present study consisted of 480, secondary school teachers of Nalgonda, Yadadri Bhongir, and Suryapeta Districts, of Telangana State during the academic year 2017-2018. The well-being tool developed by the investigator was used for the present study. For statistical analysis and hypothesis testing, Mean, Standard Deviation and t-test were applied. **Findings:** The results show that the different dimensions of well-being are not differing significantly on gender and location i.e., there was no significant difference between social well-being, spiritual well-being, professional well-being and financial well-being and total well-being scores of men & women; rural & urban secondary school teachers.

Keywords: *Well-being, Men, Women, Rural, Urban Secondary School Teachers*

Progress of any nation largely depends upon its citizens' health, wellness and their life satisfaction. If the individuals of a nation are with physical, mental, social and spiritual well-being, then only there would be possibility for the entire intellectual, creative, educational and socio cultural upliftment. Teachers' efficiency and effectiveness largely depend upon their well-being in all aspects. A teacher plays major role in the progress of society. Students' character building; growth and success also largely depends on the role plays by the teacher. It is the teacher, who provides learning experiences and opportunities. The National Commission on Teachers (1983-85) emphasized the important and crucial role of teachers in nation building. "The wellness of teachers is a matter of concern to all as teachers accomplish a significant role of preparing the students to be future citizens and to face the present and future challenges." (p.17) The Kothari Commission (1964-66) was rightly emphasized that "the destiny of India is now being shaped in her classrooms." (p.2)

Maintaining good health and well-being is a prerequisite for learning. As emphasized by the 'National Education Policy, draft, it's an established fact that "an education system built on the premises of quality & equity is the core source for the success in the emerging knowledge economy and thereby to sustainable development" (Ministry of HRD, Govt. of India Some Inputs for Draft NEP 2016). The success of an educational process is determined to a large extent by its teachers; and success of students also depends upon the teacher's health, well-being, guidance, and teaching. Teachers should be aware, how significance of health and well-being in the education system. In fact, most of the teachers know about the importance of health and well-being, but little efforts are made to implement this. Heavy workload, stress are the frequently reported by teachers, which are seem to be major contributors to illness as well as a cause for health problems. National Curriculum Framework for Teacher Education (2009) emphasized that "it is the teacher in the classroom who inspires, cultivates, and motivates learning." Undesirable pressure of competitiveness in today's society, teachers are expected to be serve additional working hours daily to be effective and productive to face challenging circumstances. The concept of well-being now has become increasingly prominent since the acknowledgment that there is more to health than the absence of illness. Well-being includes human strengths and positive psychological outcomes which enable human beings to maintain healthy relationships for the purpose of being happy, healthy, and harmonious.

The history of well-being dates back to Aristotle's period when the term Eudaimonia (the Greek word for happiness) was coined and defined. Aristotle's views on Eudaimonia was that 'human flourishing associated with living a life of virtue, or happiness based on a lifelong pursuit of meaningful, developmental goals, was the key to a satisfied prosperous life.' Bradburn (1969) emphasized how psychological well-being (translated to as happiness)

was the factor that stands out as being generally transformed as well-being. Aristotle believed this “lifelong pursuit of happy and prosperous life is to be the universal goal of human actions” (Bradburn, 1969, p.9). Some efforts made by Ross (1967) and Copper (1997) to eliminate the discrepancy between the meaning of eudaimonia and happiness, and due to inadequate capture the meaning and translation of the Greek word Eudaimonia (happiness). They proposed two new terms; which are ‘well-being’ and ‘flourishing’ (Walker & John, 2012, p.22). An employee who is happier flourished would act more productive (Spector et al., 2004; Moorman, 1993). In this regard, well-being can be understood that, an individual experiences a feeling of comfort, happiness, contentment, and curiosity and is able to engage to the maximum extent with what is going on around him/her. Human basic needs can be fulfilled by achieving good health, well-being and quality of life which has been a major concern in every society. A principle of life as expounded in the Indian scriptures, especially the Bhagavad Gita is very much beneficial for the well-being (happiness) and personal growth. Well-being means individuals' ability to enjoy life and efforts to achieve psychological resilience. Mahatma Gandhi acknowledged the Gita is a proven rich source of mental peace or well-being (Happiness). Gita Nishkama Karma echoes Abraham Maslow's Meta motivation; the four motives of Kama, Artha, Dharma, and Moksha are like Maslow's hierarchy of needs. The four motives according to Gita, Kama, Artha, Dharma and Moksha echoes as Abraham Maslow's hierarchy of needs i.e., Nishkama Karma echoes Abraham Maslow's meta motivation.

In early days experts in the field of positive psychology agreed and supported the hedonic thought which believes that ‘subjective well-being and happiness both were used synonymously’. On the other hand, most of the other scholars' perspectives were in coherence with Aristotle's views on Eudaimonia; believed that well-being and happiness are not interchangeable with the meaning. In this context, eudaimonia is comprises of three main aspects; flourishing, (which also referred to as well-being) happiness, and meaning are given in the following formula, Well-being = happiness + meaning.

Teachers' well-being

Human life has become more challenging, complex and stressful due to many unavoidable rapid changes and advancements in every domain of life. As a part of society, teachers are also vulnerable to issues like maladjustment, feeling of overburden and high stress. In order to perform daily responsibilities affectively, teachers need to be in a state of fit, well and healthy. The teachers are expected to be adequately enthusiastic to face the rapid changes, societal pressures and difficulties. They also play a crucial role in nurture all the character and personality of students including attitudes, habits, values, manners etc. High student-centrism in instruction, societal demands, and high expectations, in addition to professional pressures may impact adversely on teaching. Teachers' competency and effectiveness influenced by many factors related to their work and personal domains. These factors also influence the behavior and personality of the teacher.

Previous studies found that; inequity among teachers leads to stress (Van Horn, Schaufeli & Enzmann, 1999; Kyriacou, 2001). Another interesting research finding revealed that higher level of expectations and limited resources at work place create stress. (Xanthopoulou et. al., 2007). Furthermore, the little or lack of opportunities in career advancement, inadequate work pay, little chance of professional growth are commonly associated with dissatisfaction (Kyriacou, 2001). European Commission (2010) emphasized that, “due to economic and societal advancements have led to an increased set of duties and responsibilities for teachers” (p.10).

Teacher dissatisfaction with the job can affects overall performance and effectiveness. Teaching is a noble profession that includes meaning and purpose, also helps in building the personality and all-round development of students. It is established fact that “an education system of any country built on the premises of quality and equity is central to sustainable success in the emerging knowledge economy”. (Some Inputs for draft NEP, 2016, p.5) Maintain standards of education; ensure quality education become major concern globally. The major contributing factor and principal source of nation's development is its quality education which largely depends upon qualities of teacher. Quality of life and stature of any individual depends mainly upon the amount of quality education he/she gets. Quality education is seemed to be the most effective instrument to meet present as well as the future challenges. The purpose of ensuring quality education is not only in helping individual's physical as well as mental growth but also meet the societal needs and expectations.

Well-being can be defined as the extent to which an individual experiences happiness with satisfying basic needs, sense of meaning and purpose of life, satisfaction with life, social connectedness, feeling of belongingness; utilize his/her abilities and talents to the maximum extent. There are multiple dimensions to well-being and in order to be ‘well’ each individual must actively strive to improve them within each dimension (Well-being in the Classroom: Education Conference Report 2012, p.7).

For the present study, well-being comprises of four dimensions. They were; (i) Social well-being: expressed to connectedness and belongingness to the society, having healthy relationships with all, and having an interest in and concern for the needs of others and humankind. (ii) Spiritual well-being: can be viewed that beliefs and values of an individual and, sense meaning, purpose of life and peace. (iii) Professional well-being: expressed as an ability

to manage a perfect equilibrium between professional activities and leisure time, able address conflicts at work, stress, and building healthy relationships. (iv) Financial well-being: expressed as a state of being wherein an individual can meet to the maximum extent present and ongoing obligations, can feel satisfied, secure in his/her financial future, and is able to make relevant choices that allow them to lead an enjoyable and satisfying life.

Need & Significance of the study

Teacher plays significant role in providing quality education. Teacher competencies, efficiency and commitment are very much essential in the field of education. They considered as the role models to their students. It is also true that “no people can rise above the level of its teachers” (NEP1986, p.25). Teachers are very important assets and play a very crucial role in every society as they are the backbone for national development. The Report of Commonwealth Conference on Teacher Education (1974) has clearly stated that “the teachers have a major role in educational progress whether active or passive contribution towards work. Education development can be influenced by ignoring innovative practices or merely remaining quite in the face of a growing need for reform”(p.23).

Hence there are various issues that need to be addressed which are related to teachers' well-being. So there is a need to investigate the teachers' well-being. Except for periodical types of research where the efforts have been directed to study the variables in different combinations of dimensions, most of these have been investigated to some extent and thus not adequate in giving a clear picture of the phenomenon of well-being. Moreover, there is a need for such research evidence referring to secondary school teachers of newly formed Telangana state. Considering the status of well-being among teachers from selected educational institutions of Telangana state, the present study intends to find out the well-being of teachers. The study findings would be useful to the educational planners and policymakers in recommend and providing strategies to the teachers so that they may be in a position to manage and improve their well-being and can give quality education to the system and nurture the best talent among students. Thus there is a need to study the well-being among school teachers. Hence it is worthwhile to undertake a research problem entitled “Well-being among Secondary School Teachers”.

Literature Review: Parveen Grover (2006) found that, senior and experienced secondary school teachers exhibit higher levels of physical, mental, social, emotional, spiritual and total well-being. Rajesh Kumar (2011) revealed that, the age was found positively significant correlated with the well-being, and with the home adjustment. Uppal (2011) concluded that a significant positive correlation was found between job satisfaction and teacher effectiveness. Sukhpal (2011) showed that teachers did not differ significantly in their well-being in terms of teaching experience, gender. Meena Devi (2012) explored the significant difference in the level of well-being with respect to marital status of high school female teachers. Mehdinezhad (2012) study revealed that there was no significant difference between the age of the teachers and their well-being. Paul Boreham, Jenny Povey and Wojtek Tomaszewski (2013) concluded that age has a significant negative relationship to well-being. Mahmud Moein Addin, Shahnaz Nayeibzadeh & Zahra Bahonar (2013) have argued that the age, education, gender, and the school level taught by teachers found no relationship with the teachers' financial well-being. Rajkumar G.Malakappgol (2015) found that females showed higher overall well-being. The higher age groups were found higher wellbeing than their counterparts. Age of the respondents was found to influence the dimensions like social, emotional and overall well-being.

Objectives

1. To find out whether there is any significant difference between men and women secondary school teachers in their well-being and its dimensions.
2. To find out whether there is any significant difference between rural and urban secondary school teachers in their well-being and its dimensions.

Hypotheses

Considering the review of literature done, the hypotheses for the present study:

1. There is no significant difference between men and women secondary school teachers in their well-being and its dimensions.
2. There is no significant difference between rural and urban secondary school teachers in their well-being and its dimensions.

Methodology

According to the objectives and nature of the study, descriptive survey method was adopted for the study.

Sample

Teachers teaching 8th, 9th and 10th classes were selected for the study. Random sampling technique was used for the selection of teachers. Total number of secondary school teachers in three districts was 12,710 (Educational Statistics, Telangana, 2014-15). Out of 5785 teachers 240 teachers were selected from Nalgonda, out of 2940 teachers 96 teachers from Yadadri and out of 3985 teachers 144 teachers from Suryapet in the ratio of 5:2:3. Teacher sample was taken from 40 schools. From each school 12 teachers were selected randomly by lottery method. Therefore the total number of teachers selected for the study was 480.

Variables: In this study independent variables were gender, location and dependent variable was well-being.

Tools: Two measures were used in this study.

1. Personal data sheet: Personal data sheet was constructed to obtain demographic data of the teachers. It consisted of the following items: Teacher Name, Age Gender, Category, Location of the school, Type of the school (management) Medium of Instruction, Educational Qualification, Teaching Experience, Teaching Subject, Monthly Income.

2. Well-being Tool: Teachers well-being tool was constructed by the investigator after referring to some of the available standardized tools on well-being. The motivation for developing a new tool is the experts' suggestions and the investigator's belief that the previous tools are inadequate for some reasons and not completely cover the dimensions under present study. The following tools were referred before designing well-being tool for teachers. Scales of psychological well-being by Carol Ryff (1989), WHO well-being scale by Heun et. al (1999), Well-being Scale by Jagsharanbir Singh and Asha Gupta (2001), General well-being measure prepared by Dr. Santosh K. Verma, and Ms. Amita Verma (2009), Well-being Scale by Kalia and Deshwal (2011), General Well-being Scale by V. L Chauhan and R.K. Didwania (2015).

Reliability: Well-being tool was developed by the investigator. Pilot study was conducted to finalize the items in the tools and establish validity & reliability. Pilot study was conducted in 2 Schools of Ranga Reddy district. To find out internal consistency of the teacher well-being tool split half reliability was done. The reliability found to be for the well-being tool was 0.893(Cronbach's alpha). Thus the reliability of the tool was established.

Procedure: The investigator visited 40 schools for data collection. The well-being tool was distributed to the teachers and instructions were readout. The investigator clarified the difficult statements to the teachers and remained with them till the completion of the questionnaire. The obtained scores were analyzed with Statistical Package for Social Sciences (SPSS-20). Descriptive statistics, t-test was applied. The obtained results were discussed in the following tables.

Results

Hypothesis-1: "There is no significant difference between men and women secondary school teachers in their well-being and its dimensions." It is inferred from Table 1 that, well-being did not differ significantly with respect to gender of secondary school teachers.

Table 1
Showing well-being among teachers with respect to gender

Well-being	Men (N=260)		Women (N=220)		't'-Value
	Mean	SD	Mean	SD	
Social well-being	39.0192	2.9296	38.6000	3.2539	1.485
Spiritual well-being	42.0385	2.9419	41.9955	2.9103	.160
Professional well-being	42.6692	2.6476	42.3909	2.7418	1.129
Financial well-being	31.3308	5.1889	31.5455	5.1730	.452
Total well-being	155.0577	10.3027	154.5319	10.7284	.547

However, the difference in the mean scores indicates that men teachers (39.01, 42.03, 42.66, 155.05) are found to be little higher on their social well-being, spiritual well-being, professional well-being, and total well-being as compared to women teachers but do not differ significantly. It means that men and women secondary school teachers have almost same type of well-being and its dimensions. Hence, the hypothesis-1 stating that "There is no significant difference between men and women secondary school teachers in their well-being and its dimensions"-was accepted. This finding was in coherence with the findings of Moenaddin, Nayebzedeh, Zehra Bohonar (2013). But this finding is contradicting with the findings of Arul Lawrence (2017).

Hypothesis-2: "There is no significant difference between rural and urban secondary school teachers in their well-being and its dimensions."

It is inferred from Table 2 that, variable did not differ significantly with respect to location of school.

Table 2
Showing well-being among teachers with respect to location

Well-being	Rural (N=360)		Urban (N=120)		't'-Value
	Mean	SD	Mean	SD	
Social well-being	38.7583	3.1605	39.0333	2.8548	.845
Spiritual well-being	41.9917	2.9285	42.1000	2.9231	.351
Professional well-being	42.5083	2.7737	42.6417	2.4384	.470
Financial well-being	31.1250	5.1450	32.3417	5.1880	2.239
Total well-being	154.3833	10.6010	156.1167	10.0905	1.570

However, the difference in the mean scores indicates that urban teachers (39.03, 42.64, 32.34, 156.11) are found to be little higher on their social well-being, spiritual well-being, professional well-being, financial well-being and total well-being as compared to rural teachers but do not differ significantly. It means that rural and urban secondary school teachers have almost same type of well-being and its dimensions. Hence, the hypothesis-2 stating that "There is no significant difference between rural and urban secondary school teachers in their well-being and its dimensions"- was accepted. This finding was in coherence with the findings of *Moenaddin, Nayebzedeh, Zehra Bohonar (2013)*. But this finding is contradicting with the findings of *Arul Lawrence (2017)*.

Discussion

The present study aimed to study well-being among secondary school teachers with respect to their gender and location. Sample consisted of men & women; rural & urban secondary school teachers. The findings of the study indicated that men teachers appeared to be comparatively better than women in social well-being, spiritual well-being, professional well-being and total well-being. Women teachers seem to be marginally better than men teachers in financial well-being but do not differ significantly. Urban teachers appeared to be comparatively better than rural teachers in all the dimensions of well-being i.e., social well-being, spiritual well-being, professional well-being, financial well-being and total well-being but do not differ significantly.

H₀ 1: "There is no significant difference between men and women secondary school teachers in their well-being and its dimensions." Men teachers appeared to be comparatively better than women teachers in all the dimensions of well-being except in financial well-being.

H₀ 2: "There is no significant difference between rural and urban secondary school teachers in their well-being and its dimensions." Urban teachers seem to be marginally better than rural teachers in all the dimensions of well-being.

Conclusion

The study concluded that, secondary school teachers did not differ significantly in their well-being in terms of gender, location of school. Men teachers appeared to be comparatively better than women in social well-being, spiritual well-being, professional well-being and total well-being. Women teachers seem to be marginally better than men teachers in financial well-being but do not differ significantly. It is also found that urban teachers appeared to be comparatively better than rural teachers in social well-being, spiritual well-being, professional well-being, financial well-being and total well-being but do not differ significantly.

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Educational Implications

Teacher training institutes, policy makers and Government need to develop and organize the programs to men, women, rural and urban teachers about how to manage and improve their well-being.

Limitations of the Study

1. This study was limited to the three Districts of Telangana State.
2. The survey method was adopted and the self-constructed tool was used.
3. A sample of 480 secondary school teachers teaching 8th, 9th and 10th classes were included in this study.
4. The researcher used only the variable well-being in the dimensions of social, spiritual, professional and financial well-being.

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