

**Self-Employability and  
Entrepreneurship In India**



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# SELF-EMPLOYABILITY AND ENTREPRENEURSHIP IN INDIA

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# PSYCHOSOCIAL BEHAVIOR OF TEACHERS OF PUBLIC SCHOOLS IN ASSAM

**SUBHASH SINHA AND SUHRID SINHA**

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## **Introduction**

This is actually a burning situation right now in Assam with the implementation of NEP 2020. Teachers who got appointed before TET are seen almost less compatible with the teaching learning process of the current curriculum also. It is seen that mostly the science teachers are a bit more compatible in schools as after their graduation only they got the opportunity as a teacher. But in case of Assistant teachers of literature subjects or social sciences, they were mostly intermediate or higher secondary passed in their time (i.e. prior to appointment through TET) of appointment. Their educational status were not updated or upgraded with time. Due to this reason with the advent of new curriculum and syllabus teachers additional or new topics are included in the curriculum and are above their level of understanding and thus they become less compatible for teaching. This is because in most of the government schools of Assam, Lesson plans are not followed by teachers. And as we know without the lesson plan teaching learning would be like a ship without radar marching in the ocean. But as we discussed previously in this study that prior to the TET in Assam, teachers appointed were not trained. Hence, the matter of lesson plan is totally unknown to them. Those teachers are not even acquainted

with joyful teaching learning of students. They think when a teacher enters in a classroom then the silence of the students is the only response they should possess in the classroom. One to one coordination with students, enquiring about the backgrounds of the students is also an important aspect for knowing the students social profile but due to lack of training they don't even know the use of this.

The above cited problems prevail with the newly appointed teachers of Assam, especially in the elementary section. As it is a known fact for Assam that the newly appointed teachers are already trained. This is because of the new educational policies, Right to education act and other departmental policies. But most of those teachers are trained in open distance learning mode or ODL mode. In Assam teacher training is done in a gross way and in this race most of the government school untrained teachers also got trained in the ODL mode through proper departmental permission. But are those training legitimate or enough? Those govt. teachers and other would be teachers pursue their training in training centers which are meant for their diploma training only. The faculty staffs of those training centers are not trained for teacher training. They were also school teachers of upper primary, high and higher secondary schools. Their training was just meant for formality. This scenario in Assam led the state into the darkest ages of its educational struggle. As those pseudo trained teachers are far more dangerous than the previously untrained teachers. As we know with the advent of new technologies and digitalization and due to the COVID-19 effects the use of mobile phones and internet increased a lot among the adults and young generations. So, if a teacher is not properly trained then he/ she couldn't control or manage his/ her classroom in this changing era. Effective teaching in that case is a rare dream. Apart from that one more reason that is hindering in imparting lessons properly is the accountability of the teachers of public schools. Getting a job in government sector and become job assured is the prime aim of the persons mostly in this generation. Teaching in its actual sense a social service is a joke to them. Those kinds of teachers think that the students coming in the public schools are the children of underprivileged and backward groups and if they do not provide their service honestly to them, then also there will be no one to put a finger on them. This is due to the lack of awareness of the parents of those students. If head of the institutions are honest enough to instruct his/ her fellow teachers to teach properly then

also due to their incompatibility, negligence and unaccountability they do not take their jobs seriously. Taking our own job serious is the only way to make a glorious India in true sense. But that sense also is totally not developed in those teachers. It is very rare in government schools that teachers are giving their 100% for the betterment of the student. Here in this study some psycho social aspects of the teachers are discussed thoroughly which are connected to teachers teaching and performance and also effectiveness. The psycho social background of teachers reflects in his duty and performance. The social background of the teacher plays a vital role in determining the basic mindset of the teachers about the students. Apart from that the personal attributes followed by the psycho logical emotions of the teachers determine their classroom transaction and management and other related academic issues.

#### **STATEMENT OF THE PROBLEM**

The psycho social background of teachers is of utmost importance in education and specially while imparting lessons. The study is done due to the reason that now a days the recruitment of teachers are mostly done through Teachers Eligibility Test (TET) and other Tests of similar category in various states of India. Providing teaching jobs through tests is no doubt a fair practice for the governments in the field of education. But only written test and academic performance based results and scores are when becomes the factor for getting a job then, some other issues does arise. Apart from that some other issues also are there with teachers teaching which include the teachers who got appointment without any tests. It is seen in most of the cases teachers who got appointment prior to TET, did actually get those jobs on the basis of recommendations of various officials and politicians. And ill luckily those categories of teachers are mostly untrained and apart from teaching experience they do not even know the ethics or basics of teaching. Hence, whatever the teaching experience they do possess without proper teaching training are less effective than that of the teachers who got teaching experience with proper training. Due to this reason the phrase "teachers own way teaching is the best way of teaching" arose. To be a doctor one needs to go through MBBS course with theory and practical for engineering also engineering based classes are learned but if a person is not trained to become a teacher or about the role and responsibility or basics of teaching then it totally pointless to expect good and effective teaching from those kind of teachers.

Compatibility of teachers (new and old) with the change of time and implementation of new education policy. Teachers can play their role of teaching effectively if and only if he/ she is knowledgeable enough in his/ her subject. Moreover, if the teacher doesn't prepare himself/ herself prior to going in the classroom then also it is not possible.

Teacher competence, willingness of teaching, mentality of social service and teachers' perception etc. become vital for effective teaching. But in some cases it is seen that teachers' place of origin, personal traits, peer jealousy, family and social background makes him/ her more or less motivated in teaching.

### **REVIEW OF RELATED LITERATURE**

Vitale et al 1988 are of the view that a personal information form was used to gather some psycho social variables to find the differences in attitudes of teachers. Depending on their department students perceived instrumental value of science and difficulty and complexities of science differently are the indication of the results. Perception of students of doctoral program and other students are different is also another finding of the study. Place of livelihood of students is also a major point in the perception of the participants about complexities and difficulties of science.

Briones et al (2010) examined the effects of several demographic and psycho-social factors involved in teacher's job satisfaction on the basis of Social Cognitive Theory. Sample of the study is 68 secondary schools from diverse cultural settings. Their average age was 43.56 years old (SD =10.93); 60.3% were women and 38.2% were men. Path analyses showed that the teachers' job satisfaction was significantly and positively related to personal achievement and perceived support from colleagues, and significantly and negatively related to emotional exhaustion. Teachers efficiency is an indicator of his / her job satisfaction indirectly and predictor of personal achievement directly.

Jain et al (2015) present investigation was done among teacher educators at work to determine the influence of type of personality, qualification, age, gender and experience causing stress. Sample of the study was taken randomly of about 100 subjects of male and female teachers of various teacher training colleges of Delhi in India. Organizational role stress scale by Udai Pareek (1993) was considered as data collection tools for measuring the role space and role set conflict. Test was one on

50 items rated at five point R-R introversion-Extroversion scale by Dr. Singh et al (2010). The scale has the categories such as highly extrovert, predominantly extrovert, balance ambivert, predominantly introvert and highly introvert. Other 50 items of the study consists of items with 'yes' and 'no' responses. The findings of the study are female teachers, younger teachers, less qualified teachers, less experienced teachers and introvert type of teachers experience more stress than male, older, qualified, experienced and extrovert teachers.

Ng et al (2019) is of the view that the teaching profession is one of the occupations that suffer from musculoskeletal disorders (MSD). Specially, the studies conducted in Malaysia relating to the somatic health problems of teachers are among the few published studies on teachers' health and safety issues. Investigating MSD with depression as mediator and psychosocial factors are clearly important from the studies view point.

Aslan (2009) revealed that to equip students with scientific thinking abilities, teachers are expected to have positive attitude toward science. Patrick A science scale was used to evaluate the attitudes of the teacher candidates.

#### **OBJECTIVE OF THE STUDY**

The main objectives of the study are:

1. To discuss various psychosocial aspects of the teachers.
2. To discuss the effects of psychosocial aspects of teachers on teaching-learning.

#### **MAJOR FINDINGS OF THE STUDY**

The psycho social backgrounds of teachers play a pivotal role. Some of the issues related to the teachers' psycho social background are discussed in this study as follows:

#### **TEACHERS' PLACE OF ORIGIN**

It is seen in Assam recent teacher recruitment that most of the teachers join their jobs in other districts. The natural tendency of those teachers is to go back to their parent districts. But due to some government policies it is not happening. But, they are staying in other districts with their half mind and soul. That is why the service that they give to the other district schools is quite casual. Though the government of Assam is trying to eradicate this problem and give appointment to local candidates only. But

due to unavailability of eligible candidates this is not happening in the rural districts of Assam. This also raises another issue such as after ten years those other district teachers can go back to their home district, then the crisis of the rural district in fulfilling teachers' recruitment will still prevail. Assam is known for its diversity both geographically and demographically. So, when teachers from other districts when join in the rural district, it takes time for them to settle down with the public sentiments of the various communities and ethnic groups out there. And in most cases those teachers do not able to develop good relationships with the locals and they spent their time as teachers only to pass time and for their families' livelihood. Teaching is more of a profession with less accountability and liability to them than social service. Some teachers are so arrogant and selfish that after passing decades in the service they don't even try to learn the local languages, making themselves pathetic teachers.

#### **TEACHERS' FAMILY BACKGROUND**

It is also one of the important factors for a teacher in imparting his/ her services. If a teacher hails from a business family then the approach of the teacher in most cases is that of business mind i.e. just give and take. And if that teacher is a female candidate and got the appointment in a rural village then the family of the female teacher always try to over protective to that teacher and that teacher also try to escape her duty more often showing various family causes. This is mainly done to the students hailing from marginalized, under privileged, ethnic groups or tribal groups. In some cases, teachers start or run their own business apart from the government teaching jobs and sometimes they set proxy teachers or set some arrangements with the school management committees. But some honest and good teachers are still there who render their services on an honest and sincere note. It is also not to overlook that the aggression, affection, sense of responsibility and personality traits of some teachers are due to their inheritance. Sometimes, if a teacher is not happy in his family life then also his/her mood switches which effects directly to the school environment and especially the teaching learning process. Teachers try to exert their family emotions at school, which is quite normal as human beings but is not at all professional. Untrained teachers are mostly unaware of these facts making a bizarre school environment. Some teachers are dominant by nature try to supersite the institutional head or other departmental heads

creating chaos in the school environment. Teachers who are family guardians or eldest in the family or decision makers in the family or decision maker among the spouse irrespective of their caste, creed, religion or sex try to dominate others or show their influence in the school leading to some unwanted or undesirable situations in the school environment.

### **FOCUSSED TEACHING**

It is also seen that the teachers with less focus in teaching often seen in doing other non-teaching activities. Those teachers usually are active in politics, business, tuition, private school teaching, social works or NGO's. Those teachers are usually less present in the schools or are attentive to teachers. But they usually are active in school politics or other political activities going against government rules and regulations. Such teachers are mostly recommended by various organizations or teacher associations for district and state awards. Focused, genuine, hardworking and deserving teachers usually do not get recognitions through-out their career. It is actually a personality trait of a teacher which depends upon his/ her attitude towards teaching.

Apart from the above issues some other psycho social aspects of teachers play important role in effective teaching learning, such as: Self-perceptions, motivation, attributions, self-regulated learning-teaching, and anxiety of teachers.

### **SELF-PERCEPTION OF TEACHERS**

It is the most important factor in teaching learning. As a teacher himself / herself should have to know his/ her role, responsibility and importance in nation building. It is totally dependent upon his self-realization about the importance of the job that they are assigned to which is not just dealing with the students, in fact they are actually dealing with the future of the nation. Teachers are known as the back bone of the society but in government schools, lack of professionalism of teachers deviate them from this fact. Non-professionalism reflects in the performances of public school students in the board, council and other competitive examinations. Teachers should start feeling and realizing their accountability and responsibility towards the students for betterment of the society and the nation. A teacher has to be very self- conscious about what he/ she is doing inside and outside the classroom and school. Job of a teacher is more of a responsibility which a teacher has to maintain throughout his/ her life till death. So, when a teacher

is inside the classroom then, the use of mobiles for personal use and chewing tobacco etc. are considered to be very irresponsible. Discussing out of the topic and syllabus is also a waste of time for both the student and the teacher. If a teacher is facing any problem at home then he/ she should be very conscious about bringing those emotions at school as in most of the schools teachers have their colleagues and due to one person's family problems if others have to suffer the consequences then it is totally non-professionalism in itself. So, if the problem is big enough then the teacher should take a break till the problem solved.

### **MOTIVATION**

It is also one of the most important aspects of teaching-learning. Motivation is needed for the teacher more than that of the student. This is because if a teacher is not self-motivated for teaching then it is not possible for him/ her to motivate the students for the days' lesson prior to teaching. Motivation of teacher is needed for impactful and creative teaching. A motivated teacher only can give 100% effort towards teaching. If the subject matter is even new to the teacher then self-motivation makes him / her learn new things to explain and present it to students. Self-motivation only makes a teacher punctual, disciplined, attentive and sincere towards his/ her duties.

### **ATTRIBUTIONS**

Attributes of teachers are the personal traits of the teachers. These are actually the inner qualities of a teacher which makes him/ her a successful teacher. Some of the most important attributes are:

### **PATIENT AND APPROACHABLE**

It is known that patience is such a quality of person which can be considered as a virtue and it should be more in true teachers. A patient teacher usually becomes the most approachable among other teachers and students become more influenced by this kind of teachers.

### **ENTHUSIASTIC**

A teacher should be enthusiastic enough to carry on various activities inside and outside the classroom. Only an enthusiastic teacher can make a classroom more lively and joyful and the learning experience becomes a joyful journey for the students.

**Strong communication skills:** Communication skill of the teacher is the first and the ultimate weapon of the teacher through which only a teacher can teach effectively. Without good communication skill effective teaching cannot be done. Due to the appointment through theory based teacher appointment system in Assam, many school teachers are found with speech deformity. Stammering is the ultimate form of speech deformity. Teacher with stammering problem would always have low communication with students. Speech deformity of a teacher makes him/ her less effective, less confident, less competent and less expressive making it more difficult for learners to learn.

### **STRONG KNOWLEDGE AND A SOLID EDUCATION**

To be an effective teacher, one has to have strong knowledge about subject and the subject matter. To be prepared for the lessons prior to entering the classroom helps the teacher a lot in this category. A trained teacher or an experienced teacher only would know about the importance of knowing the subject matter. Once a teacher possesses strong knowledge about the subject matter then only he/ she can educate children with solid information and build knowledge.

### **DISCIPLINED AND PROFESSIONAL**

A teacher has to be very disciplined and professional because teachers are the role models for the students and if they are lacking these qualities then definitely the students would give less importance to the teacher and this causes less attention of students towards the teachers. Once, students become less attentive to a teacher then the subject matter taught by the teacher would become less important for the students making teaching learning less effective and chaotic. Only a disciplined teacher can make disciplined disciples which contribute to future nation building. Moreover, classroom management becomes easier for a disciplined and a professional teacher. But if a teacher is not possessing these traits then if he or she when want to change his / her attitude and try to become disciplined and professional after a period in his professional career then the classroom management for that particular becomes tougher, this is because previously that teacher did not pay that much of attention to the students but when the teacher tries to manage the classroom then he / she starts seeing the students behavior closely and adult students due to the influence of their age and social background possesses

some natural tendencies which may interrupt the momentum of the classroom and this makes the teacher intolerant of imparting lessons to them. So, it is always better not only for a teacher but also for every professional to start working sincerely right from the very beginning otherwise in a later stage when they will try to be professional then due to their habit of neglecting their duties or overlooking students natural truant and disobedient behavior they would feel bad and demotivated.

#### **SOLUTION ORIENTED**

A teacher has to be a solution oriented person and not a trouble maker. This trait of a teacher helps him/ her in managing classroom, school, students, parents and office works. Solution oriented mentality of a person or a teacher makes him / her cope-up with the rules and regulations and are more into obeying orders from concerned authorities rather than complaining.

#### **POSITIVE ATTITUDE**

The attitude of a teacher has to be positive. Positivity of the teacher will lead to a classroom with harmony and positive vibes and makes everything look good inside and outside the classroom. A positive attitude of a teacher solves toughest of the problems. Positivity of the teacher would make him calm and understanding. A calm and understanding person is always a plus point for anyone around and so for the students.

#### **GOOD AT HEART**

A teacher should not be manipulative in nature. For the sake of own interest creating chaos inside the classroom or outside or in the society should be a trait of a teacher. Generally, a teacher should be that kind of a person whom everyone in the society admires. Hence, it is the role of a teacher also to keep intact that dignity and be a good person in the society. To be a good teacher a person has to be good at heart. He/ she should not manipulate any situation for attaining his/ her personal desires. If a teacher becomes manipulative in nature then it will bring chaos in the school environment.

#### **STORYTELLER**

A teacher has to be a good story teller. This is because in any subject the teacher has to bring references or some live examples. This is to reduce boredom or monotony inside the

classroom. Story telling is one special trait of a teacher to draw the attention of the students and is also very helpful in managing classroom. Story telling builds a friendly relation of the teacher with the students. This trait is usually developed in the persons or the teachers who heard of various fairy tales or stories from his/ her peers, parents, grandparents etc.

### **HONESTY**

A teacher has to be a true speaker and an honest person. True speaking people are generally honest in nature and they can transmit their honesty among the students. Honesty of teachers make them good, disciplined, punctual and knowledgeable in their subject matter, as they cannot lie or cannot give improper information to the students.

### **PRESUMPTION**

It is also one of the personality traits of a teacher. In this trait the teacher presumes about the background of a student as good or bad. If the teacher considers the student as good then he / she would take good care of the student and if it is not then the teacher would pay less attention to the bad student causing the bad to degrade to worse and the good will get the regular service of the teacher. Thus the gap of education and studies will grow more among students. This trait of a teacher is actually kind of discrimination against the students.

### **SUPERIORITY AND INFERIORITY COMPLEX**

Due to this trait of a teacher, the teacher would think himself / herself as a superior human being or from superior class and the student from inferior background and inferior to him/ her. The teacher would start to think that nothing could be done by those students and giving quality teaching and time to them is just worthless. But the teacher forgets the reason behind his / her appointment is to teach that underprivileged group student, for educating the society. This leads to the negligence of their duties. Sometimes teacher do not even follow the stipulated curriculum or syllabus or the textbooks. At some point teacher start giving lectures to students about their superiority and students inferiority. This point is very crucial for the teacher because at this point the teacher is totally distracted way out of his / her duty of teaching according to curriculum and thus making himself / herself a liability instead of an asset for the institution and the department.

Superiority complex of teachers sometimes prevails among teachers also. Some teachers would think of themselves superior to others in social status, position, financially and educationally. This aspect leads to colleague collision emotionally, ideologically and mentally.

#### **TEACHER'S NEGLIGENCE**

Teacher's negligence towards his / her stipulated duty and gradual habit of avoiding duty lead to such a scenario in the classroom where teacher starts to avoid seeing student's copies on regular basis sometimes totally unseen through years, totally unchecking students writing skills. In this category teachers do not care about the topic that they have discussed in the classroom, avoiding the learning outcome of the students and continuous comprehensive evaluation as per RTE. Teachers don't even want to explain the subject matter to students, forget about lesson plan. Lastly, whatever the classwork or homework is given to students, should at least once be checked by the teacher to know whether the students can read that or not, in the extreme level of negligence teachers do not even check that basic aspect also. As they do not even bother about the reading skill of the student so they don't ask any home works or class works at all.

#### **PEER JEALOUSY**

It is a crucial factor for all sectors of service. It also prevails in the education department. In this case honest and hardworking teachers would always get the respect, affection and recognition from the students, parents and also sometime from the competent authority. This lead to the jealousy of other teachers and sometimes they try to find ways to defame him/ her in front of even students or parents. Those jealous teachers do sometime involve in conspiracy to extreme level leading to serious consequences for the honest and hardworking ones or if their conspiracy gets exposed then harm themselves. Teachers when become jealous of one another, then they directly or indirectly start giving lectures to students or colleagues about their greatness and badness of the latter one. This is seen mostly in incompetent teachers. Peer jealousy sometimes leads to destruction of liaison among the working staffs.

#### **INTROVERTNESS OR EXTROVERTNESS**

This attribute of teacher is also one of the most important aspects for education. As if the teacher is an introvert person

then he / she will always hesitate to express himself / herself to the student in his / her full potential. Introvert teacher will feel shy to express and explain the subject matter. If the teacher is introvert and a science teacher then the sex education class if was given for explanation then he / she could never explain it to the students and will skip the lesson directly. And if the teacher is an extrovert teacher then he / she can explain anything in his / her full potential, so that the students would get most of him. The extrovert teacher would make the students' extrovert, confident and help them develop their inner potential to the fullest.

#### **JUST AND IMPARTIAL**

A teacher has to be just and impartial to all the students. This trait of the teacher would help him in maintaining democracy in the classroom. Irrespective of students family and social background the teacher would give his / her best to the students without any biasness and discrimination. This trait of the teacher would lead to a better, safe and healthy educational environment in the school.

#### **CONCLUSION**

All of the above cited traits and aspects of a teacher are very much essential for the proper implementation of education. As we know the three pillars of education are teacher-student-curriculum, so the psycho social background of the teacher is of utmost importance in imparting the curriculum in its own stipulated way. This study also indicates that while recruiting teachers his/ her psycho social background should be checked through oral or written mode but with a note that the current or ongoing process of teacher recruitment in Assam or Tripura are going in a fair manner and oral interview or anything ambiguous in the process of selection or appointment of teachers would lead to unfair means again. Teachers from good psychosocial backgrounds are always a blessing for the education department and the society itself. Teachers who neglect students or their duties should give proper treatment by the concerned authorities without wasting much time and resource and should look for better opportunities. During the teaching days also some aspects do arise among teachers which lead to situational, ideological and institutional challenges to the teachers as well as to the students, avoiding such differences would lead to a fair working and learning environment for the students as well as for the teachers.

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