

# RESEARCH AND REFLECTIONS ON EDUCATION

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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  
21<sup>st</sup> 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  
towards Teachers' Mental Health

Promoting Teacher  
Emotional Wellness

Inculcation of Values  
through Education

Empowering Teachers to  
Design Learning Activities



*Principals*

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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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**ABSTRACT**

*We are living in an age, in which vast technological changes have wrought widespread transformations in social and cultural conditions. As a consequence, there are explicit signs of erosion of values in practically every sphere of our lives like alcohol and drug abuse, mental illness, stress, crime, etc. Therefore, value should be introduced at the school level. Values give direction and firmness to life. They identify a person, giving him a name, a face and a character as values are determinants of human behavior. Education is a powerful instrument that develops the desired and desirable values in the younger generation. So the purpose of value education is to develop an integrated and balanced personality.*

**Keywords:** *Inculcation, Values, Education*

**Introduction**

India is blessed with 'unity in diversity'. It is a land of various religions, cultures, arts, and literature. It is the oldest living civilization in the world. But, religious fundamentalism, communalism, regionalism, and casteism are threatening to tear the nation apart. The Indian situation calls for our immediate attention. The existence of traditional Institutions such as family, religion, state, and society are being questioned. Their very foundations are in danger. It is thus time to analyze the context and the environment, in which the future of this nation is being nurtured.

**Impact of Globalization**

Globalization has not only brought about an upheaval in the economic scenario worldwide, but it has also influenced every aspect of human life and relations. The young generation refuses to accept age-old values and traditions. Globalization has ushered a market culture into family life and human relations. The market, which is flooded with goods, has created unlimited greed and lust in human beings. No one understands the noble virtue of ethics enough. A person is valued for what he 'has' and not for what he is. Status is given more importance than identity.

**Need for Value-Oriented Education**

It is time for us to review the Value Education imparted in our schools and colleges. Students need to witness the practice of values. Generally, there is a feeling that Value Education is only for students. Teachers and

elders speak eloquently of the urgency of Value Education, for the students. Teachers, Principals, and parents need to have Value Education more urgently than students. Youth experience value conflict everywhere in society. The student sees scandals in the life of teachers and scams in the school administration. He/she witnesses contradictory values practiced by parents at home. Yet, all of them preach values to him/her. He/she ends up with a frustrated and angry reaction. The consequence of this hypocrisy is the alienation of the youth from family, religion, and the mainstream of society. They land up in terrorist and mafia groups. When teachers and parents teach values by their life example they take the place of textbooks. Then there would be no need for any Moral Science textbooks.

**Why do Values decline?**

The distortion of values is partially due to the imbalance between ancient values and the explosion of knowledge in war field technology. Atomic weapons, bio-weapons, explosives, missiles, etc., are threatening the whole of mankind. Developed countries possess all types of dreadful modern weapons and are trying to boss over developing and underdeveloped countries. Today, the entire mankind is living in the shade of fear. Man's very existence is at stake as he is indulging in wicked activities.

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Prostitution, illegal marriages, broken home structures, divorce, etc., are also factors responsible for the decline of values. Lack of mutual concern between parents at home, disaffection, and lack of security in families are other factors responsible for the erosion of values. The role of home, school, and society cannot be neglected in the degradation of values. The living styles of parents leave deep impressions on the minds of children.

At present due to the complexity of modern society, there is no set of moral standards. The sense of responsibility and belonging to a group has completely vanished. Mutual respect and consideration for others are disappearing. Social gatherings and group activities are organized without giving due weightage to values. Communities are disunited and clashes are very common these days. Blind Westernization failed to inculcate virtues in people but still it continues. Evil activities are increasing day by day.

The fall in values is mainly due to the non-conducive environment in our schools. Unfortunately, education is becoming more or less materialistic, and values and traditions are being slowly given up.

Television serials, cinema, video and audio records, modeling advertisements, magazines, modern novels, have adverse effects on students' behavior. The attitude of the public has to be changed once and for all. It is not an easy task. Value Education becomes meaningless without solving this serious problem.

### **Value Education in Schools**

School education will play a vital role in moulding and nurturing the future life of an individual. An upsurge in the enrolment rate of students in educational institutions, lack of essential facilities and resources in schools, imbalance in the teacher-student ratio, an increase of mechanical book-learning or cook-book system of education, faulty evaluation schemes followed by schools and authorities, political influence on schools, the wrong attitude of teachers towards their profession, illegal and immoral home tuition from kindergarten level to higher education, highly ambitious parents about performance, progress and future job opportunities of their children, commercialization of education, aimless student communities, students disrespect to teachers and elders, increasing indiscipline in schools, ragging in hostels,

increasing cynicism, smoking, drinking, drug addiction, gambling, etc., are the source factors for the decay of values in Schools.

### **Values are Caught, not Taught**

The teacher has an important place in the cultivation of values among the students. The students catch values from those who practice them. It takes place through encounter, experience, observation, relationship, reflection, doing, and finally modifying behavior. The learner develops an attitude, a life decision, and character. This influences the person's behaviour imparting a philosophy of life, a vision and a mission, thus developing "A Holistic View of Life".

The watchman of the school is teaching lessons of honoring human beings by his action. A teacher, who is punctual daily, need not tell the students to be punctual. They learn it from his/her life. Similarly, the life example of parents who live their lives with truth and integrity is the best book for the children to read and understand.

### **Every Teacher has to be a teacher of Values**

The child is generally considered to receive a second birth in the hands of a teacher. Children are like clay in the hands of teacher and it is for him/her to mould the base metal of children into gold. It is the teaching skill, his influence, his character, and his dynamism, which influences the child.

The teacher plays a vital role in promoting values. To promote values, the teacher himself/herself needs to be mature, calm, quiet, sincere, straightforward, honest, and with an attitude of sympathy. If the teacher has a harmonious personality, he is bound to mirror his personality among his pupils. Teachers should not have any bias and never show discrimination. He should be morally good, a man of character and good conduct. Such a teacher can produce harmony and strengthen values.

The teacher's entire personality is a reflection of the minds of the students. The personality of the teacher is important outside as well as inside the classroom. A teacher spends most of the school day in close association with his students and as a result, his basic attitudes and actions, his tastes, and mannerisms have a great influence on them. If the teacher is honest and leads a balanced and disciplined life, the children adopt these virtues unconsciously. The ideal

teacher is one who through his thoughts, words, and deeds, gives an impression of an honest upright life that can serve as a model for the students to copy, follow, and emulate. A teacher has to set before them a high standard of character, discipline, and values.

### How can we develop Values through Education?

To make the value aspect of our educational programs more prominent, the following ideas may be incorporated in the educational programs such as developing self-respect, awareness of self-growth, self-confidence, promoting selflessness, cooperative spirit, the spirit of sharing, understanding the contribution of home towards the physical, emotional, cultural and spiritual development of young people, knowing the surroundings by visiting slums, villages, hospitals orphanages, old people's homes, becoming aware of the needs of the others, awareness of one's strengths and weaknesses, and also those of others, love of friends, classmates, independent thinking, exposure to the great personalities, knowledge of the constitution, rights, and duties, knowing the provisions to promote human dignity and justice, patriotism, national integration, international understanding, protection of environment, awareness of the good points in other religions.

### What Programmes do we need for Value Education?

The school atmosphere, the personality, and behavior of the teachers, and the facilities provided on the campus will have a large say in developing a sense of values. We would like to emphasize that the Consciousness of values must permeate the whole curriculum and program of activities on campus. It is not only the teachers in Charge of normal instruction who are responsible for building Character; every teacher, whatever the subject, Ethics should be taught only through parables, stories, religion, and sayings of great people and their lives. Right from the start, children should be taught about the founders of the great religions of the world. Films should be shown to them depicting temples, mosques, churches, etc.

Based on past experiences and looking into the present social context, the following programs have to be incorporated into educational programs to promote value education in the campus and neighborhood.

### Strategies for Inculcating Values

1. **Debates and discussions :** Schools should organize activities like debates and discussions on issues and problems of our country such as the equality, regionalism, religion, pollution, population and diseases to inculcate proper values, attitudes, adjustment, and understanding behavioral activities like mock parliament, mock panchayat, mod assembly could also be arranged.
2. **Campaigns against diseases :** Educational institutions should provide opportunities to students to campaign against common diseases like cholera, bird flu, typhoid, etc., and deadly diseases like AIDS and Hepatitis B, etc.
3. **Service during calamities :** Students should render voluntary service during natural calamities like floods, tsunamis, earthquakes, drought, etc
4. **Anti-illiteracy drives :** Schemes for removing illiteracy should be undertaken out of love for the benefit of mankind.
5. **Construction works :** Students should be engaged in minor construction works like repairing and constructing roads, houses digging walls and tanks, etc
6. **Excursions :** Schools and colleges should organize excursions to places of historic, religious, and cultural importance.
7. **Special camps :** Camps like NCC, NSS, and IVPS (International Voluntary Services for Peace), blood donation, environmental awareness should be organized to provide a natural environment for the students to develop a sense of comradeship, equality, cooperation, coordination, and humanity resulting from free group activities in work and play.
8. **Productive work :** Every boy and girl should willingly undertake Socially Useful Productive Work, which may be mental, or manual as a result of which he does not remain a burden or a parasite on others and can render some service to society.
9. **Social service by girls :** Girl students should be encouraged to organize mass cooking, mass knitting of woolen equipment, visit orphanages, volunteer



service to orphan children, teach, wash and bathe them, etc.

10. **Celebrate birthdays of great men** : Educational institutions should celebrate the birthdays of great men and women of all times like Buddha, Lord Krishna, Jesus Christ, and M.K. Gandhi. Dr. B.R. Ambedkar, Mother Teresa, and speeches should be given by experts, on how these great persons strive hard to bring equality and peace among human beings.
11. **Seminars, workshops, and orientation programmes** : All educational institutions should organize programs on Value education, which help in inculcating the values of students at all levels of education, and it should be considered as an academic activity.
12. **Participatory programmes** : Dance, dramas, debates, and sports in which both staff and students participate could enliven the atmosphere.
13. **Awarding prize** : Every year each school should award a 'Student of the Year' prize to those students who have done well in humanitarian service.
14. **Teacher being a model** : Students always follow teachers at all levels of education so that the teacher should have a good personality that helps in developing values among students.

### Conclusion

"The strength of a man is the strength of his character". Character is the indicator of personality and personality is remained by values. They bring quality to life. Values are not inborn. They are acquired and inculcated. Human life is meaningful and considered worthy only when values are part and parcel of day-to-day activities. Right education inculcates the right values in individuals. Thus, values are linked to educational aims, content, and processes.

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Article

"Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery."

- Horace Mann

"Educating the mind without educating the heart is no education at all."

- Aristotle

"Tell me and I forget. Teach me and I remember. Involve me and I learn."

- Benjamin Franklin

"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young."

- Henry Ford

"A teacher affects eternity; he can never tell where his influence stops."

- Henry Brooks Adams

"Education is for improving the lives of others and for leaving your community and world better than you found it."

- Marian Wright Edelman

"Anyone who has never made a mistake has never tried anything new."

- Albert Einstein

"If a man empties his purse into his head, no man can take it away from him. An investment in knowledge always pays the best interest."

- Benjamin Franklin