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# STRESS COPING STRATEGIES IN RELATION TO SELF-EFFICACY, SOCIAL SUPPORT, SCHOOL CLIMATE AND EMOTIONAL STABILITY OF HIGH SCHOOL STUDENTS

Dr. S. Arockia Elizabeth Josephine

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**Stress Coping Strategies in relation to Self-Efficacy,  
Social Support, School Climate and Emotional  
Stability of High School Students**

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## C O N T E N T S

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<b>Chapter 1:</b> Introduction and Conceptual Framework	<b>1-58</b>
<b>Chapter 2:</b> Review of Related Literature	<b>59-84</b>
<b>Chapter 3:</b> Methodology	<b>85-122</b>
<b>Chapter 4:</b> Analysis and Interpretation	<b>123-193</b>
<b>Chapter 5:</b> Findings, Discussions, Recommendations and Suggestions	<b>194-234</b>
<b>BIBLIOGRAPHY</b>	<b>235-251</b>

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# Education for Sustainable Development

Volume- I

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# **EDUCATION FOR SUSTAINABLE DEVELOPMENT**



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## CONTENTS

S.NO	TITLE	P.NO
1	Assessing the Outcome Attainment of Learners: A Pragmatic model - <b>Dr. S. Arivudainambi, Dr. S. Ramesh Kumar, Dr. S. Karthik Kumar, Dr.T. Selvamuthukumaran, Dr.K. Sanjeevi &amp; Mr. K. Jayaprakash</b>	1
2	<b>Education for building a Sustainable World</b> - <b>Dr. Sr. M. Irudhaya Mary</b>	9
3	Accepting Life-Long Learning as Neo-Normal Trend to ease Sustainable Development Goal - <b>Dr. Ruma Biswas</b>	20
4	Access to Quality Education: thoughts from Economics and Aathichudi - <b>Dr. T. Chandramouli &amp; Dr.G. Akila</b>	27
5	Global Action Programme on Education for Sustainable Development to Build Momentum - <b>S. Sherin Nithya &amp; M. Francis Luther King</b>	33
6	Education for building a Sustainable World - <b>Dr. Ripal Gupta</b>	45
7	Education in Indian Society - <b>Dr. S. Vasuki</b>	52
8	Challenges in Education for Sustainable Development: Present and Future - <b>Dr. Parijat Bhattacharjee</b>	67
9	Significance of Value Education in attaining Sustainable Development - <b>Dr. M. Bharani</b>	78
10	Education framework for building a Sustainable World - <b>Dr. S. Veena</b>	85



11	Understanding the Role of Education in achieving Sustainable Development - <b>Ms. Aardhra Vasudevan &amp; Dr. C. Gayathiridevi</b>	97
12	Paradigm Shift in Education system for Sustainable Development - <b>Dr. J. Gayathiri</b>	105
13	Quality Education: A means to achieve a Sustainable World - <b>Dr. Merlyn Stephen</b>	109
14	Global Education Programme for Sustainable Development - <b>Dr. S. Kalaivani</b>	116
15	<b>Sustainable Development starts with a Safe and Effective Learning Environment</b> - <b>Dr. S. Arockia Elizabeth Josephine</b>	<b>121</b>
16	Safe and Effective Learning Environment - <b>Dr. G. Kannan</b>	135
17	Safe and Effective Learning Environment in the 21 <sup>st</sup> Century - <b>Dr. T. Sivasakthi Rajammal</b>	145
18	Learner Centred Education for Sustainable Development - <b>Baiju P Raju &amp; Dr. N.L.N. Jayanthi</b>	151
19	Effective Classroom Instruction leading to a Positive Learning Environment - <b>Dr. K. Bhakyalakshmi</b>	164
20	Student Centric Learning : An Effective Personalized Learning Experience - <b>Prashanti Chitrapu</b>	176
21	The Role of Digital Technology in Innovative Education among High School Students - <b>M. Devika</b>	184

**EDUCATION FOR BUILDING A SUSTAINABLE WORLD**

**Dr. Sr. M. IRUDHAYA MARY**

*Asst. Prof of English, Stella Matutina College of Education, Chennai*

**Abstract**

*According to Brundtland Commission (2020) Sustainability or sustainable world refers to “Meeting the needs of the present without compromising the ability of future generations to meet their own needs”. The entire world and its leaders have realized that there is dire need of the present world and its humanity to work towards maintaining world’s sustainability. “In June 1992, at the Earth Summit in Rio de Janeiro, Brazil, more than 178 countries adopted Agenda 21, a comprehensive plan of action to build a global partnership for sustainable development to improve human lives and protect the environment”. During the summit the members of Earth Summit 1992 planned ‘eight Millennium Development Goals (MDGs) to reduce extreme poverty by 2015’. The year 2022 has seen Sri Lanka being bankrupt which left the common people with lack of food and starvation. The unimagined price hike of commodities including food and fuel paved path for riots in Sri Lanka. Educational institutions shut down due to lack of fuel and other required facilities have marred the dreams of thousands of parents, children, people in various fields who are kept behind at home are not able to learn or reach out the needy as that of other countries’ students, children and people. Sustainability of the country is at stake. With the consequence of pandemic COVID-19 by which the entire world and its nations are thwarted, not knowing and realizing the kind of life the present generation would face or under go right at present is a question that need to be explored. The chapter deals with some of the key aspects those enhance awareness to the learning community who would be the responsible citizens for tomorrow’s better world imbibing the sense of responsibility towards maintaining and safe guarding quality environment which would promote sustainable world.*

**Key Words :** *Sustainability, Earth Summit, COVID -19, Millennium, Thwarted, Degeneration.*

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**SUSTAINABLE DEVELOPMENT STARTS WITH A SAFE AND  
EFFECTIVE LEARNING ENVIRONMENT**

**Dr. S. AROCKIA ELIZABETH JOSEPHINE**

*Assistant Professor of Biology, Stella Matutina College of Education, Chennai*

**Abstract**

*Education is the method of facilitating learning or the procurement of knowledge, skills, values, beliefs, and habits. Educational methods include discussion, teaching, training, and directed research. The school's rudimentary function in the child's socialization is the development of cognitive capabilities. The learning environment is bounded by disciplinary guidelines and practices which sets the stage for the external factors that affect students. The environment is the whole thing that is around us. It can be living (biotic) or non-living (abiotic) things. It includes physical, chemical, and other natural forces. Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future. Education for Sustainable Development means including key sustainable development issues in teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. And emphasizes that global efforts in education must give central importance to quality and learning, and ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university education. A safe learning environment is focused on academic achievement, maintaining high standards, fostering positive relationships between staff and students, and encouraging parental and community involvement. Resolving conflict and preventing violence are important factors in creating a safe learning environment. Developing a total learning environment for students is probably the most creative part of teaching. The learners must do the learning. We need to make sure that learners can work within an environment that helps them do this. In other words, teachers are to create the conditions for success. It is increasingly recognized that a sustainable world will require a global shift in values, awareness, and practices to change our increasingly unsustainable patterns of consumption and production. To achieve this, children and young people will themselves need to be educated and mobilized as catalytic forces for sustainable development.*

**Key Words :** *Safe, Effective, learning Environment, Sustainable Development.*

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# Education for Sustainable Development



Volume- II

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37	The Digital Technology –Potential Learning Supported - <b>Dr. K. Veeramani</b>	362
38	Role of Artificial Intelligence in Education - <b>Dr. S. Sridevi &amp; Dr. S. Prasanna</b>	369
39	Artificial Intelligence in promoting Education - <b>Dr. D. P. Saravanan</b>	381
40	Artificial Intelligence and Conceptual Learning - <b>Mr. M. Chandramouleeswaran</b>	388
41	Impact of Artificial Intelligence in Education - <b>Dr. G. Yamuna</b>	399
42	Effectiveness of Student - Centred Learning Environment - <b>Dr. N. Amuthasree &amp; D. Sathiya</b>	407
43	Estimation of Chlorophyll surrounding Indian Ocean in Correlation with Sea Surface temperature using Satellite Data-Science - <b>Yamini</b>	415
44	Stress, Anxiety and Depression among Dental Professionals - <b>Dr. P. L. Beryl</b>	431
45	Innovation in Library and Information Science Education - <b>M. Preethi &amp; Dr. K. Vijayakumar</b>	438
46	Financial Education towards COVID - 19 Insurance Policies - <b>Dr. (Mrs.) M. Subasini</b>	444
47	<b>Global Strategies towards youth Empowerment</b> - <b>Dr. P. Caroline Jeba Sorna</b>	<b>467</b>
48	Trends and Patterns of Public Expenditure on Health Services in India - <b>Dr. V. Kalaiselvi</b>	475

## GLOBAL STRATEGIES TOWARDS YOUTH EMPOWERMENT

**Dr. P. CAROLINE JEBA SORNA**

**Assistant Professor of Mathematics, Stella Matutina College of Education, Ashok Nagar, Chennai**

### **Abstract**

*The global shift towards employment has definitely seen a sweeping change ever since “The Great Resignation”, also known as “The Big Quit or The Great Reshuffle”. It is still a trend that is ongoing that has occurred in both developed and developing nations where employees of various organizations, both small and big have voluntarily resigned from their jobs in huge amounts that the world has ever witnessed to date. The poor education system of third world countries where there are seemingly higher variations of caste, class, race and religion in the society that lead to a huge contrast between private and public schools. These higher variations of contrast and differences are present more in developing and underdeveloped countries than compared in several developed nations. With the rise of corruption at almost every corner of the globe, it is also crucial to consider the role of society and its influence in the employment sector for youth and the several factors that may have both direct and indirect effects on the percentage of several job markets spread across within various industries. The strategies that can be provided for global youth employment can only be done at a very generic level and should be viewed with different perspectives as each country on the globe has its own ups and downs considering several factors such as political, economic, social and environmental. Global includes both developed, underdeveloped and developing countries with their own culture, infrastructure and climate that drive specific results due to genetic coding and natural resources. This paper throws light on the various ten strategies that could be employed in order to facilitate youth empowerment.*

**Key Words :** Global, Strategies, Employment, Education and Youth.

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# DIGITAL EDUCATION A NEW ERA



Editors

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**Dr.T.Sundararasan**



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## CONTENTS

10. **Mobile Learning for Education: Benefits, Values and Challenges**  
Dr. S. Srinivasan .....83
11. **Online Teaching and Learning**  
M. Arasi & S. Vinitha .....92
12. **Digital Literacy in the 21<sup>st</sup> Century**  
S. Vinitha & M. Arasi .....99
13. **Utilization of Learning Management System Portal in Digital Education**  
M. Sangeetha & V. Vanitha .....105
14. **Digital Education and Digital Divide: Impacts of Covid Pandemic**  
Seema Yadav .....114
15. **Hybrid Education to Promote Education Equity and Innovation in the New Normal Era**  
S. Janaki & Dr. N. Devaki .....124
16. **Impact of Digitalized Classroom on Students Behavior**  
K. Kousalya & S. Sandhya .....135
17. **Evaluation Methodology in Digital Education**  
F. Blessila Princy & N. Sneha .....141
18. **Students Attitude Towards E-Learning**  
J. Rubina .....147

## STUDENTS ATTITUDE TOWARDS E-LEARNING

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### Abstract

*In today's scenario the children have much difference in their skills. This reflects their context in which students grow up, and also most of the cases, the school might be the place where any problems in a child's entire self-development can be noted before they become an active citizen of society. According to The Organization for Economic Co-operation and Development (OECD), social and emotional skills are the abilities that stimulate one's thoughts, emotions and behaviour. These skills different from cognitive abilities the reason is as they impact as people manage their emotions and perceive themselves and engage with others, rather than showing their raw ability to process the information.*

**Key Words** : social, emotional learning, positive goals, competencies.

\*\*\*\*\*

### **Introduction**

Social emotional learning (SEL) is an attitude that helps students of different categories of age to enhance be familiar with their emotion, to experience those emotions entirely, and exhibit compassion for others. These well-read behaviours are at that time used to support student create constructive, accountable decision; make frameworks to attain their goal, and construct optimistic associations with others.

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# PROFESSIONALISATION OF TEACHER EDUCATION

Recent trends & Future perspectives

Editor

**Dr. K. JAGADEESH**



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# CONTENTS

S.No.	Title	Page No.
1	Adopting Technology to Create Digital Creative Classrooms: The Paradigm Shift <b>Ms. Sarah D'souza</b>	1
2	Usage of Google Tools in Teaching and Learning Among Prospective Teachers During Covid-19 Period <b>G. Antoni Sagayaraj &amp; Dr. R. Sahaya Mary</b>	5
3	<b>Imparting Creativity into Classroom Practice Across the Curriculum</b> <b>Dr. P. Caroline Jeba Sorna</b>	11
4	Awareness of Science Process Skills and Prospective Science Teachers in Relation to Selected Demographic Factors <b>Md. Babar Khan &amp; Dr. M. Vanaja</b>	17
5	Cyber Safety And Student's Adjustment To Digital Education <b>Rashi Rastogi</b>	22
6	Guidance and Counselling Training Approaches in Preparation of Prospective Teachers in Dealing with Classroom Challenges <b>Dr. N.R. Prakash</b>	31
7	<b>Education Policy: NEP 2020 with Reference to Teacher Education</b> <b>Dr. Sr. M. Irudhaya Mary</b>	39
8	Reforms in Teacher Education: Present Scenario in the Perspective of Spiritual Intelligence <b>Mrs. Swati Shrivastava &amp; Dr. Mohammad Akbarul Qadri</b>	44
9	ICT Based Education: Problem and Prospects in Dimapur <b>V. Abdul Salahudeen &amp; Prasenjit Bhadra</b>	51
10	Critical Understanding of Professional Development of ICT Skills for Student-Teachers as Part of Teacher Training Courses <b>Ramavath Naresh</b>	52
11	The Role of the Teacher in the Special Needs of Children with Disabilities <b>Uma Gupta</b>	56
12	<b>Leadership Behaviour among Teacher Trainees in Chennai District</b> <b>Mrs. C. Bagyalakshmi &amp; Dr. Joseph Catherine</b>	62
13	Problems of Urdu Medium Students Learning the English Language at Higher Secondary Schools of the Rayalaseema Region in Andhra Pradesh <b>S. Bavajan</b>	68
14	Producing a Happy Classroom through Technology <b>YogitaKushwaha &amp; Dr. Ritu Tripathi Chakravarty</b>	72
15	Reform in Teacher Education Past and Present in the Context of Women Teachers <b>Durga Malakar &amp; Prof. Lungsang Zeliang</b>	79

16	Awareness and Utility of Cloud Computing Services Among Student Teachers <b>P. Sasikala &amp; Dr. K. Nachimuthu</b>	87
17	A Study on Utilization of E-Learning Resources among Student Teachers <b>S. Santhi &amp; Dr. G. Sivakumar</b>	92
18	A study on Self-Concept of Teacher Education Program Among B.Ed. Trainees <b>R. Daisy &amp; Dr. P. Muthupandi Selvi</b>	98
19	Smartphone usage of Prospective-Teachers in Chennai District <b>K. Bhavani &amp; Dr. R. Sahaya Mary</b>	103
20	Teacher Education in the Framework of NEP 2020 : Challenges and Possibility <b>Dr. Pradipta Kumar Pattnaik &amp; Sangeeta Kumari</b>	108
21	Teacher Evaluation and Effectiveness in Pedagogy <b>Ananda Majumdar</b>	114
22	<b>Teacher Preparation for Inclusive Education</b> <b>C. Sasikala &amp; Dr. Joseph Catherine</b>	128
23	<b>The Way Forward for Teacher Education</b> <b>Dr. K.Mangai &amp; Dr. V. Sheeja Vayola</b>	135
24	Utility of Computers for the Teaching of Yoga among Higher Secondary Level <b>K. Amutha &amp; Dr. K. Nachimuthu</b>	140
25	Google Classroom as a Tool for Teaching and Learning <b>Thronlem Jorlim Konyak &amp; Dr. Pradipta Kumar Pattnaik</b>	146
26	Teacher-Educators as Mediators in Achieving Holistic Education <b>Keneivi-u Rhatsu &amp; Dr. T. Yolila Sangtam</b>	151
27	<b>Emotional Competence among Teacher Trainees in Chennai District</b> <b>Dr. J. Jain Shanthini</b>	156
28	Practicing Self-Reflexive Methods in (Mass Communication) Teaching and Research <b>Dr. Sithara Puli Venkatesh</b>	162
29	Sports as a Site of Critical Pedagogy: An Autoethnography Study of Innovative Pedagogies for Effective Teaching <b>Sukumar Thangaraj</b>	163
30	Developing the Quality using Outcome-Based Education Structure in Teacher Education Institutions <b>R. Prabha &amp; Dr. Dhanalakshmi</b>	164
31	“Social and Academic Skills Among Children with Autism Spectrum Disorder at Sambhav School -A Case Study” <b>Dr. T. Sangeetha &amp; Dheeraj Kumar Madhukar</b>	169
32	Benefits of Technology in the Creative Classrooms <b>Swaroop Rani Yarlalagadda</b>	179

33	“Awareness and Impact of Integrated Teaching Education Program Among Teachers - An Empirical Study with Special Reference to NEP 2020” <b>Dr. A. Jayaram &amp; Mr. S. Vignesh</b>	180
34	“An Empirical Study on Employee's Job Satisfaction Affects their Performance in Low-Cost Airlines” <b>Rajesh Sharma &amp; Dr. Pooja Choudhary</b>	188
35	<b>Role of Teachers in Helping Exceptional Children in Classroom</b> <b>J. Rubina</b>	204
36	<b>Teaching Strategies and Techniques for CWSN</b> <b>Mrs. M. Merlin Therasa</b>	209
37	<b>Innovative Technologies in Education</b> <b>A. Petricia &amp; Dr. Joseph Catherine</b>	215
38	Sports as a Site of Critical Pedagogy: An Auto Ethnography Study of Innovative Pedagogies for Effective Teaching <b>Sukumar Thangaraj</b>	221



# IMPARTING CREATIVITY INTO CLASSROOM PRACTICE ACROSS THE CURRICULUM

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## Abstract

*Education is the perfection existing in human according to the words of Swami Vivekananda. The quality of the education system emerging in the present scenario is not meeting the expectations of the student population. The students of this contemporary era are exposed to technological gadgets and gain a lot of knowledge through the internet sources. The discipline of the students and the respect for the teaching profession is slowly deteriorating over the years. The factors that could help to redeem the decline of the profession are commitment towards the profession, creativity and innovation in the classroom and compassion for the students by the teachers and administrators. This article throws light on the innovative practices that could be employed in the primary and the high school level to uplift the present scenario existing in the education system in the country.*

**Keywords:** Creativity, Classroom, Students, Primary and High School

## Introduction

Education is the perfection existing in human according to the words of Swami Vivekananda. The quality of the education system emerging in the present scenario is not meeting the expectations of the student population. The students of this contemporary era are exposed to technological gadgets and gain a lot of knowledge through the internet sources. The discipline of the students and the respect for the teaching profession is slowly deteriorating over the years. The love for the profession and the demand is also poor when compared to the past. The future trend of education as perceived by the educators is that the demand for the conventional learning would be very less and the want of teachers to transact instruction will also be considerably low. The factors that could help to redeem the decline of the profession are commitment towards the profession, creativity and innovation in the classroom and compassion for the students by the teachers and administrators. Hence in the present system, the curriculum should include a lot of innovative strategies and classroom techniques in order to reinforce the attention of the students. This article throws light on the innovative practices that could be employed in the elementary and the high school level to uplift the present scenario existing in the education system in the country.

## Significance of Creativity in Curriculum

“Creativity is a natural extension of our enthusiasm.” according to Earl Nightingale. Creativity is an essential element towards the overall development of students. Classrooms are one of the ideal places where teachers inspire the students to use their imagination to

## EDUCATION POLICY: NEP 2020 WITH REFERENCE TO TEACHER EDUCATION

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*Assistant Professor of English*

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### Abstract

*The article discusses on the significance of National Education Policy 2020 with respect to teacher education. The entire education scenario in India needed a relevant revamping of the education policy according to the need of the society and of the time. Kothari Education Commission (1964 -1966) in all its significance focuses on the importance of knowledge transaction and its outcome by stating "The future of the nation is being shaped in its classroom". Hence having an in-depth study on National Education Policy 2020 by the teaching community is the need of the hour. In this regard the current paper on Education Policy: NEP 2020 With Reference to Teacher Education highlights the various nuances of teacher education and the relevant changes that brought to actualize the new trends in education and the need for the teachers to equip knowledge on e gadgets, e learning platform, online platform, virtual classrooms. While translating knowledge to the learners the need to incooperate values those enshrined in the Indian constitution specially on article 51A. Needless to say the NEP 2020 focuses on fulfilling the objectives and aims of education. Vocational education and skill development have become the central focus of the policy and actualizing the same during the learning process and achieving the same at the completion of the school education and higher education. The article concentrates on topics such as; Education Policy 2020, Multidisciplinary Colleges and Universities, Recent Techniques and Trends in Pedagogy, Practice of The Fundamental Duties (Article 51a) of the Indian Constitution and on Environmental Awareness: Conservation and Sustainable Development with respect to teacher education.*

**Keywords:** *Kothari Commission, Multidisciplinary, Fundamental Duties, Sustainable Development, Education Policy 2020.*

### Introduction

According to Tagore "The highest education is that which does not merely give us information but makes our life in harmony with all existence". Education aims at enkindling physical, mental, moral, social, emotional, intellectual, ethical and spiritual values of everyone that enhances life in harmony with all existence. Education ensures every person who receives quality of life, dignity and standard of living in the society. Educated person is able to reflect and discern to orient life in a meaningful way promoting peace and harmony with everyone and with the environment safeguarding an protecting every living being. Both Indian and Western Philosophers have envisioned that education guarantees creativity, dynamics of life in the society and paves path towards bringing relevant changes according to the need of the hour. Twenty first century dawned promoting digital environment ensured by intellectual properties and inventive abilities. India's contribution to the field of education is a remarkable one both in the past and at

## LEADERSHIP BEHAVIOUR AMONG TEACHER TRAINEES IN CHENNAI DISTRICT

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### Abstract

*Teachers can foster a strong sense of leader identification among the students. Teachers stimulate the students to develop a questioning attitude, reframing the problems and finding new ways to solve them. The teachers instill a belief in their students that they can succeed the vision that they can contribute productively to the world. So, it is important for teachers to have leadership qualities. This paper is an attempt to study the Leadership Behaviour among B.Ed. Teacher Trainees in Chennai District. The research methodology used for the study is the Descriptive Survey Method. The sample for the study was 300 student teachers taken from the government, government aided, and private colleges of education in the Chennai district. To examine the level of Leadership Behaviour of B. Ed teacher trainees -Leadership Behaviour Description Questionnaire and a personal data sheet constructed by the investigator with the help of the supervisor were used as the tools for the study. To analyze the data, Descriptive test and Differential Tests were done with SPSS. The major findings showed that there is no significant difference in Leadership Behaviour owing to Gender, Marital Status, and Region among B.Ed Teacher Trainees. Teacher Education Programme must include leadership development activities according to the National Education Policy 2020.*

**Keywords:** Leadership Behaviour, Teacher Trainees, National Education Policy 2020.

### Introduction

Leadership Behaviour is the ability to influence and support the team members and work together to achieve the goals. This is an essential skill in the teachers since it is necessary to set direction, build an inspiring vision, and create innovative things. The teacher is supposed to be a good leader if he/ she leads his/ her students in the right direction and inculcate values in them and teach them life skills.

## TEACHER PREPARATION FOR INCLUSIVE EDUCATION

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### Abstract

*The purpose of the paper was to create a more spontaneous and socially conscious approach to teacher preparation for Inclusive education. To develop the knowledge, experience, and guarantee necessary to be inclusive of all children, Professional must learn and practise Inclusive education during pre-service and in-service training as well as given more chances for ongoing professional development throughout their careers rather than just attending training sessions. Teachers need to be exposed to inclusive teaching and learning strategies from the start and throughout their professional development. To do this, it was advised that the curriculum be periodically changed to accommodate students with different requirements and learning preferences.*

**Keywords:** *Inclusive, Education, Disabilities, Teacher training*

### Introduction

The need for teachers that are equipped to meet the needs of all learners becomes apparent to provide not only equal opportunities for all, but also education for an inclusive society. Knowledge, beliefs Approaches and values of the teacher are brought to bear in creating an effective learning environment for pupils, making the teacher a critical influence in education for inclusion and the development of the inclusive school (Murungi, 2015).

Gambo (2015) saw inclusive education as the progressive increase in the participation of students, in lessening of their exclusion from the cultures, curricula, and communities of local schools. Sambo and Gambo (2015) further explained that with inclusive education, all students in a school despite their strength or weakness in any area become part of the school community. It is a place where children are seen as equal members of the classroom without being marginalized. Inclusive education amounts to equal opportunities for all learners to learn and succeed in the society (Murungi, 2015).

### Concept of Inclusive Education

The Concept of inclusive education is universally recognised as a means of ensuring fairness, justice, and excellent education for all students, particularly those who have traditionally been excluded from mainstream education due to a disability, ethnicity, gender, or other characteristics. Even though Inclusive education has been effectively adopted in many nations, other nations are still working toward this ideal. Teachers currently operate in a changing environment that is undergoing fast transformation. The

## THE WAY FORWARD FOR TEACHER EDUCATION

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### Abstract

*Education must aspire for holistic and balanced development of physical, intellectual, emotional, and spiritual dimensions as against its restricted function of imparting information or making people literate to be a fruitful endeavor. A proper balance and the nurturance of the four basic human faculties of body, mind, heart, and soul may take humanity towards positive regeneration. Spiritual Intelligence is an innate capability that every individual has. This research paper throws light on the National Education Policy 2020 and the importance given to for teacher education. This is an attempt to study the level of Spiritual Intelligence among B.Ed. Teacher Trainees in Chennai District. The research methodology used for the study is the Descriptive Survey Method. The sample for the study was 300 student teachers taken from the government, government aided, and private colleges of education in the Chennai district. To examine the level of Spiritual Intelligence of B. Ed teacher trainees -The Spiritual Intelligence Scale (SIS-DD) developed by Dr.Santosh Dhas and Dr.Upinder Dhar (2005) was used as the tool for the study. To analyze the data, Descriptive test and Differential Tests were done with SPSS. The major findings showed that there is a significant difference in Spiritual Intelligence owing to Stream of Study and Type of Institutions among B.Ed Teacher Trainees. Strengthening the Spiritual Intelligence must be a part of Teacher Education in order to make India a knowledge super power rooted in cultural heritage. Spiritual Intelligence magnifies the consciousness and mindfulness which in turn will pave the way for holistic development of the individual which is highlighted in the National Education Policy 2020.*

**Keywords:** *Spiritual Intelligence, Prospective Teachers, National Education Policy 2020.*

### Introduction

**“We are not human beings having a spiritual experience.**

**We are spiritual beings having a human experience”.**

**- Pierre Teilhardde Chardin**

Education is known to be the best instrument for transforming a country into a constructive and progressive one. The education system in Post independent India had to face many challenges accessibility, affordability, accountability, equity, equality and quality in pre- primary education to higher education. The National Education Policy 2020 addressed these challenges and proposed many changes for the transformation of School Education and Higher Education through out our country. Teachers are required to

## EMOTIONAL COMPETENCE AMONG TEACHER TRAINEES IN CHENNAI DISTRICT

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### Abstract

*Emotional Competence of an individual is the ability to balance his/her reactions appropriately according to the situation. Teachers must have strong emotional competence in order to build a good rapport with the students. This paper is an attempt to study the level of Emotional Competence among B.Ed. Teacher Trainees in Chennai District. The research methodology used for the study is the Descriptive Survey Method. The sample for the study was 300 student teachers taken from the government, government aided, and private colleges of education in the Chennai district. To examine the level of Emotional Competence of B. Ed teacher trainees - Emotional Competence Scale and a personal data sheet constructed by the investigator with the help of the supervisor were used as the tools for the study. To analyze the data, Descriptive test and Differential Tests were done with SPSS. The major findings showed that there is no significant difference in Emotional Competence and its dimensions owing to Gender, and Region among B.Ed Teacher Trainees. National Education Policy 2020 emphasizes that teachers must take up the responsibility of being excellent social engineers who teach the future generation.*

**Keywords:** *Emotional Competence, Teacher Trainees, National Education Policy 2020.*

### Introduction

Emotional competence is the set of demonstrable characteristics and skills that enable and improve the efficiency or performance or reaction to a given situation with in depth feeling forming a vigorous behaviour. An individual with high emotional competence can control the behaviour, and react spontaneously in a natural way without any confusions or complications. On few occasions emotional balance can be hard causing change in the personality this is due to the functional competence of emotions. Thus emotional competence has a major role in influencing the positivity of the teachers who handle the diverse behavior of the learners in the classroom.

### Statement of the Problem

**Emotional Competence among Teacher Trainees in Chennai District.**

### Operational Definition of the Terms

#### Emotional Competence

Emotional Competence is the ability to manage the emotions. In this study it refers to the score obtained by the student-teachers in the Emotional Competence Scale.

# ROLE OF TEACHERS IN HELPING EXCEPTIONAL CHILDREN IN CLASSROOM

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## Abstract

The interlude 'exceptional' means unlike things to diverse people. Several utilize it while referring to the mainly intense family or the young person with extraordinary talent. Others make use of it while they transfer to any distinctive or atypical child. Telford and Sawrey (1972) said, "To be exceptional is to be rare of unusual". Out of the ordinary children are those for who standardized enlightening programme do not suit them hence they require particular instructional programme for additional services or both. Uniqueness is manifest by presentation i.e. greater and lesser to that of the standard children. They depart from the average people in cooperation information in addition and fewer of signify physically. Mentally or collectively these deviation are noteworthy to such a level that their adaptation with the benchmark in some situation becomes not easy. They come transversely knowledge problems in usual setting due to the defect and now and then due to their greater intrinsic worth.

## Introduction

**According to Crow and Crow:** A 'exceptional' is realistic to a trait or to a person possessing characteristic upto the level of variation from standard control of the attribute is so great that because of it the entity deserve or receive particular politeness from his fellow and his performance response and actions are thereby affected."

According to W.M. Cruichshank (1974) "An exceptional child is he who deviate, physically, mentally and specifically so noticeable by from standard augmentation and expansion that he cannot be benefit from regular classroom plan and requirements special behaviour in school."

Some outstanding children share certain objective kind and/or pattern of education and actions. These description fall into the following category of uniqueness:

- intellectual retardation (developmental disabilities)
- Learning disabilities
- arousing and behavioural disorder
- Autism
- Communication (speech and language) disorders
- Hearing impairments
- Visual impairments
- Physical and health impairments
- Traumatic brain injury

## TEACHING STRATEGIES AND TECHNIQUES FOR CWSN

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### Abstract

*The special needs depend on the nature of their disability. Children with Special Needs (CwSN), have some form of disability with regards to physical, sensory, developmental and emotional. As a teacher when working with special need students, two terms to be considered are **accommodation** and **modification**. Teachers have to be patient, listen and enjoy spending time and learning together. Children with special need demand not only more of your time and patience; also necessitate dedicated instructional tactics in a structured environment that supports and enhances their learning potential. The concepts of detailed planning, individualized instruction, multiple learning styles, team teaching, and weekly assessment are all of direct benefit to children with special need.*

**Keywords:** CwSN, Strategies ,techniques

### Who belong to CwSN?

**Children with Special Needs (CwSN)**, who have some type of disability and require exceptional care and help. The special needs depend on the nature of their disability. A *special needs child* is who has been determined to require special attention and specific necessities that other *children do not*.

### CwSN can be Classified into four Major Categories:

#### 1. Physical

Physical disabilities is issues with movement and balance include conditions like Muscular Dystrophy (muscle weakness and overall loss of muscle mass, it gets worse with the passage of time), Epilepsy, Cerebral Palsy (issue with muscle coordination is impaired due to damage to the brain), Loco-motor Disability.

#### 2. Sensory

These conditions hamper one or more sensory abilities of children. Sensory disabilities include deafness, hard of hearing, low vision and blindness.

#### 3. Developmental

Developmental Disabilities include Autism Spectrum Disorder (which affects communication and behavior), Down Syndrome (extra full or partial copy of the chromosome 21). Hence, also known as Trisomy 21. This creates various problems and may affect a person's physical as well as mental condition.



## INNOVATIVE TECHNOLOGIES IN EDUCATION

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### Abstract

*Every aspect of life has been touched by the technological innovations over time. Information and Communication Technology plays an important role in education particularly in the age of globalisation. ICT in education increases student engagement and knowledge retention: Students are more focused on their work when ICT is incorporated into lessons. This is because using technology to teach the same concepts in various ways can make learning more entertaining and fun. It not only makes the learning joyful but also caters to the needs of diverse learners in classroom. This makes the present and future generation of learners to be self-regulated and promote lifelong learning.*

**Keywords:** *Globalisation, Technological Innovations, Self-Regulated and Lifelong Learning.*

### Introduction

The future of the educational system will be determined by technological innovation. Educators and industry experts agree with the tendency of incorporating Bed Tech tools and applications into every aspect of the educational system since it may be a source of distraction for kids. As educational institutions strive to offer their pupils the finest education possible, the use of technology in the classroom is growing in popularity. Effective technological integration, however, aids students in better understanding all of the subjects covered in class.

### Need and Significance of New Education Policy

With the help of the NEP, it will be possible to transform Indian education from "sorting and selection" to "human development," allowing each student to reach their full potential. If this vision is carried out in reality, India and the entire globe will benefit.

To ensure on going learning, NEP 2020 places a strong emphasis on five pillars: accessibility, accessibility, quality, equality, and accountability. It has been designed to meet the demands of the people because society and the economy both require knowledge, which necessitates the continual acquisition of new skills.

### Role of ICT in Education

ICT enables better student-teacher interaction. It aids in their preparation for teaching and serves as feedback. ICT also enables teachers to connect with organisations and universities, as well as NCERT, NAAC, NCTE, and other organisations. Additionally, it aids in the efficient use of ICT gear and software for the teaching and learning process.

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# SUSTAINABLE GROWTH IN EDUCATION

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## CONTENTS

---

1. **An Overview of Environmental Conservation and Protection**  
Dr. P. Karnan .....1
2. **Independent Learning**  
C. Sasikala .....12
3. **Creating Responsibilities and Leadership Among Students**  
Mrs. Dafini Pinky. F .....27
4. **Decision-Making Base for Exploration in Adolescence-  
the Hypothetical View**  
Dr. RadhikaVidyasagar .....34
5. **Gender Equality and Disparities in the Indian  
Education System**  
Dr. SheejaVayola V. ....46
6. **Goal Setting for Learning**  
M. Merlin Therasa .....60
7. **Promoting a Mindful Environment for Effective  
Teaching and Learning**  
M.S. Bhuvaneshwari .....72
8. **Transforming a Rural Intoeducated Rural**  
P. Gaayathri & Dr. A. Catherin Jayanthi .....81
9. **Environment: That Shapes the Life**  
Pavithra. R. ....96
10. **Self Confidence Environments for Teaching**  
J. Rubina .....103

## CONTENTS

---

11. **Positive Relation in Teaching and Learning**  
S. Siva Nivetha .....114
12. **Rural Transformation**  
**G. Umamageswari** .....121
13. **Paradigm Shift from Teacher-Guided Learning to Independent Learning**  
Rajalakshmi V.R .....131
14. **Creating Responsibility/Leadership to the Students**  
Mr. N. Srisandarajah .....138
15. **Decision Making Base for Exploration and Simulations**  
Mr. S. Shifan .....151
16. **Goal Setting for Learning**  
Mr. S. Jeyakanthan .....163
17. **Positive Relation in Teaching and Learning: Psychology in Education**  
Mrs. A. Devagi .....175
18. **Rural Transformation**  
Mr. M. Manimoly .....188
19. **Environmental Protection and Conservation**  
Mr. S.R. Sathiyendranapillai .....197
20. **Health Promotion, Sustainable Protection and Consumption**  
Mrs. S.N. Wijayagowri Anandharajah .....210
21. **Self Confidence Environments for Teaching**  
Mr. G. Anandharajah .....222

## INDEPENDENT LEARNING

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### **Abstract**

*Independent learning is thought to be crucial to individuals' success in both their academic and professional lives. The ability to learn independently is one that students must master since it fosters imagination and intellectual curiosity. Our student to learn actively rather than passively. Students can take control of their own learning by doing it individually rather than waiting to be taught what to do. For individuals with various cognitive abilities and learning styles, this naturally provides flexibility. Additionally, it encourages students to concentrate on learning as a whole rather than simply one ability at a time. Preparing students for success as lifelong learners in the future by teaching them how to think independently throughout this period of online instruction.*

Key words : independent learning, academic, flexibility, intellectual

\*\*\*\*\*

## **CREATING RESPONSIBILITIES AND LEADERSHIP AMONG STUDENTS**

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### **Abstract**

*Leadership and Responsibilities go hand in hand and plays an important role in every aspect of a student's life. Leadership skills can play a large role in a person's career development. Students go through many phases in life for personal and career development where they need leadership skills to. In the present world, students are facing many career challenges and employment problems. Therefore, the student need leadership skills to accept challenges, solve problems and analyze career direction. Students learn about leadership by observing the people around them from their young age. By witnessing how others respond to criticism, confront failure, and communicate to large groups, students begin to develop their own habits and thought processes. As students advance responsibility and enthusiasm about being a leader, it's important to help them develop specific leadership qualities*



# **GENDER EQUALITY AND DISPARITIES IN THE INDIAN EDUCATION SYSTEM**

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## **Introduction**

Gender Disparity in India means health, education, economic and political inequalities between men and women in India. Gender disparity is largely the effect of the deep-rooted systems of patriarchy. Discrimination against women begins before birth and called this systemic relegation. Gender inequality in India is a multidimensional problem that affects both men and women. Some argue that gender equality measures, place men at a disadvantage. In the current situation, many girls are still educated as their discrimination affects the country and extreme racism deprives women of justice and equality, which is only **education** and enlightenment can secure. Equality and equity in education are directly related to the democratic development of the society, where the purpose of education is to produce knowledge makers with the capacity of making the most profitable use of the acquired knowledge.

## **GOAL SETTING FOR LEARNING**

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*“If you want to be happy, set a goal that commands your thoughts, liberates your energy and inspires your hopes.”*

– Andrew Carnegie.

### **Abstract**

*Setting goal can look changed depending on an individual's way of life, values and meaning of success, which involves turning dream into achievement. Your goals are exclusive to you and don't need to look like anyone else's. “Improvement equals happiness,” and setting goals gets us there. The drive of goal is to give you roughly that you want to improve your life in some way. Setting goal support the learners to feel less from pressure and anxiety. Goal can give learners control over their own studies and at the same time, gives students a technique for monitoring their learning performance.*

**Key Word :** Goal, Goal Setting, techniques, learners

\*\*\*\*\*

# SELF CONFIDENCE ENVIRONMENTS FOR TEACHING

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## **Abstract**

*Psychological wellbeing in the classroom and rational modesty both require a sense of self-confidence. Exclusive of this, students do not experience comfortable sufficient to confess to their be deficient in of awareness and are typically less eager to ask for help. Self-confidence plays a key role in a student's life. It includes trusting your own ability and judgement, and can help students reach their goals. Students who are self-confident often become more flexible and are able to hold their full potential. Research shows that a student's self-confidence influences their learning in diverse ways, from enhanced student contribution to decreased anxiety. Students spend a majority of their day in the classroom. It becomes an vital place for their improvement, both personal and academic. Creating an environment where students feel as though they can say "I don't know" and ask for help, and receive*

## **RURAL TRANSFORMATION**

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### **Abstract:**

*Social researches have been keenly focusing on the varied dimensions of the processes involved in the transformation of financial prudence as they embark on the boulevard to development. According to the Annual Status of Education Report (ASER), the number of students going to school in rural India is increasing. However, more than 50% of the students in the 5<sup>th</sup> standard is not capable of reading a text book of 2<sup>nd</sup> standard. History shows us that the transformation of any economy is a process that diverges from an agrarian industry and converges to a manufacturing and service-oriented industry. The transformation of an economy is structural and leads to a host of factors that fuel the change. The working community in such transformation are extremely hooked on skilling, industry location and choice of occupation. In a diverse and structurally imperfect working population such as India, the social process of development is driven primarily through education.*

**ONE DAY NATIONAL SEMINAR  
ON  
HIGHLIGHTS OF NEP 2020: TEACHER EDUCATION**

**30 August, 2022**

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	<b>M. Nagarasan</b>	
21	A comparative study on NEP-2020 and Previous Educational policies <b>S.Sridevi &amp; A.Manikandan</b>	129
22	The Impact of National Education Policy on Teacher Education in India <b>Dr.K.Santhanam</b>	134
23	Highlights of NEP 2020 Teacher Education <b>Sheena N.B &amp; Unigagandhi. T</b>	143
24	Roadmap for Academic Integrity through the Implementation of National Education Policy - 2020 <b>Dr. Mangai Kumaran</b>	146
25	Teacher Education in India <b>C.Bagyalakshmi &amp; J.Rubina</b>	149
26	National Education Policy 2020 - Opportunities And Challenges in Teacher Education <b>C.Sasikala</b>	153
27	NEP 2020 – A New Model of Teacher Education <b>Dr. Mrs.Annie Kavitha L</b>	159
28	National Educational Policy 2020: Equitable and Inclusive Education <b>Dr. Sr. M. Irudhaya Mary &amp; Dr. P. Caroline Jeba Sorna</b>	163
29	Teacher Education in NEP 2020 <b>M. Merlin Therasa</b>	168
30	Value Based Education as an Integral Part of New Education Policy-2020 <b>Dr. Sheeja Vayola V &amp; Dr. S. Arockia Elizabeth Josephine</b>	171
31	NEP 2020: NEP 2020: Out Come Based Learning and Assessment <b>G.Umamageswari</b>	177
32	Helps To Avoid Teacher Burnout <b>Ajitha M &amp; Rajalakshmi.C</b>	181
33	Highlights of NEP 2020: Teacher Education Significance of Teacher Education <b>K.Balusamy</b>	185
34	Importance of Teacher Education For Holistic Learning of Learners <b>Dr.B.Jai Ganesh &amp; Dr.T.Mahendran</b>	192
35	Significance of Teacher Education <b>Dr. M.Prabha</b>	198
36	Significance of Teacher Education <b>P.Thenmozhi</b>	202
37	Vision of Teacher Education in India <b>S.Sridevi &amp; K.Ilayaraja</b>	206
38	Addressing Teacher Burnout: Causes, Symptoms and Strategies <b>V.Sankar</b>	209
39	New education Policy 2020: A road map to quality education- Teacher Perspective <b>Dr.M.Arunasalam</b>	214
40	A Theoretical analysis of india's "New Education Policy 2020" <b>S.Amuthavalli</b>	222
41	Can the national education policy 2020 improve academic outcomes and faculty inspiration in india? <b>B.Revathi</b>	229

**Roadmap for Academic Integrity Through the Implementation of National  
Education Policy - 2020**

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***Abstract***

*The National Education Policy 2020 was formulated to replace the old National Education Policy 1986. It strives to transform the whole education system in India including school education and higher education. Model Multidisciplinary Education and Research University will be set-up in India to promote quality research, and innovation in the country and make it as a knowledge power. Educationists, Policy makers in the field of education and teachers consider ethical recommendations when they make their solutions for the specific problems in a given context. Research in the field of education must have ethical considerations. It includes consent form from the participants, confidentiality, anonymity, transparency in communication, potential for documenting the results fairly. Academic Research must be conducted appropriately with integrity and honesty. Teachers must be aware of basic research ethics and apply the principles of academic integrity and honesty to research that is conducted in primary level or secondary level.*

**Keywords:** *Academic Integrity, National Education Policy – 2020, Research Ethics*

**Introduction**

India's Education System with a student population of over 250 million was reliant on traditional methods before the onset of Liberalization, privatisation, and globalization. Recent trends in education has shifted to online learning environments. The focus is on the practical knowledge rather than theoretical knowledge to enable the students to solve the problems with reasoning and critical thinking skills. Educational institutions must ensure that the research work is carried out with utmost academic integrity. The research work done by other researchers must be given due importance and acknowledged appropriately.

The purpose of any academic research is to test the hypothesis. A hypothesis is an idea. Research is done to test the hypothesis for truth based on the data collected and the available evidence. The tools used for data collection should be valid, reliable, objective so that the justification made can be fair and reasonable.

**Plan to implement the National Education Policy 2020**



## **TEACHER EDUCATION IN INDIA**

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### *Abstract*

*The National Education Policy (NEP) aims to transform India into a vibrant knowledge society and global knowledge superpower by making both school and college education more holistic, flexible, multidisciplinary, suited to 21st century needs and aimed at bringing out the unique capabilities of each student. The National Education Policy 2020 aims to bring transformational reforms in school and higher education and thus shape India into a global knowledge superpower. The Union Cabinet chaired by the Prime Minister Shri Narendra Modi approved the National Education Policy 2020 on July 29, 2020. This policy replaced the 34 year old National Policy on Education (NPE),1986. Built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability, this policy is aligned to the 2030 Agenda for Sustainable Development.*

**Keywords: Teachers Training, National Education Policy, Indian Values.**

### **Introduction**

Teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.

### **History and Educational Implications of National Education Policy 2020**

According to the Justice J. S. Verma Commission (2012) constituted by the Supreme Court, a majority of stand-alone TEIs - over 10,000 in number are not even attempting serious teacher education but are essentially selling degrees for a price. Regulatory efforts so far have neither been able to curb the malpractices in the system, nor enforce basic standards for quality, and in fact have had the negative effect of curbing the growth of excellence and innovation in the sector. The sector and its regulatory system are, therefore, in urgent need of revitalization through radical action, in order to raise standards and restore integrity, credibility, efficacy, and high quality to the teacher education system.

**NATIONAL EDUCATION POLICY 2020 - OPPORTUNITIES AND CHALLENGES  
IN TEACHER EDUCATION**

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**Abstract**

The current government made the decision to reform the Indian education system by announcing a comprehensive National Education Policy 2020 in order to foster the sector's growth. The newly announced National Education Policy 2020 envisions an education system focused on India that, by offering top-notch instruction to everyone, directly helps to our country's sustainable transformation into a just and vibrant knowledge society. The primary goals of NEP are to "ensure that teachers are provided with the highest quality training in content, pedagogy, and practise, by moving the teacher education system into multidisciplinary colleges and universities, and establishing the 4-year integrated B.Ed. offered by such multidisciplinary HEIs will, by 2030, become the minimal degree qualification for school teachers" (NEP2020 -Page 42: 15.5).Detailed examination of the NEP 2020 reveals an odd confluence of potential and concurrent difficulties for the teacher education scenario. With regard to paradigm developments in terms of opportunities and challenges in the teacher education sector, the current paper attempts to examine National Education Policy 2020.

**Keywords:** NPE 2020, Teacher Education, opportunities, challenges

**Introduction**

It has been said aptly that "Educating a boy, you educate one individual, but teaching a girl, you educate the entire family, and teaching a teacher, you educate the whole community."

The future of our students, and thus, the future of our country, is actually shaped by their teachers. The noblest occupation is thought to be teaching. Our students learn values, knowledge, empathy, creativity, ethics, life skills, and social responsibility from their instructors. As a result, teachers are at the core of the educational process and serve as an essential means of fostering a progressive, just, educated, and prosperous society.

**NEP 2020 – A NEW MODEL OF TEACHER EDUCATION**

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**Abstract**

The quality of human capital is the touchstone of education in any country. A well-educated generation with a high literacy rate is equipped to undertake social, economic, and political roles responsibly with an overarching awareness of the global issues. Such is the vision embedded in the NEP 2020, which, when fully implemented, promises to make education holistic and a lot more rewarding. NEP 2020, with its provisions of revamping the curriculum structure, assessment criteria and regulations, promises a brand-new approach to teaching and learning. The 'Knowledge Society' we are living in currently is extremely competent and challenging. For teachers and young students looking to enter the teaching force, this acts as an important progression and the right training and pedagogy can ensure a teacher's professional excellence. Understanding the gap and trying to ensure teachers have all resources, The NEP 2020 has beautifully laid down a series of empowering and comprehensive frameworks for our teaching force.

**Key Words:** NEP, curriculum.

**Introduction**

Education in India is poised at an interesting inflection point. On the one hand, new digital platforms of learning and innovative techniques of teaching are propelling it to global standards to create new benchmarks. Teachers are a repository of knowledge who believes in imparting their knowledge to their disciples which will help their disciples to improve the world in future. This will create a generation that is bright and intelligent and one who understands the world in the same way as it is and who is inspired not by emotions but by logic and facts.

**NEP 2020: Teacher Education**

As our understanding of how students learn best continues to evolve, so too must the role of teachers and teacher education. In the past, teachers were primarily responsible for imparting knowledge to students. However, we now know that students learn best when they are actively engaged in their own learning. Therefore, teachers must now act as facilitators, helping students to explore and understand new concepts for themselves. This shift requires a

**NATIONAL EDUCATIONAL POLICY 2020: EQUITABLE AND INCLUSIVE  
EDUCATION**

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**INTRODUCTION**

Kothari Education Commission aptly states “The future of the nation is being shaped in its classrooms”. The policy makers and the educationists have ever since strived with serious and authenticity efforts have positively resulted in promoting education and available to every state and its cities and villages of India. However, the National Education Policy 2020 has realized that there is a huge gap with respect to equitable and inclusive education for all. Article 14 of the Indian Constitution stated free and compulsory education for all up to 14 years of age. Nevertheless, it is critical to achieve by inclusive and equitable society in which every citizen has the chance to complete school and higher education fulfilling the goals and contributing to the nation’s growth and development. Gandhiji the father of the nation envisioned that education must reach to the four corners of India promising its children to the opportunity to learn and excel without distinguishing caste, colour and religion to enhance socio economic conditions of the country. National Education Policy 2020 reaffirms the right to education in all its richness bridging the gap between have and have nots and including every child and learners and providing equitable education who wish to pursue to attain knowledge on every discipline and subject.

**EQUITABLE EDUCATION**

National Education Policy 2020, the Chapter 14 discusses elaborately on the implementation plan on how they propose to deliver on universalize education between 3 and 18 years... this move to actually bring children into sort of formal education fold at age three, had a timeline because there are lots of practical issues with the anganwadis and preschools. The NEP committee members were completely clear that the policy’s focus has to be that government education is of very high quality. This is the only way to make sure that every child, no matter where they are in, are given education. The NEP advocates equitable and inclusive education but there is no mention of a common school curriculum. Even the proposal to impart education in the mother tongue is open-ended. Hence, NEP must bridge the gap concretely on introducing and implementing common curriculum. There is yet

**TEACHER EDUCATION IN NEP 2020**

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**Abstract**

Teacher education is significant in making a pool of faculty lecturers that may form following generation. Teacher preparation is an activity that needs multi-disciplinary views and information, formation of tendencies and values, and development of observe underneath the most effective mentors. lecturers should be grounded in Indian values, languages, knowledge, attribute and traditions together with ethnic traditions, whereas conjointly being well-versed within the latest advances in education and pedagogy.

Key Word: Teacher education, multi-disciplinary, NEP2020.

**Introduction**

The Kothari Commission framed the National Education Policy in 1966. It said, “Of all the factors that influence the standard of education and its contribution to national development, the standard, competence, and character of our teacher’s square measure without doubt the foremost important.”

In 2020, the Ministry of Human Resource Development introduced the NEP or the New Education Policy. The New Education Policy 2020 guarantees to give birth to many sweeping reforms to update and modernize the Indian education system. Some of the most welcome changes among these are concerning teachers.

**Teacher Education Institution (TEI’S)**

To improve and reach the amount of integrity and credibility needed to revive the status of the teaching profession, the regulative system shall be authorised to require demanding action against substandard and dysfunctional teacher education institutions (TEIs) that don’t meet basic educational criteria, when giving one year for remedy of the breaches. By 2030, solely educationally sound, multi-disciplinary and integrated teacher education programmes shall be in force.

Teacher education needs multidisciplinary inputs and education in high-quality content additionally as pedagogy, all teacher education programmes should be conducted among composite multi-disciplinary institutions. To the present finish, all multi-disciplinary universities and schools - can aim to ascertain, education departments that, besides polishing

**VALUE BASED EDUCATION AS AN INTEGRAL PART OF NEW EDUCATION**

**POLICY-2020**

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**Abstract**

The NEP 2020 interweaves on the all-encompassing entities of education viz, advancement in science and technology, art and culture, vocational education, sports, ethos and moral values and transparency with a holistic approach. The distinctive spirit of this policy is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. The policy aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and pluralistic society.

**Keywords:** Value Based Education, NEP 2020, Teacher, Students

**Introduction**

The first commission in 2016, headed by the late TSR Subramanian, was rejected by majority of academicians and scholars for its excessive lenience towards a particular ideology and agenda. It was pointed out that Commission's draft was centred on centralization, commercialization and communalization of education. Both within the parliament and outside, these issues were raised consistently and the government shelved the recommendations in favour of a wider commission under Dr.K. Kasthurirangan, head of the panel for NEP 2020. The new commission came up with a 484 pages document designed with the vision to create an 'India centred education'. Finally, the draft National Education Policy 2019 was submitted to the Ministry on 31<sup>st</sup> May 2019. The Union Cabinet approved the National Education Policy on July 29<sup>th</sup>, 2020 and released it.

Value Education is essentially a matter of educating the feelings and emotions. It is the 'training of the heart' and consists in developing the right feelings and emotions. Values represent wide range of good ideas about the end that people should pursue in their life. The values of a society provide goals or ends for the members to aim for.

Value education plays a big role in shaping student's behaviour, moral, ethics and it is important in developing all aspects of life. Values education is a way of conceptualising education that places the search for meaning and purpose at the heart of the educational

**NEP 2020: NEP 2020: OUT COME BASED LEARNING AND ASSESSMENT**

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**Abstract:**

*Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. Outcome-based education (OBE) is education in which an emphasis is placed on a clearly articulated idea of what students are expected to know and be able to do, that is, what skills and knowledge they need to have, when they leave the school system. It is sometimes also called performance-based education and is an attempt to measure educational effectiveness based on results rather than on inputs such as time students spend in class. The student learning outcomes constitute the criteria by which curriculum is developed or redesigned, instructional materials are selected, teaching methods are adopted, and evaluation is conducted.*

**Keywords:** NEP-2020, Outcome Based Education, Learner Centred, Assessment, Mapping, CO's and PO's.

**Introduction:**

The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) was always considered in Indian thought and philosophy as the highest human goal. The aim of education in ancient India was not just the acquisition of knowledge as preparation for life in this world, or life beyond schooling, but for the complete realization and liberation of the self. World-class institutions of ancient India such as Takshashila, Nalanda, Vikramshila, Vallabhi, set the highest standards of multidisciplinary teaching and research and hosted scholars and students from across backgrounds and countries.

The teacher must be at the centre of the fundamental reforms in the education system. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens. It must do everything to empower teachers and help them to do their job as effectively as