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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
towards Teachers' Mental Health

Promoting Teacher
Emotional Wellness

Inculcation of Values
through Education

Empowering Teachers to
Design Learning Activities



Principals

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PALAYAMKOTTAI - 627 002.



St. Xavier's College of Education
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PALAYAMKOTTAI - 627 002. TAMILNADU, INDIA.

Email: rresxce@gmail.com

Web: www.sxcejournal.com

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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**CHALLENGING THE CHALLENGES OF SELF-FINANCE
TEACHER EDUCATION INSTITUTIONS, INNOVATIVE
OPPORTUNITIES: ROAD AHEAD**

Article

ABSTRACT

The paper aims to focus on the challenges of Self-financed Teacher Education Institutions of Tamil Nadu. Key challenges identified include a lack of standardization, quality of faculty, infrastructure inadequacies, and issues in policy implementation and regulatory compliance. Financial constraints, admission, and affiliation challenges, market competition, perception issues, and the employability of graduates are also significant concerns. The paper emphasizes the role of NCTE in monitoring and maintaining standards but acknowledges the difficulties due to India's vast and diverse landscape. To address these challenges, a comprehensive set of solutions is proposed, focusing on stringent regulatory oversight, improved selection processes, curriculum updates, uniform standards, and government support. The paper concludes by stressing the need for a collaborative effort among government bodies, educational institutions, and other stakeholders to reform and enhance the quality of teacher education in India, ensuring it meets societal needs and maintains high standards.

Introduction

Any country's advancement is based on the successful functioning of its educational system. It is mostly dependent on its teachers, students, curriculum, and infrastructure. In today's fast-evolving world, the realm of self-finance teacher education institutions faces numerous challenges, as it plays a crucial part in structuring the future of education systems globally. With the effects of Liberalization, Privatisation and Globalisation (LPG), the circumstances of educational institutions are also changing day by day.

Progress of Teacher Education Institutions in India

Education in India, during ancient times, centered on Vedas with knowledge transmitted orally (Ghosh, 2007). During the Buddhist Period, secular subjects were integrated into the curriculum at institutions like Takshasila and Nalanda (Mookerji, 1990). Muslim rulers established Maqtabhs and Madrasahs, emphasizing Quranic study along with various subjects (Rawat, 1956). The British introduced a new educational system, establishing the first formal teachers' training school in Srirampore in 1793 (Mangal, 2020). The Wood's Dispatch of 1854 marked a significant shift, and in 1882-83, the Hunter Commission focused on improving teacher education quality (Abhilasha Jaiman, 2018). Post-

independence, the Radhakrishnan Commission highlighted the requirement for practical training, followed by the Kothari Commission's emphasis on quality. In 1986, the NPE gave importance to both in-service and pre-service teacher training. The formation of the NCTE in 1995 brought about positive changes, stressing quantity and quality improvement in teacher education (Aggarwal, 2009).

The evolution continued with the NCFTE in 2010 emphasizing effective training for teacher educators. Initiatives like CTET and TET at central and state levels, along with the RTE Act, transformed teacher education. The introduction of the NPE-2020 proposed a 4-year integrated, stage-specific teacher education model at multidisciplinary institutions. The policy aimed to shut down substandard institutes, ensuring qualitative development in teacher education (Malhotra & Smriti, 2019). Thus, the post-independent history of teacher education in India reflects a dynamic journey marked by evolving philosophies,

Dr. R. Balasubramanian

Assistant Professor in Education, St. Xavier's College of Education (Autonomous), Palayamkottai, Tamil Nadu, India

institutional changes, and a continuous quest for quality improvement.

The Present Status of Self-finance Teacher Education Institutions

The National Council for Teachers Education (NCTE) is a regulatory body for school-level teachers' training. The Indian education system's policies and guidelines are also under the NCTE's jurisdiction. Additionally, it authorizes the operation of educational institutions. However, a large number of institutions have opened up across the nation, and many lack the resources such as infrastructure, qualified instructors, and experience needed to provide for future educators. Many private colleges sell degrees for money. The primary reason for the issue is the pool of inadequate teachers being produced by private education institutions. Surveys conducted in Delhi revealed that half of sixth graders in government-run schools are completely incapable of reading, demonstrating the effects of poor instruction. The Supreme Court demanded that everyone must be concerned about the quality of education. Because of the low quality, the Central government implements the mandatory accreditation and certification process for the training institutions (Abrol, 2016).

There has been a great downfall of self-finance teacher training institutions in recent years due to the following reasons.

Existing issues of Teacher Education Institutions

While teacher training is essential, the following challenges must be addressed:

1. Lack of Standardization

Many teacher education institutions face challenges related to infrastructure, including classrooms, libraries, and technology resources. This can hinder the overall learning experience for aspiring teachers (Singh & Shakir, 2019). Many teacher education institutions struggle with a shortage of qualified and experienced faculty members. The recruitment and retention of skilled educators are essential for providing high-quality training to future teachers.

2. Navigating Educational Policies

Strict rules and regulations laid down by the NCTE have compelled many institutions to conduct B.Ed courses

through irregular mode so there arises a gap between policy formulation and effective implementation. Even if there are progressive policies in place, ensuring their successful execution at the grassroots level may be a challenge. Understanding and implementing educational policies and standards is a complex yet essential aspect of teaching. Private teacher education institutions often grapple with compliance issues related to changing regulations and accreditation standards. Keeping up with the evolving regulatory landscape can be challenging and may affect the institution's reputation and standards.

3. Financial & Admission Constraints

Many private teacher education institutions operate on a fee-dependent model. Financial constraints can lead to limitations in faculty development, infrastructure improvement, and the overall quality of educational resources provided to students. Private institutions may face difficulties in the admission process, including ensuring a fair and transparent selection of students. Additionally, issues related to affiliation with recognized education boards or universities can affect the credibility of the institution.

4. Employability of Graduates

Limited job opportunities in Government and Government-aided schools contribute to the low preference for teacher training courses. The availability of diverse career options and the perception of better opportunities in other fields may lead students away from teacher training courses. After completing the two-year B.Ed course, students have to pass TET exams to secure appointments in Government schools which discourages many students from pursuing a teaching profession. So students prefer a B.Ed course as the last resort leading many students to adopt unethical methods to pass the B.Ed course.

New Education Policy 2020: Opportunities and Challenges for Teacher Education

The Union Cabinet adopted the New Education Policy 2020 (NEP 2020) in April 2018, emphasizing the nation's educational system as a new life. The NEP 2020 suggests a multipronged strategy that combines demand-side actions like building high-quality teacher education to meet these goals. By raising educational standards, it seeks

to turn the nation into a cognitive-based society that can compete on a global scale. The policy statement makes it very evident that teacher education needs to be improved, and it advocates for a wider study in this area.

Given below are some of the issues with teacher education programs under the New Education Policy - 2020:

- i. Revising and updating the curriculum poses a significant challenge, particularly as it has remained stagnant since the 1990s.
- ii. Educators must undergo thorough training in their respective subjects and understand optimal learning methods and strategies to facilitate effective learning.
- iii. The Government aims to transition from a "teacher training" model to one emphasizing "teacher education," necessitating substantial changes in teacher preparation, including curriculum design.
- iv. India lacks a standardized definition of quality education, complicating the establishment and enforcement of nationwide standards.
- v. The hierarchical nature of India's education system often fails to incentivize excellence among teachers and leaves students with minimal agency in their educational journey.
- vi. Teachers require training to effectively cater to diverse student backgrounds, enabling them to address the needs of all learners.
- vii. The structural setup of schools and classrooms reinforces hierarchy, limiting student engagement and participation.
- viii. India's education system prioritizes exam-oriented teaching over fostering critical thinking skills.
- ix. Inadequate infrastructure in many schools, such as insufficient classrooms and amenities, compromises the learning environment for students.
- x. Accountability is lacking, with underperforming teachers seldom facing consequences, and students often not being held responsible for their academic performance or behaviour.
- xi. Limited data availability hinders the assessment of learning outcomes and the identification of areas

requiring improvement within the education system.

- xii. Corruption within the education system perpetuates disparities, hindering access to quality education for students from lower socioeconomic backgrounds.
- xiii. The linguistic diversity in India presents challenges for educators in effectively communicating with students.

Proposed Solutions for Bridging the Gap

To enhance the excellence of teacher education, a comprehensive set of solutions is proposed. Central to these is the rigorous oversight by the NCTE, which should tightly monitor the infrastructure facilities of every self-finance teacher education institution about the selection of faculty and students such as incorporating entrance exams and academic performance, interviews and group discussions to be done before admission. Distance learning options should be made available but with stringent admission standards and thorough evaluation methods. Government shall support by funding such institutions. Finally, ongoing professional development through regular refresher courses for educators is recommended to keep them abreast of pedagogical advancements. These strategies aim to procure a more efficient, standardized, and high-quality system in teacher education.

Conclusion

The path to effective self-finance teacher education institutions requires a fundamental shift to fulfil the demands of society. The suggested solutions offer a roadmap for reengineering teacher education institutions. A significant part in this reform process must be played by the state Government, National Council for Teacher Education, University Grants Commission, National Council for Educational and Research Training, NUEPA, IASEs, Teacher's Education University, autonomous colleges, and policy planners working with other stakeholders.

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Continuation of Page 3

RELEVANCE OF PEDAGOGICAL...

5. Technology Integration

- i. Integrate technology training within teacher education programs to equip educators with skills to incorporate relevant tools into their teaching.
- ii. Emphasize the development of digital PCK, helping teachers leverage technology to enhance content delivery and student engagement.

7. Collaborative Learning Communities

- i. Foster collaborative learning communities within teacher education programs, where students can share experiences, insights, and strategies related to PCK.
- ii. Encourage interdisciplinary collaboration to broaden perspectives and enhance the integration of content knowledge across subjects.

9. Inclusive Education

Prioritize training on inclusive teaching practices, ensuring that teachers are equipped to adapt their PCK to meet the diverse needs of students with varying abilities and backgrounds.

Conclusion

Re-engineering teacher education through a strong emphasis on PCK involves a holistic approach that combines theory with practical experiences, ongoing mentorship, and a commitment to continuous professional development. By integrating these strategies, teacher education programs can better prepare educators to navigate the complexities of modern classrooms effectively. PCK not only bridges the gap between theory and practice but also prepares educators to be agile, innovative, and responsive to the evolving demands of education. In essence, PCK serves as a compass guiding educator through the complex terrain of modern teaching, ensuring that they are well-equipped to inspire and nurture the intellectual and social development of their students.

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