



Editorial

Artha – Journal of Humanities and Social Sciences, published in Christ University, provides a forum for sharing timely and up-to-date publication of scientific research and review articles. The journal publishes comprehensive research articles, essays and review papers are assimilated with the aim of promoting academic rigor and professionalism in the field of social sciences. This enables the readers to foster continuous engagement between the academia and emerging issues, thereby paving the path for serious deliberations.

This issue presents four intellectually stimulating articles in the field of Psychology and Education. We hope the readers would certainly be enthralled by diverse topics from traditional methods of self-regulation, and equating Maslow's needs hierarchy with Upanishad theories, to socio-political implications of research papers that aim at developing life skills for poor girls, and assessing occupational aspirations of orphan children. It also encompasses more recent technological advancements in the field by discussing the effectiveness of activity-based training to improve employability skills, multimedia-assisted instructional packages to enhance achievement, and an importance of eco-justice in the current scenario.

In the first article titled '*Life Skills Development training for Adolescent Girls at Risk-Rescued Devadasi Girls in Karnataka*', Dipty Joseph and Bino Thomas have presented their findings on a social evil that still exists to this day; the practice of Devadasis or exploiting young girls in the name for religious practices. Though the Supreme Court has condemned this practice, this continues to remain a thriving business. The authors developed a life skills intervention programme that aims at improving the rescued girls' self-awareness, communication, self-esteem, decision making, problem-solving, critical thinking, etc. The effectiveness of the intervention programme is also examined.

The article '*Building Bridges, Changing Lives: Eco-Justice and Teacher Education*' by Shylaja C.V introduces the approach of eco-justice and elaborates on the need to involve teacher educators in the process of developing and implementing environmental laws and policies. Though the concept emerged in the US, the author scrutinizes the significance of practicing the approach globally, and how the educators and policy makers contribute tremendously to the work force and should, therefore, be responsible for reprioritizing education for the subsequent generations.

The next article by Jyothy G Vijayan and Santhi. S, titled '*A Study on Occupational Aspiration Skill and Personality Traits of Institutionalized Adolescent Orphans in Kerala as related to their Realistic and Idealistic Mode of Evaluation*', examines the relationship between occupational aspirations and personality traits of orphans in rural and urban regions of Kerala. It explores the differences in gender and the subsequent implications of providing institutionalized children with facilities and guidance to foster career and occupational aspirations.

The final article of this issue, '*Understanding Academic Stress among Adolescents*' is a review article by Jayasankara Reddy, Karishma Menon and Anjana Thattil. The review studies the literature that is available on the pressing issue of academic stress on adolescents and throws light on a serious, but oft neglected issue. The aim of the review is to understand academic stress at a bio psychosocial level highlighting the impact and sources of academic stress. The review examines stress and its physiological impact, cognitive and social influences, sources of stress detailing Indian findings.

Wishing all the readers a very fruitful and insightful engagement!

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Issue Editors