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## Educational Psychology/ Adolescent

### 1. Research Abstract

<b>1. Theme/Subject:</b>	Educational Psychology/ Adolescent
<b>2. Stage of Education:</b>	Secondary stage
<b>3. Topic of Research:</b>	A Study on Management of Adolescents' Problems through School Based Counselling (SBC) and Adolescent Friendly Health Clinics
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<b>5. Name of the Institution where the Research was conducted</b>	SCERT, Goa
<b>6. Category:</b> (Research study / Action research /Other)	Research Study
<b>7. Language of Research Report:</b>	English
<b>8. Year of Completion:</b>	2024
<b>9. Published/Unpublished:</b>	Unpublished
<b>10. Introduction:</b>	Adolescents during their school years face various academic, social, emotional, and personal challenges. It is important to support children in navigating these challenges to ensure they can continue their academic pursuits successfully. To ensure students can effectively manage these crises and continue their academic pursuits, it is essential to identify the root causes, provide timely support through appropriate guidance and counselling, and take proactive steps to prevent crises and offer remedial support to both the learner and the school. The present study aims to determine the prevalence of issues and problems among adolescents in the state, and the adequacy and nature of counselling facilities available to mitigate these problems.
<b>11. Objectives:</b>	<ul style="list-style-type: none"> <li>○ To find out the status of Students' Counselling Services available in High Schools of Goa.</li> <li>○ To find out the nature and types of issues and problems of adolescents as reported by students, schools and counsellors in both schools and AFHCs.</li> </ul>

- To find out the types of counselling services offered by the counsellors in schools and the students' perceptions about those services.
- To find out the status of accessibility and utilisation of AFHCs by students in Goa.
- To find out the status of services provided in AFHCs.
- To elicit feedback and suggestions from stakeholders to improve the accessibility and services of SBC and AFHCs.

## **12. Methodology:**

The present study adopted the survey methodology. The target population of the study was 161 schools that responded to participate. 11 schools were selected on the basis of the maximum number of students counselled by the schools having a counselling unit. Out of the 11 schools, six were government, and five were aided. A total of 171 students of Classes 8, 9 and 10 were randomly selected from each of the 11 schools for data collection through students' questionnaires. The data were collected from the counsellors through the counsellors' questionnaires. The data were also collected from six randomly selected AFHCs in Goa. First, the questionnaire for the school was administered to all 393 High Schools in Goa, excluding private schools. In the 2<sup>nd</sup> phase, student questionnaires and counsellors' questionnaires were administered. In the last phase, the data were collected from AFHCs.

The collected data were first classified and segregated, and then the responses were quantified in terms of frequencies. The observed frequencies were mostly reported as numbers and percentages wherever applicable. The responses to the open-ended questions in the questionnaire were content analysed, classified and abridged for analysis and interpretation.

## **13. Findings:**

- Half of the High Schools in Goa had a counselling unit in the school with a part-time counsellor deputed by the Goa Education Development Corporation (GEDC) under the Counselling Scheme.
- Frequently reported adolescent issues in schools in Goa include 'nutrition and eating disorders', 'behavioural and emotional problems', 'academic stress', 'puberty and growth-related issues', 'mental health issues', 'interpersonal issues', 'sexual health issues', and 'substance abuse'.
- A substantial number of adolescent students in Goa experienced 'behavioural and emotional problems', 'nutrition and eating disorders', 'academic stress-related problems', 'puberty and growth-related issues', 'mental

health issues' and 'interpersonal issues' for which they seek a counsellor's help in schools and AFHCs.

- Around 20% of students had relationship issues with parents, peers and teachers, whereas 27% of students had issues with their food habits and nutrition.
- A substantial number of students experienced bullying at school and violence at home.
- Very few students (5%) had substance abuse or sexual health problems.
- The method used for detecting adolescent problems was unsystematic and lacked objectivity.
- Fifty-five per cent of adolescents did not have confidence in the counsellors to discuss their problems with them.
- Ridiculing by the teacher/counsellor, lack of trust and lack of confidence in the counsellor, and unpleasant experience in the past were the main reasons for adolescents not approaching the counsellor.
- Few (5 %) students were referred by the school to visit AFHCs, and only 2 % of students sought help from AFHCs.
- All AFHCs were equipped with adequate infrastructure as per the Government benchmark. The number of counsellors was limited to one contract basis RMNCH+A counsellor per AFHC.
- Most of the school counsellors viewed that social stigma and inhibitions, limited time and resources available at SBC facilities and parental insensitivity were the reasons that act as deterrents for students to seek counselling services.
- The lack of a safe space for counselling in schools was a major challenge for the counsellor to carry out counselling services.

#### **14. Implications:**

- Counselling facilities must be reinforced by enhancing the infrastructure and equipping the counselling units with standardised tools to conduct effective guidance and counselling sessions.
- Inconsistent and subjective methods of detecting adolescent problems point to adopting standardised approaches. Implementing uniform screening tools can ensure early and accurate identification and timely interventions.
- Efforts should focus on building trust, ensuring confidentiality, and creating a supportive environment where the student feels safe to open up.

- Limited awareness and referrals to AFHCs suggest a need for better communication between schools, AFHCs and other external agencies offering counselling services.
- Schools should build a culture of trust and ensure confidentiality of the counselling sessions.
- AFHCs play a vital role in adolescent health, but their integration with school counselling services could be improved.

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**16. Keywords:** Adolescent Issues, Counselling and Guidance

## 2. Research Abstract

<b>1. Theme/Subject:</b>	Educational Psychology/ Adolescent
<b>2. Stage of Education:</b>	Secondary and Senior Secondary Stages
<b>3. Topic of Research:</b>	A Study of the Adolescence Problems in The State of Assam, Arunachal Pradesh, Mizoram, Nagaland, Manipur and Tripura of the North-Eastern Region.
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<b>5. Institution where the Research was Conducted:</b>	NERIE, NCERT
<b>6. Category:</b> (Research study/Action research/Other)	Research Study, PAC
<b>7. Language of Research Report:</b>	English
<b>8. Year of Completion:</b>	2022
<b>9. Published/Unpublished:</b>	Published
<b>10. Introduction:</b>	
<p>Adolescence as we all know are a very critical and challenging period during which significant personality reorganization occurs. Adolescents confront problems because of the suddenness and rapid pace with which the changes take place in their body and mind. They confront problems because of their inability to properly manage and cope with the sudden development that is going on be it physical, mental, socio-emotional and so on. They are in turmoil because of their inability to connect with the adults regarding their concerns and problems, which show that the generation gap does exist. Looking from a sociological perspective, the period of adolescence is viewed as a time of transition and risk. All teenagers experience growth spurts and hormonal surges that potentially contribute to erratic and impulsive behaviour, their interest in the opposite sex which leads to infatuation, they are also found experimenting smoking, alcohol, tobacco or drugs and also with sex for various reasons including peer pressure. Studies have shown that even though adolescents</p>	

which are also thought of to be the most exuberant and healthy group do prematurely die due to injuries, accidents, suicide, violence, pregnancy related complications and other illnesses that are often quite avoidable, preventable or treatable. Serious diseases in adulthood have their roots in adolescence. For example, tobacco use, sexually transmitted infections including HIV, poor eating and exercise habits, lead to illness or premature death later in life. Though the problems faced by the adolescent group can be common however there are issues and problems which are State specific.

### **11. Objectives:**

- To identify the diverse and specific problems faced by the students in each state
- To study the causes of these problems in adolescents.

### **12. Findings :**

A study across several states in India highlights key issues affecting students. In Nagaland, Assam, and Mizoram, 60% of school heads cited indiscipline and social media addiction as major problems, while only 37.5% in Arunachal Pradesh reported these concerns. In Tripura, 76% of students face tobacco or betel consumption issues, the highest among the states. Mizoram recorded the highest indiscipline and truancy at 80%. A notable issue in Manipur, where all heads and teachers mentioned that students from broken families are a significant problem. Similarly, 87.5% of heads in Arunachal Pradesh reported students from disturbed families as a concern. In Nagaland and Assam, nearly 90% of heads identified students from troubled homes and academically weak backgrounds as problematic.

The majority of heads identified struggling students through teachers, and most schools opted to first talk to students before referring them to counselors, with few preferring punishments. Teachers cited family problems (65.7%) as the main reason for student issues, followed by peer pressure, overindulgence by parents (53.3%), and media influence. Lack of parental guidance was a concern in Arunachal Pradesh and Nagaland (66.7%). In Tripura and Arunachal Pradesh, 20% of teachers noted a lack of parental motivation as a cause, and 66% of teachers in Assam agreed that social media negatively impacts student performance.

### **13. Methodology:**

A descriptive method was used to conduct this study.

**Population:**

The population of the study comprised of the school going adolescents from the states: Assam, Arunachal Pradesh, Mizoram, Nagaland, Manipur and Tripura.

**Sample:**

For the present study purposive sampling was adopted. Further the sample for the study were the adolescent school going students from the age of 13 to 19 years 10 from each school of the six states 10 schools from each state, Heads of schools, teachers 5 from each school, and 3 parents from each school.

The data was collected using both online (google form -Manipur and Tripura) as well as face to face mode (field visit- Assam, Arunachal Pradesh, Mizoram and Nagaland).

**Tools:**

- Interview Schedule for Parents and Students
- Questionnaire for Head of School and Teachers

Both primary and secondary data was used for the purpose of getting information

**Data Analysis:**

The data collected was analysed using both qualitative and quantitative techniques.

**14. Implications:**

The research study will be beneficial for the State Education Department to understand the importance of setting up the Guidance and Counselling Cells in every school that the students can get timely help when required. There is need to organise life skills programmes/activities and counselling activities for the parents as well students. The study would also be beneficial for teachers and parents to understand and realised the concerns of adolescent student and also provide them timely and relevant guidance.

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**16. Keywords:** Adolescence, Issues and Concerns

### 3. Research Abstract

1. <b>Theme/Subject:</b>	Educational Psychology/ Adolescent
2. <b>Stage of Education:</b>	Elementary Stage
3. <b>Topic of Research:</b>	Creativity and Problem Solving Skills of Elementary School Tribal learners of A&N Islands
4. <b>Name and Address of the Investigator(s) with email:</b>	Prof. B.N. Panda E-mail: bnpanda38@hotmail.com
5. <b>Name of the Institution where the Research was conducted</b>	Regional Institute of Education, Bhubaneswar
6. <b>Category:</b> (Research study/ Action research/ Other)	Research Study
7. <b>Language of Research Report:</b>	English
8. <b>Year of Completion:</b>	2021
9. <b>Published/Unpublished:</b>	Unpublished
<p><b>10. Introduction:</b></p> <p>The study was conducted to get an account of how the school culture and educational life of students, specifically tribal students at the terminal stage of elementary stage in the schools of the union territory of Andaman and Nicobar Islands promote their Problem-Solving and creative abilities. The study also attempted to find different school activities and programs beyond routine teaching and classroom practices, that promote creative thinking and problem-solving competency in elementary school children and how do students, their parents and teachers view the efficacy of their school programs in fostering creative and problem-solving competence in children. Descriptive survey method was used for identifying the existing practices, conditions or the characteristics that possibly influence the Problem-Solving and creative abilities of the elementary tribal learners. Ethnographic approach was also followed in some of the schools to find out the process and techniques used to promote creativity and Problem-Solving skills among students.</p>	
<p><b>11. Objectives:</b></p> <ul style="list-style-type: none"> <li>● To explore the levels of creativity and problem solving abilities of tribal children reading in elementary schools of Andaman &amp; Nicobar Islands.</li> <li>● To compare the levels of creativity and problem solving abilities of elementary school tribal learners of Andaman &amp; Nicobar Islands.</li> <li>● To conduct an ethnographic analysis of how the overall educational climate of elementary schools in A &amp; N Islands is conducive to tribal learners to develop their problem solving and creative abilities.</li> </ul>	

- To suggest strategies to improve creativity and problem-solving abilities of elementary grade tribal students of Andaman & Nicobar Islands.

## **12. Methodology:**

The sample for the study consisted of 190 tribal students reading in class 8, the terminal class at the elementary schools of Andaman & Nicobar Islands. Some selected Head Teachers, Teachers, and Parents were also interviewed and some of them participated in focused group discussions on the issues and problems of education of the tribal children in the union territory. Besides, the physical, educational and organizational climate of 10 schools were observed in order to explore their impact on promoting Problem-Solving and creative skills of Class 8 students. Three tools were used in the study: (i) Schedule for School Information and Ethnographic Analysis, (ii) Conceptual Reasoning and Problem-Solving Test; and (iii) Creativity Test. The tools were developed, discussed and finalized in a three-day long consultative meet of 10 resource persons at Regional Institute of Education, Bhubaneswar. The data for the ethnographic enquiry was qualitatively analyzed and described while student performances on Problem-Solving and creativity measures were analyzed quantitatively using appropriate descriptive and inferential statistics.

## **13. Findings:**

### **Problem-Solving Abilities of Tribal Children**

- No significant gender difference in problem-solving ability, though girls scored slightly higher.
- North & Middle Andaman students scored better than Nicobar and South Andaman students.
- Distribution of scores not normal; 71% had average skills, 20% high, 8% low.

### **Creative Abilities**

- Students scored higher in **fluency** and **flexibility** than in **originality**
- Girls performed slightly better than boys in all three dimensions.
- District-wise: North & Middle Andaman > South Andaman > Nicobar.
- Creativity scores were mostly normally distributed, except originality.

### **Relationship between Problem-Solving & Creativity**

- Positive correlation: students good at problem-solving also excelled in creativity (fluency, flexibility, originality)

### **School Observations**

- Most schools had RTE provisions and adequate infrastructure, but lacked art/work instructors, boundary walls, and teaching-learning resources.
- Activities like projects, debates, role-plays, exhibitions, and cultural events encouraged creativity, but teaching remained textbook-driven with little link to real-life experiences.

- Teachers lacked awareness of NCF and constructivist approaches, relying mostly on weekly notes and rote-based assessment
- Co-curricular and parent-teacher meetings were conducted, but documentation (lesson plans, portfolios, anecdotal records) was weak.
- Parents valued discipline and academic achievement over creative or problem-solving skills.
- Assessments emphasized memory recall rather than higher-order thinking.
- Teachers used audio-visual aids and activities but lacked systematic methods to assess creativity/problem-solving.

**14. Implications:**

- Most schools had RTE provisions, but lacked art/work instructors, boundary walls, and adequate teaching aids. Schools must ensure sufficient materials, proper infrastructure, and teacher training in preparing learning aids.
- To enhance creativity and problem-solving, schools should use activity-based learning, co-curricular events, peer/self-learning, and innovative methods linked to community experiences.
- Teachers often lacked proper lesson plans, records, and tools to assess creativity/problem-solving. Schools should maintain lesson plans, portfolios, and adopt strategies like brainstorming, mind mapping, and heuristic methods.
- A supportive environment with activities such as projects, debates, role plays, art, science labs, and brainstorming sessions is needed to foster critical and creative thinking.
- Teachers require orientation in approaches to nurture creativity/problem-solving and in evaluation techniques (e.g., divergent tests, unusual uses test).
- Parents often equated creativity with discipline and hard work. Awareness programs must highlight the importance of creativity/problem-solving and encourage supportive home environments
- Students had limited understanding of creativity, linking it to discipline and manners. Schools must explicitly teach what creativity is, its characteristics, and ways to nurture it.

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**16. Keywords:** Creativity, problem-solving abilities, tribal children, elementary schools.