

Re-engineering Teacher Education

Approaches and Challenges



Editors

Rev. Dr. D. Thomas Alexander SJ

Dr. A. Punitha Mary



AASAAN PUBLICATIONS

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St. Xavier's College of Education (Autonomous)

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PREFACE

Dear Teaching and Research Fraternity, Greetings from SXCE, Palayamkottai!

Oh, Teacher Education! Quo Vadis? (Latin phrase for 'Where are you going?'). Where are the teacher educators? Where should we be heading towards? Are we on the precise road? What should be triggered? What kind of teachers do we mold to face the challenges of today's world? These are a few questions being raised among the teachers, teacher educators, educationists, policymakers, elderly citizens, and stakeholders such as parents and well-wishers. In search of reflective answers, our college ventured into the organization of a national conference of teacher educators, focusing on 'Re-engineering Teacher Education: Approaches and Challenges' on February 2nd and 3rd, 2024. It was consciously made offline to avoid the undesirable academic sluggishness and disasters in online transactions. We aimed to provide a platform on which the above questions may be deliberated, and concrete action plans may be initiated.

Teacher education is a foundation laid for the sustainable growth and development of any nation. If education must prosper and function positively in a society, then improving teacher education is vital and indeed inevitable. Teacher education is expected to contribute towards developing a basic understanding of the principles and practice of teaching and learning. It is to produce well-qualified professionals who can adjust to the changing needs of the students and developmental prospects of modern society. In it, knowledge and skills are developed, thereby building teachers/people to become useful to themselves and to the society they live in.

Which means, the need for overhauling and revamping of the system at a regular interval is a must for innovative and relevant training of prospective teachers, and meaningful classroom teaching-learning activities. Therefore, the keyword 'Re-Engineering,' which means a 'systematic process of analysis, design, and implementation' (Akpan et al, 2016), assumes significant importance if teacher education is to be modernized. Needless to say, the reassessment of teachers, existing pedagogic tools and materials will have to undergo stringent scrutiny of its appropriateness in the classroom transaction. Or we must agree, at least to the understanding that the re-engineering will require the use of both traditional and technological tools and modes, building on and extending traditional social forms of teaching and learning.

The current challenges that teacher education faces today after the advent of LPG mainly are related to the lethargic and easy-going attitude of teacher-educators, less enthusiasm among prospective teachers, a disconnect between pre-service training and post-training classroom activity, slow process of evaluation and revamping of learning content, diminishing professional commitment, rare model ethical behavior, and slow adoption to the rapid change of technological and scientific discoveries and inventions in the educational system. Hence there is a need for stimulating the professional spirit among the teacher educators/teachers, retaining the spirit of inquiry and creativity in teachers, enhancing teachers' commitment, training and motivating teachers for effective handling of classroom situations at different levels, and equipping them with modern Learning Management Systems (LMS). There is no one-size-fits-all solution; rather, each locality requires its own creativity, redesigning of content suiting local geographical conditions and needs, and adapting to the growing demands of society.

Thus, the two-day national conference on the above central point of re-engineering of teacher education enabled us to collectively, in person, ponder over various sub-themes and had the privilege of 43 papers being presented on the portal of St. Xavier's College of Education (Autonomous), Palayamkottai, Tirunelveli, Tamil Nadu. Indeed, it was a unique experience to listen to so many speakers, including a thought-provoking panel discussion among administrators, faculty, parents, and students on the existing scenario in teacher education.

We are grateful to all the speakers, paper presenters, and the participants for their wonderful sharing and contributions along with their enthusiastic participation. Thus, we are very proud to publish the collections of the best papers presented at the conference as e-proceedings with an ISBN number. We are sure, this will go a long way to trigger the minds of younger teacher educators and prospective teachers in its way; we hope the responsibility of bearing this torch to further the cause of quality teacher education will continue in the future. I would like to fondly remember the painstaking effort undertaken by Prof. Dr. A. Punitha Mary and other faculty of our college for magnificently organizing the event to the point of relevance, quality, and fruitfulness.

May God bless you.

Prof. Dr. D. Thomas Alexander SJ, Principal,
SXCE, Palayamkottai, Tirunelveli, TN.
29.02.2024.

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VALUE ORIENTATION IN TEACHER EDUCATION

Baskar.Y.

M.Ed Student, St. Xavier's College of Education (Autonomous), Palayamkottai.

Michael J. Leo. A. Ph.D.

Asst. Professor of Education, St. Xavier's College of Education (Autonomous), Palayamkottai.

Abstract

Value Orientation in Teacher Education in India, emphasises its impact on shaping the nation's future through the quality of education. The discussion covers the multidisciplinary perspectives and knowledge necessary for teacher education, with a focus on the National Education Policy (NEP) 2020. The NEP advocates for holistic development, incorporating ethical reasoning and traditional values. The text underscores the pivotal role of teachers in value orientation, both in terms of curriculum decisions and personal example. It delves into the importance of value orientation in the broader context of teacher personality formation and its practical significance. The paper also discusses on cyber values, neighbourhood values, professional values, classroom values, social values, and patriarchal values, highlighting their significance in shaping the learning environment, influencing student outcomes, and promoting equality in education.

Keywords: Value Orientation, Teacher Education.

Introduction

Teacher education in India plays a vital role in shaping the future of the nation by influencing the quality of education imparted to students because “education is not a preparation for life; education is life itself” (John Dewey) as far as we are concerned. It serves as the foundation for the development of a skilled, knowledgeable, and enlightened citizens. The significance of teacher education extends beyond the classroom, as teachers are instrumental in nurturing the intellectual, emotional, and social growth of the next generation. In the diverse and dynamic landscape of Indian education, the preparation and continuous professional development of teachers are essential components to ensure the delivery of effective and equitable education. This paper will delve into a few key aspects that highlight the critical role of teacher education in shaping the educational landscape of India.

Teacher Education in NEP

Teacher education is crucial for shaping the next generation and requires multidisciplinary perspectives, knowledge, and the development of values. Teachers should be grounded in Indian values, languages, knowledge, ethos, and traditions, while also being updated with the latest advances in education and pedagogy. The Justice J. S. Verma Commission (2012) highlighted that majority of the Teacher Education Institutions (TEIs) are not providing serious education but are selling degrees. The regulatory system needs to take stringent action against such institutions and ensure only educationally sound, multidisciplinary, and integrated teacher education programmes are in force by 2030. All teacher education programmes must be conducted within multidisciplinary institutions, and all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030. The 4-year integrated B.Ed. offered by such institutions will become the minimal degree qualification for school teachers by 2030.

Importance of Value Orientation in Teacher Education

Value orientation in teacher education is of paramount importance. It plays a crucial role not only in the formation of a teacher's personality, but also serves as a valuable benchmark for students in their professional activity. Value-oriented teacher education has been emphasized in various policy documents in India and the current two-year B.Ed. teacher education curriculum accommodates value along with ethics and harmony. It aims at broadening notions of student-teachers about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships across individuals and groups, based on Constitutional values.

The concept of value in teacher education holds immense importance. It goes beyond simply teaching facts and figures, and delves into shaping the attitudes, beliefs, and ethical principles that guide teachers in their profession. Teachers play a crucial role in helping students develop their own sense of values. Teachers who understand and uphold strong values are more likely to foster positive learning environments and inspire their students. The following values to be oriented in the teacher education institutions.

Cyber Values

With the increasing use of technology, teachers need to be oriented towards cyber values. This includes promoting digital citizenship, online safety, responsible use of

technology, and addressing issues related to cyberbullying, privacy, and ethical behaviour in the digital space.

Cyber values in relation to teachers encompass a wide range of aspects, including cyber security, digital wellness, and digital literacy. Teachers play a crucial role in promoting cyber security. They need to stay informed and learn the best practices to protect themselves and their students. The top five cyber security threats faced by teachers include phishing, Distributed Denial-of-Service (DDoS), and data breaches.

Digital Wellness refers to the balance between online and offline life, and the right motivations and values while using the internet.

With regard to Digital Literacy, Teachers need to be digitally literate to effectively guide their students in the digital age. Digital literacy skills are important for teachers to move beyond just using tools like Google, and to understand the broader implications and uses of digital technology. Basically, teachers are not only responsible for imparting academic knowledge but also for fostering a safe and ethical digital environment for their students. They play a pivotal role in shaping the cyber values of their students.

Neighbourhood values

Neighbourhood values in relation to teacher education are significant as they shape the learning environment and influence student outcomes. Teachers are confronted with the characteristics of the neighbourhood in which their schools are situated. The social situation in the neighbourhood is reflected in the classroom.

Teachers should understand the background of the students. School administrators often classify pupils based on the neighbourhood they live in. The residential area is therefore an important indicator of the composition of different school classes.

Understanding Student Perspective is another dimension teachers should look into. Understanding how students view their neighbourhood and its relation to school can provide valuable insights for teachers. Teachers need to address everyday problems of students. Students carry their everyday problems with them, and these issues, which often stem from their neighbourhood, find their way into the classroom.

Professional values

Teachers need to understand that their profession is to upbringing good citizens. Teachers must be a role model, adhering to professional values such as responsibilities, attitudes, honesty, fairness, integrity, diligence, loyalty, cooperation, justice, faithfulness, respect for others and self.

Professional Ethics and values provide a framework for teachers to make sound decisions and act with integrity. They are essential for educators to establish trust, ensure fairness, create a safe learning environment, promote personal and professional growth, and uphold legal and ethical standards. The professional values of social justice, integrity, trust and respect, and a professional commitment are at the core of the Professional Standards. Teachers bring and develop a variety of professional and personal values to classroom relationships.

Classroom values

Teachers must be a role model, creating a common social area in the classroom, giving responsibility to every student, contributing to the development of their values, giving students the opportunity to make decisions, and encouraging them for cooperation.

Teachers bring and develop a variety of professional and personal values to classroom relationships. Students also bring a variety of values from home, including varying expressions of tolerance, respect for others, social conscience, and personal responsibility.

Every decision made by schools as organizations and by individual teachers in their classrooms reflects value preferences and is likely to have an impact on the students' lives. The actual teaching of values in the classroom may not always be possible for every teacher, but as teachers exhibit the values of integrity, hope, learning, respect, and responsibility, students will be exposed to these important values and will hopefully emulate them in their own. In essence, classroom values are integral to teacher education as they directly impact the teaching-learning process and student development.

Patriarchal values

Teachers can learn more about the history and profession of teaching through the lens of patriarchy to better understand how the evolution of modern schooling has been shaped by patriarchal values and modes of social organization.

Addressing patriarchal values in education is crucial for promoting equality and inclusivity. This involves challenging traditional gender roles and stereotypes, and promoting a culture of respect and equality. This will make the students to understand the pride of our nation and be grateful to the freedom fighters.

Conclusion

Value Orientation in teacher education highlights the important role in shaping India's educational landscape and the future of its students. The multidimensional exploration, encompassing aspects from the National Education Policy to cyber, neighbourhood, professional, classroom, social, and patriarchal values, emphasizes the interconnected nature of these dimensions. Teachers emerge as crucial agents in imparting not only academic knowledge but also ethical principles, influencing students' personal and professional development. As we navigate the evolving educational landscape, the call for holistic development and the integration of values becomes a key imperative, demanding ongoing efforts in teacher education and curriculum design to foster a resilient and morally conscious society. As Kothari commission says, 'Destiny of nation is being shaped in her class room', value orientation taught by teachers make the education level high and above.

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