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PCK in the Process of
Re-Engineering
Teacher Education

Challenging the Challenges of
Self-Finance TEI

Teacher Education glimpse of
NEP 2020

Gamification-A Transformative
Approach to Developing
21st Century Skills

Innovative Strategies for
Supporting Children with ADHD

Managing Teachers'
Mental Health

Challenges in teaching
Out-of-Field

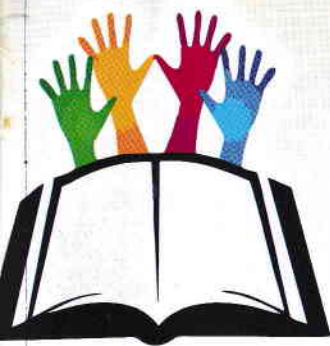
Well Being of Teachers

Responsibility of Institutions
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Empowering Teachers to
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PRINCIPAL
ST. XAVIER'S COLLEGE OF EDUCATION
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Dear Readers,

Greetings from the members of Editorial Board!

The National Education Policy (NEP) aims to improve early childhood care, restructure the regulatory structure in the education system, raise the bar for effective teacher preparation, and alter the current testing procedure. Additionally, the NEP demonstrates remarkable promise for assisting and developing educators at the local level. Training for teachers will have an impact even in the most remote regions if there is ongoing support and vital nurturing activities. The training plan includes professional development programmes, classroom activities, recruitment, and preparation.

In teacher training efforts, the NEP presents the idea of Continuous Professional Development (CPD), which frames teaching as a lifetime learning path. The policy places a strong emphasis on the necessity of ongoing professional development opportunities, workshops, and training programmes for educators to stay abreast of changes in the field, technology, and pedagogy. The NEP's collaborative nature is seen in its advocacy for collaboration among education boards, teacher education institutions, and federal and state governments. These elements are demonstrated by programmes such as the Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching of the UGC.

The NEP outlines numerous programmes designed to assist in teachers' capacity building and promote a shared learning culture. Participatory capacity-building techniques aid in identifying and fostering the growth of each teaching professional's prospective skill sets and building blocks. Training sessions, assessments, observations, evaluations, capacity development responses, assessments of needs and assets, and stakeholder involvement are some of the initiatives.

By 2030, multidisciplinary colleges and universities will incorporate teacher education. The NEP 2020 suggests that four years of integrated B.Ed. study be implemented as a dual-major holistic bachelor's degree provided in multidisciplinary institutions, combining education with a specialised field. In addition, the policy recommends a 1-year B.Ed. programme for candidates with a 4-year undergraduate degree in a specialised subject or a postgraduate degree in a school subject, who aspire to become subject-specific teachers, and a 2-year programme for students who have already completed a Bachelor's degree in a specialised subject.

Our college hosted a nationwide conference on "Re-engineering Teacher Education," in response to the NEP's emphasis on programme adjustments. The experts shared their expertise on NEP, technology, and teacher education research. The conference papers that have been chosen for publication in this issue will broaden your understanding of re-engineering teacher preparation.

With regards
Editorial Board.



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CONTENTS

Relevance of Pedagogical Content Knowledge (PCK) in the Process of Re-engineering Teacher Education D.Shunmuga Selvasivasankari, Dr. A. Michael J Leo	2
Challenging the Challenges of Self-finance Teacher Education Institutions, Innovative Opportunities: Road Ahead Dr. R. Balasubramanian	4
Teacher Education Glimpse of NEP 2020 A. Leemaranjani, Dr. Y. Daniel	8
Gamification offers a Transformative Approach to Developing 21 st century Skills among Prospective Teachers M. Antony Philomena, Dr.C.Karthik Deepa	11
Innovative Strategies for Supporting Children with Attention Deficit Hyperactive Disorder (ADHD) in an inclusive Educational Setting C. Stella Rajakumari Dr S. Lenin	15
Strategies for Managing Teachers' Mental Health: A Comprehensive Overview A. Loyola, Dr. A. Veliappan	19
Exploring the Challenges in Teaching Out-of-field A. Metilda Jasmine Shanthi, Dr. M. Antony Raj	22
Well Being of Teachers and its Significance M. Rosary Kiruba Alexy, Dr. A. Punitha Mary	25
Navigating the Nexus: Responsibility of Institutions Towards Teachers' Mental Health S. S. Kalaivani, Dr S. Sherlin	28
Promoting 'Teacher Emotional Wellness As a Key to Nurturing Student Emotional Wellness R.Sam Jebadurai, Dr.C.Ramesh	32
Inculcation of Values through Education Dr. S. Mercy Johanna	35
Empowering Teachers to Design Learning Activities with Metacognitive Skills R. Sonia, Dr. R.P. Deepa	39

ABSTRACT

Teachers play a pivotal role as frontline providers of quality education, serving as the cornerstone of the educational system. The Justice Verma Commission report, 2012 (JVC,2012) set up by the Supreme Court to study the status of teacher education and the functioning of the National Council of Teacher Education (NCTE) have identified vast gaps in current perspectives and aspirations for education and the situation of teacher education institutions in several states put forward the major challenges before the nation to reflect and find out the way forward on the teacher education. The objective of the policy is to achieve a community of competent teachers dedicated to providing education of high quality, with high levels of performance as well as ethical and professional standards of conduct. The 4-year integrated stage-specific, subject-specific Bachelor of Education offered at multidisciplinary institutions would be the way forward. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student-teaching at local schools. Stringent action will be taken against substandard stand-alone Teacher Education Institutions.

Keywords : *NEP, Integrated, Stand-alone colleges, National Testing Agency (NTA), Master of Education program.*

Introduction

Teachers play a pivotal role as frontline providers of quality education, serving as the cornerstone of the educational system. Often regarded as the backbone of society, they function as architects of a nation's development. The invaluable contribution of teachers positions them at the heart of the education process, acting as indispensable catalysts for the progression of a just, educated, and prosperous society.

In ancient India, teachers held the highest respect in society, recognizing their noble role in shaping the minds of future generations. However, in the present scenario, there seems to be a lack of trust in the educational system towards its educators, leading to a diminished regard for teachers within society.

To address this issue, it is crucial to foster a culture of trust and appreciation for teachers. Recognizing their dedication and hard work are essential for rebuilding societal respect. Investing in professional development, providing resources, and creating a supportive environment can contribute to elevating the status of teachers. By

acknowledging their critical role and empowering them, we can work towards restoring the honor and esteem that teachers rightfully deserve in our modern society. This, in turn, will strengthen the foundation for a progressive and thriving community.

The quality of training, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently, the quality and motivation of teachers do not reach the standards where they could be. The high respect for teachers and the high status of the teaching profession must be revived and restored for the very best to be inspired to enter the profession, for teachers to be well motivated and empowered to innovate, and for education to therefore

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reach the heights and levels that are truly required to ensure the best possible future for our children and our nation.

To ensure quality in learning, it has become imperative to prepare teachers to face the challenges of the dynamic society and impart quality education. The quality and excellence of the entire process of teacher education lie in its appropriateness of design, the effectiveness of curriculum, soundness of structure, the viability of the organization, efficiency of transactional modes, appropriate integration of technology, and above all its continuous commitment to meaningful research and innovation.

The Justice Verma Commission report, 2012 (JVC, 2012) set up by the Supreme Court to study the status of teacher education and the functioning of the National Council of Teacher Education (NCTE) has identified vast gaps in current perspectives and aspirations for education and the situation of teacher education institutions in several of the states put forward the major challenges before the nation to reflect and find out the way forward on the teacher education. The National Education Policy 2020 has addressed the issues and concerns of Teachers and Teacher Education and made recommendations to ensure quality teachers at all levels of school education, improved service conditions, career management, professional development, etc.

Purpose of the NEP for Teacher Education

The objective of the policy is to achieve a community of competent teachers dedicated to providing education of high quality, with high levels of performance as well as ethical and professional standards of conduct.

NEP for Teachers Recruitment

The New Education Policy aspires to attract the most talented individuals to join the teaching profession across all levels. This is to be achieved by ensuring teachers a secure livelihood, garnering respect, preserving their dignity, and providing autonomy. Simultaneously, the policy introduces fundamental methods of quality control and accountability within the education system.

According to the National Education Policy's directives, by the year 2030, the minimum educational qualification for teachers will be a four-year integrated B.Ed. degree. In effect, this policy change would mandate that

only candidates holding a four-year B.Ed. degree, coupled with a CTET or TET certificate, will be eligible

to apply for teacher recruitment positions in government schools. This significant shift aims to raise the standard of teacher qualifications, thereby enhancing the overall quality of education and ensuring that educators are well-prepared for the challenges of teaching in the modern era.

Salient Features of Teacher Education in NEP 2020

The 4-year integrated stage-specific, subject-specific Bachelor of Education offered at multidisciplinary institutions would be the way forward. By 2030, the minimum degree qualification for teaching will be a 4-year integrated B.Ed. degree that teaches a range of knowledge content and pedagogy and includes strong practicum training in the form of student teaching at local schools. Stringent action will be taken against substandard stand-alone Teacher Education Institutions (TEIs).

Glimpse of Teacher Education

There are many glimpses of NEP-2020 in teacher education. This article focuses on four light of teacher education in NEP-2020. They are as follows.

1. Integrated Bachelor of Education program
2. Demolished stand-alone colleges
3. NEP's stand on the Master of Education program
4. National Testing Agency (NTA)

1. Integrated Bachelor of Education programme Strength

The integrated B.Ed. programme empowers students with comprehensive knowledge of their subjects and methodologies. This proves particularly beneficial during practical sessions, fostering the development of both pedagogical and subject-specific skills. Through this method, students gain a profound understanding of their subjects. Armed with in-depth knowledge and practical skills, they are better equipped to become effective educators.

Weakness

The integrated B.Ed. program, although beneficial for improving subject knowledge and methodology, poses challenges for students. The pressure can be overwhelming,

and confusing whether to prioritize subject knowledge or methodology. Students grapple with a substantial workload in a limited timeframe, and diverse learning styles may not receive sufficient attention. Moreover, there are concerns regarding the evaluation process.

2. Demolished stand-alone colleges

Strength

The demolition of substandard B.Ed. colleges and irregular colleges is a correct approach. Mushrooming colleges, characterized by a large number of non-standard institutions, hinder the development of teaching skills in prospective educators. The neglect of such colleges, as mentioned in the National Education Policy (NEP), is essential for enhancing the quality of education in our country. It will also help in the development of education, and taking such steps will assist in attracting quality educators. With well-equipped and qualified educators, the overall quality of education is improved.

Weakness

Initially, licenses were granted for substandard B.Ed. colleges. Currently, there's an ongoing process to either demolish or restructure these institutions. In this process, there is a requirement for support from arts and science colleges, as there are plans to integrate the B.Ed. program into a comprehensive curriculum. However, some reputable institutions lack the necessary backing from arts and science colleges, potentially resulting in the loss of these standard colleges during the implementation of this initiative.

3. NEP's stand on the Master of Education program:

The National Education Policy (NEP) lacks any reference to the M.Ed. program, and there appears to be an omission regarding higher education. It is crucial for comprehensive details about the M.Ed. to be provided. Specifically, clarity is needed on whether the M.Ed. will be designed as an integrated course alongside other Master's degrees or if educators will be required to pursue it as a separate entity. This clarification is essential for educators to plan their academic pathways effectively.

4. National Testing Agency (NTA)

Strength

The National Education Policy (NEP) has outlined a

strategy to administer an entrance exam for students aspiring to enroll in the B.Ed. programme. The primary objective is to ensure that candidates meet certain academic standards before embarking on the programme. By requiring students to pass this entrance exam, the NPE aims to establish a foundation of competence among those pursuing teacher education. This initiative holds dual advantages for both educational institutions and teacher educators. For management, the entrance exam serves as a tool to filter candidates, ensuring that those admitted possess the necessary aptitude and knowledge. This selective approach contributes to maintaining and enhancing the overall academic standards of B.Ed. program. Moreover, from the perspective of teacher educators, having students who have successfully passed an entrance exam can create a more focused and academically prepared cohort. This, in turn, can facilitate a more effective teaching and learning environment, promoting higher standards of education delivery within the B.Ed. program.

Weakness

The entrance exam creates substantial challenges for students hailing from rural areas, particularly those who received their primary education in their native language. This struggle often results in a noticeable difficulty for these students in successfully passing the exam. Capitalizing on this educational gap, some individuals perceive a business opportunity. Consequently, they establish coaching centers aimed at providing support and guidance to these students, while also seeking financial gain from the demand for exam preparation services.

Conclusion

Assessing the National Education Policy (NEP) in definitive terms proves challenging, given the natural blend of strengths and weaknesses that accompanies any new policy. The NEP is designed with a distinct framework focused on improving teacher education and ensuring high-quality learning for the upcoming generation. Nevertheless, maintaining a delicate balance is vital, emphasizing the need to prevent undue academic pressure on students while steadfastly upholding the uncompromised quality of their education.

Continued on Page 24

professional duty to support their schools and students, even in areas where they lack content expertise. This commitment can lead them to accept teaching assignments outside their specialized knowledge.

Conclusion

Martin Luther King (Jr) once said, "... the function of education is to teach one to think intensively and to think critically. Intelligence plus character -- that is the goal of true education" (King, King, & Washington, 1986). We argue that providing suitable professional development for teachers in complicated teaching situations, such as those teaching outside their field of qualification, is a step towards upholding the true character of education. It protects these teachers from compromising intensive and critical thinking while it improves their knowledge base and supports their confidence development. Teachers are at the centre of exceptional educational reform and the key to the prosperous development of nations (Garet, Porter, Desimone, Birman, & Hoon, 2001) (Anna du Plessis et. al, 2014). Teaching out-of-field presents challenges but can enhance professional development by requiring teachers to learn new content and adapt to unfamiliar subjects. The need for out-of-field teachers to acquire new skills fosters continuous learning and adaptability, contributing to their professional growth. Additionally, facing the dilemma of teaching outside their field can prompt educators to develop problem-solving skills and resilience, vital aspects of professional development in a dynamic educational landscape (Merrilyn Goos, et.al, 2021). Out-of-field teaching, despite its challenges, can have positive impacts on teachers. It serves as a platform for professional development by requiring educators to adapt to new subjects and continually learns, fostering resilience and problem-solving skills (Anna du Plessis et. al, 2014). Additionally, out-of-field teaching can enhance teacher confidence and self-esteem as they overcome challenges and build expertise in diverse areas (Anna du Plessis et. al, 2014). It may contribute to teacher retention by providing opportunities for growth and avoiding stagnation in their careers

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Article

Continuation of Page 10

TEACHER EDUCATION GLIMPSE...

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