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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ROLE OF SOCIAL AGENCIES IN VALUE INCULCATION TO LEARNERS

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Abstract

Today the society has less values with luxury life and there is an urgent and direct need of shifting our emphasis from career centered education to value centered education. Values play an important role in the development of one's personality and considered the basic of human civilization. However, Globalization has wide ranging impact on everything else connected with our lives and impacted our entire culture and value system leading to cultural rootless. Inculcating values entails educating a child on moral principles or helping him build a moral code that applies to various aspects of his life. Values education begins at home and continues throughout the society through school. In this paper, the active participation of various social agencies including family, society, and educational institutions were discussed elaborately.

Key words: Values, Inculcation and Social agencies

Introduction

Academic knowledge alone cannot guarantee pupils' overall growth in the quickly evolving world of today. To develop into responsible, compassionate, and ethical people, moral and value education is essential. A teaching strategy known as "value education" centers on imparting to pupils the moral, ethical, social, and personal values that is critical to their growth. An individual's life is significantly impacted by value education received in schools. A value-based education can help them find their purpose in life and create their destiny. Additionally, it teaches students how to live moral lives. The National Education Policy (NEP), 2020 introduced by the Government of India, has brought about significant changes in the education system. Alongside academic excellence, the NEP emphasizes the need for holistic development, including integrating moral and value education into the curriculum (HEMA Foundation, 2023).

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Role of Family in inculcating values

Children receive their primary moral instruction from their parents, who are also their primary instructors. The psychological impact that parents have on their children's moral development is significant. Let's examine how parental influences contribute to the process of instilling values. (Clear IAS Team, 2023).

- ***Induction (Initial Experience)*-**Philosophers frequently contend that children's behavior is shaped by their parents' actions. Parents should therefore preach what they practice and then practice what they preach.
- ***Nurturing and support*-**In addition to authority and respect for rules, authoritative parenting is necessary to develop social awareness, self-consciousness, and respect for others.
- ***Modelling*-**Parents must set an example for their children in order to teach them this. To teach children respect, for example, one must first respect them.
- ***Enforcement Mechanism*-**Children who behave well should be rewarded, but only with non-tangibles like hugs and expressions of gratitude. He will remain motivated and able to maintain his best behavior at all times thanks to this.
- ***Democratic parenting*-**It aids in the child's cognitive thinking growth so that he can make rational decisions now and in the future.
- ***Moral lessons*-**It has a lasting effect on children's mental health and aids in the growth of moral thinking, which makes it possible to distinguish between actions that are morally right and wrong. Narrating tales from the Ramayana, the Mahabharata, etc.
- ***Family structure and social influence*-**Children pick up fundamental family values including politeness, respect, affection, and mutual care at joint family get-togethers.
- ***Traditional values*-**Children learn through witnessing how family members practice traditional values. For instance, treating female family members with honor teaches children the importance of treating women equally.

All things considered, the family plays a critical role in the development and maintenance of social cohesiveness and stability in any community, as well as in the socialization of adults and children.

Role of Educational Institutions in inculcating values

The Kothari Commission correctly noted that "Her classroom is shaping the destiny of this country." The lessons we acquire in the classroom ought to be reflected in the way we behave in public. Educational institutions can instill values in pupils through a variety of methods (Singh, 2021).

- ***Curriculum and discipline of Moral Philosophy*** – Moral philosophy is a required subject in school curricula, along with lessons on moral issues. Students will gain theoretical understanding of moral philosophy through this, enabling them to apply it in their own lives. For instance, teachings on Gandhi's Seven Sins and Indian and Western intellectual traditions might assist pupils develop their moral faculties.
- ***Observation learning and peer influence*** – Students typically watch their professors, peer group, and other adults at school and take notes on how they behave. For instance, a person who associates with bad boys may begin to learn suitable behavior.
- ***Visual Perception*** – The capacity to decipher the surrounding environment through the processing of many types of information, including symbols, images, drawings, charts, etc., is known as visual perception. Additionally, it is an effective tool for kids to communicate attitudes and values to one another.
- ***Anecdotes*** – Anecdotes are true stories from everyday life that illustrate authentic human emotions and reactions. This could have a long-lasting impression on the learner. For instance, telling youngsters accounts from the lives of Abraham Lincoln, Gandhi, and others may encourage them to lead moral lives.
- ***Group activity*** – Role-playing, gaming, discussions, group projects, and more are examples of group activities. Students gain an understanding of the value of cooperation, teamwork, etc. through these exercises.
- ***Dialectical style*** – This method, which aids in the rejection of negative hypotheses, was developed by Socrates. Peer group discussions and debates, for instance, can enhance students' moral faculties.

- ***Social control*** – Values like obedience, respect, and discipline must be taught in schools. By encouraging kids to be good students, diligent future workers, and law-abiding citizens, schools encourage conformity.
- ***Cultural Innovation*** – Educational establishments generate and disseminate cultural values. By adding his experience, the teacher conveys new values rather than the same knowledge.
- ***Social Integration*** – A cohesive society is shaped by educational institutions from a diverse population. By bringing people's attitudes, beliefs, practices, and feelings into harmony, it organizes society socially, which is crucial in countries with social variety like India.
- ***Social Placement*** – By recognizing aptitude and effort regardless of socioeconomic background and offering a path to upward social mobility, educational institutions strengthen meritocracy.
- ***Enforcement mechanism*** – As the official setting for socialization, schools have tight enforcement policies that encourage moral behavior and penalize immoral behavior severely. For instance, cheating on an exam is strictly prohibited by schools, and test takers who do well are publicly praised.

Role of Society in inculcating values

- ***Culture and Religion*** – Religion and culture are closely related, and the most important aspect in instilling values through societal channels is their respective codes. For instance, Hindu scriptures are a major source of the Indian values of tolerance and mutual acceptance.
- ***Tradition and customs*** – These form the fundamental building blocks of any society. Tradition and custom are rooted in various ideals, such as loyalty (Raksha-bandhan) and belongingness (Holi).
- ***Political setup*** – Depending on the type of political state, this could be either democratic or authoritarian, with the citizens being taught the appropriate principles. However, occasionally, the politics of another state can affect our morals regarding the current government. Consider the recent demonstrations for democratic rights in Hong Kong, a territory that is independent within China.

- ***Economy*** – Members of the society's values are also influenced by its economic structure. Socialist economies, for example, encourage the virtue of equity, while market economies foster the values of creativity and competition.
- ***Mass Media*** – It takes on greater importance in the digital age. There has been recent debate regarding social media companies disclosing information to private organizations so they can use it to analyze voter behavior for political purposes (the Cambridge Analytica case). This is a two-edged tool that may be used to disseminate hate and communal sentiments (Recent Islamophobic Twitter trends) or teach people the importance of unity, belonging, etc. (Metoo campaign).
- ***Civil society*** – People are mobilized by civil society around shared causes, which they then employ to influence public opinion through media coverage, protests, and other means. For instance, the MKSS movement promoted openness and transparency in public life and helped India pass the RTI Act in 2005.
- ***Leadership*** – Leaders influence others' opinions by persuading or using the demonstration effect. For instance, people's values regarding what they wear, eat, behave like, and so forth are influenced by celebrities (Raus' IAS research circle, 2023).

Conclusion

In summary, the importance of the family, schools, and society in fostering moral principles cannot be overstated. Children learn values from their families first and are greatly influenced by them in terms of views and actions. Values are also taught at educational institutions through the curriculum and extracurricular activities. On the other hand, through its cultural and societal standards, society shapes an individual's values. As a result, each of the three organizations is essential to the process of teaching values to people.

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