

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.



**RESEARCH AND REFLECTIONS  
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ABSTRACT

*In the ever-evolving landscape of education, the role of teachers remains paramount in shaping the future of society. As we navigate the complexities of the 21<sup>st</sup> century, the need for effective teacher education becomes increasingly evident. Amidst the ongoing advancements in educational methodologies and technological innovations, the process of reengineering teacher education becomes imperative to equip educators with the tools and knowledge necessary to thrive in contemporary learning environments. One crucial part that has gained prominence in the discourse surrounding teacher preparation is Pedagogical Content Knowledge (PCK). PCK represents the dynamic interplay between a teacher's understanding of subject matter and their pedagogical expertise, fostering a unique skill set essential for successful classroom practices. This article deals with the relevance of PCK as a key player in the re-engineering of teacher education programs, examining how a robust integration of content knowledge and pedagogical strategies can better prepare educators to address the diverse needs of students and navigate the challenges of modern education.*

**Keywords :** Teacher education, Teacher effectiveness, Pedagogical Content Knowledge, Strategies.

Introduction

Teacher education is a program that is related to the development of teacher proficiency and capability that would enable and empower the teacher to meet the needs of the profession and face the challenges therein. Teachers and the instruction they provide their students are the complex set of factors that have an impact on pupil learning. The dynamic interplay between content knowledge and pedagogical strategies lies in PCK, which not only equips teachers with the essential tools to navigate modern educational landscapes but also empowers them to produce transformative learning experiences for their pupils.

Concept of Teacher Effectiveness

Proficient educators are individuals who successfully reach the objectives they establish for themselves or those set by external entities, such as education ministries, legislators, and governmental authorities, as well as school or college administrators. To accomplish these objectives, effective teachers must possess the requisite knowledge and skills, employing them adeptly to ensure the attainment of the specified goals.

Pedagogical Content Knowledge

Several crucial elements contribute to the preparation of individuals for the teaching profession, and one pivotal aspect is Pedagogical Content Knowledge (PCK). Pedagogical Content Knowledge refers to the specialized expertise possessed by teachers, encompassing the fusion of pedagogical (teaching methods) and content knowledge (subject matter knowledge). Coined by Lee Shulman in the late 1980s, this concept has evolved into a significant framework in teacher education and professional development. PCK extends beyond mere familiarity with the subject matter, emphasizing the comprehension of how to effectively teach that specific content to diverse student groups. It encompasses competencies such as content

**D. Shunmuga Selvasivasankari**  
*Ph.D. Research Scholar, St. Xavier's College of Education (Autonomous), Palayamkottai, Tamil Nadu, India.*

**Dr. A. Michael J Leo**  
*Assistant Professor of Education, St. Xavier's College of Education (Autonomous), Palayamkottai, Tamil Nadu, India.*

representation, adaptability, understanding student thinking, assessment, instructional strategies, classroom management, and technology integration.

Re-engineering

Re-engineering involves analyzing and restructuring a system to reformulate it in a new configuration. This procedure includes various sub-processes, including reverse engineering. It entails a comprehensive review of different levels of organizational operations and the exploration of diverse methods for improvement.

Need for Re-Engineering Teacher Education

Re-engineering teacher education is essential for several reasons to meet the evolving needs of education systems and society. Here are some key reasons:

Changing Educational Landscape

The landscape of education is constantly evolving with advancements in technology, changes in pedagogical approaches, and shifts in societal needs. Teacher education must adapt to these changes to prepare educators for the challenges of modern classrooms.

Integration of Technology

Teachers need to be proficient in using technology for instructional purposes, online learning, and educational tools. Re-engineering teacher education ensures that educators are well-versed in integrating technology into their teaching methods.

Diversity and Inclusion

Teacher education programs should be re-engineered to equip educators with the skills and knowledge to address the needs of diverse learners and create inclusive classrooms.

21st Century Skills

Teachers need to cultivate not only subject-specific knowledge but also 21<sup>st</sup> century skills such as critical thinking, communication, collaboration, and creativity. Re-engineering teacher education can emphasize the development of these skills in educators, preparing them to foster the same in their students.

Adapting to Educational Reforms

Educational systems undergo reforms over time.

Teacher education programs must be flexible and adaptable to changes in policies, curriculum standards, and assessment methods. Re-engineering ensures that teacher education stays current and aligned with these reforms.

Professional Development

Re-engineering teacher education is a form of continuous professional development. It allows educators to stay abreast of new teaching methodologies, best practices, and educational research, fostering a culture of lifelong learning among teachers.

Strategies to Re-Engineering Teacher Education through PCK

Re-engineering teacher education through Pedagogical Content Knowledge (PCK) involves a comprehensive approach to prepare educators for the dynamic challenges of the modern classroom. Here are the some strategies to enhance teacher education through PCK:

1. Integrated Curriculum Design

- i. Develop teacher education programs that integrate content knowledge and pedagogical skills flawlessly.
- ii. Design courses that model effective integration of PCK, emphasizing the interconnectedness of subject matter and teaching methods.

2. Authentic Classroom Experiences

- i. Provide pre-service teachers with authentic classroom experiences, such as student teaching or internships, where they can apply and refine their PCK.
- ii. Foster partnerships with schools to create opportunities for aspiring teachers to work with diverse student populations.

4. Mentorship Programmes

- i. Establish mentorship programs pairing experienced teachers with novices to facilitate the transfer of PCK through practical insights.
- ii. Encourage ongoing professional development and collaboration between mentors and mentees.

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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, cantered 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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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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Article

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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

**A. Leemaranjani**

M.Ed.Scholar, St. Xavier's College of Education (Autonomous), Palayamkottai, Tamil Nadu, India

**Dr. Y. Daniel**

Asst. Professor of Biological Science, St. Xavier's College of Education (Autonomous), Palayamkottai, Tamil Nadu, India



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.

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GAMIFICATION OFFERS A TRANSFORMATIVE APPROACH  
TO DEVELOPING 21<sup>ST</sup> CENTURY SKILLS AMONG  
PROSPECTIVE TEACHERS

Article

ABSTRACT

*This article explores the transformative potential of gamification in developing 21st-century skills among prospective teachers. Gamification, drawing upon principles of game design and mechanics, offers a dynamic and immersive approach to teacher education. Through the integration of game elements such as quests, challenges, levels, and rewards, gamification transforms traditional learning experiences into engaging and interactive journeys. By immersing prospective teachers in gamified learning environments, educators not only enhance their skills but also develop a mindset of continuous improvement and innovation. This article proposes a paradigm shift in teacher education, advocating for the widespread adoption of gamification as a means of preparing educators for the demands of the 21st century. By leveraging the inherent appeal of games, gamification fosters motivation, engagement, and mastery, ultimately empowering prospective teachers to excel in modern classrooms and get ready understudies for progress in an ever-changing world.*

**Keywords:** Gamification, 21<sup>st</sup> century skills, prospective teachers.

Introduction

In today's rapidly evolving world, the landscape of education is constantly shifting, demanding new skills and competencies from educators. Traditional teaching methods no longer suffice in preparing students for the complexities of the modern world. Thus, the cultivation of 21<sup>st</sup> century skills has become paramount in teacher education. These skills, including decisive reasoning, cooperation, inventiveness, correspondence, and digital literacy, are essential for educators to effectively navigate the challenges of contemporary classrooms and plan understudies for progress in the digital age. As such, integrating the advancement of these skills into teacher education programs is crucial to ensure that educators are equipped with the tools and mindset needed to thrive in the 21<sup>st</sup> century. Gamification, a concept derived from the principles of game design and mechanics, has emerged as a powerful strategy for skill development in various fields, including education. By applying game elements such as points, badges, levels, and rewards to non-game contexts, gamification transforms learning experiences into engaging and interactive journeys. In the realm of education, gamification offers a dynamic approach to skill development, fostering motivation,

engagement, and mastery. By leveraging the inherent appeal of games, gamification holds the potential to enhance learning outcomes and cultivate essential competencies, making it a promising strategy for preparing educators to meet the demands of the 21<sup>st</sup> century. Gamification presents a transformative avenue for equipping prospective teachers with essential 21<sup>st</sup> century skills. By integrating game elements into teacher education, such as interactive modules and collaborative challenges, gamification enhances engagement and fosters the development of critical skills like collaboration, creativity, and digital literacy. This innovative approach holds the potential to revolutionize teacher preparation programs, empowering educators to

M. Antony Philomena

*Ph.D. Research Scholar, Department of Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, Tamil Nadu, India.*

Dr. C. Karthik Deepa

*Associate Professor, Department of Education Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, Tamil Nadu, India.*

thrive in modern classrooms and plan understudies for outcomes in the digital age.

Understanding 21<sup>st</sup> Century Skills

a. Significance

21<sup>st</sup> century skills encompass a set of competencies essential for progress in today's rapidly evolving world. Decisive reasoning includes dissecting data, assessing contentions, and settling on informed choices. Collaboration emphasizes working effectively with others, fostering teamwork, and leveraging diverse perspectives. Creativity entails generating novel ideas, solving problems innovatively, and considering new ideas. Communication encompasses the ability to express ideas clearly, listen actively, furthermore, participate in meaningful dialogue. Digital literacy involves navigating digital tools and resources proficiently, critically evaluating online information, and leveraging technology to educate and productivity. These abilities are pivotal for individuals to thrive in academic, professional, and personal contexts, serving as foundational pillars for lifelong learning and success.

b). Role in Effective Teaching and Learning

In the modern era, these 21<sup>st</sup> century skills are integral to effective instructing and learning practices. Educators who possess strong decisive reasoning abilities can design engaging learning experiences, scaffold students' understanding, and assess learning outcomes effectively. Collaboration enables educators to work collaboratively with colleagues, engage in professional learning communities, and foster a culture of teamwork in classrooms. Creativity empowers educators to design innovative lesson plans, adapt teaching strategies to diverse learners' needs, and inspire students' curiosity and imagination. Effective communication skills enable educators to communicate expectations, provide constructive feedback, and establish positive relationships with students, parents, and colleagues. Digital literacy equips educators with the ability to leverage technology for instructional purposes, integrate digital resources into teaching practices, and navigate online environments safely and responsibly. Overall, these abilities are fundamental for educators to adjust to the demands of the modern educational landscape, prepare students for future success, furthermore, add to a dynamic and innovative learning community.

Rationale for incorporating Gamification into Teacher Preparation Programs

The incorporation of gamification into teacher preparation programs offers numerous benefits. Firstly, it enhances engagement and motivation among prospective teachers by making learning more interactive, enjoyable, and rewarding. Gamification also provides opportunities for personalized learning, allowing educators to progress at their own pace and receive immediate feedback on their performance. Additionally, gamification promotes the development of 21<sup>st</sup>-century skills, such as critical thinking, collaboration, creativity, and digital literacy, which are essential for effective teaching in the modern era. Moreover, gamification fosters a growth mindset among educators, encouraging them to persist in the face of challenges, seek continuous improvement, and embrace innovation in their teaching practices.

Designing a Gamified Curriculum in Teacher Education

A. Identification of Key Learning Objectives Aligned with 21<sup>st</sup> Century Skills

The gamified curriculum begins with a clear identification of key learning objectives that align with the development of 21<sup>st</sup> century skills. These objectives include fostering logical thinking, alliance, artistry, social relations, and digital literacy among prospective teachers. Each learning objective is tied to specific competencies and outcomes, ensuring that the gamified curriculum effectively prepares educators for the demands of the modern classroom.

B. Development of Interactive Learning Modules and Quests

The gamified curriculum features interactive learning modules and quests designed to engage and challenge prospective teachers. These modules are structured around real-world teaching scenarios and incorporate gamified elements such as points, badges, levels, and rewards. Each module presents educators with amazing chances to apply 21<sup>st</sup>-century skills in authentic contexts, encouraging active participation and skill development. Quests are designed to scaffold learning experiences, guiding educators through progressively more complex tasks and challenges as they advance through the curriculum.

**C. Integration of Collaborative Challenges and Simulated Teaching Scenarios**

Collaborative challenges and simulated teaching scenarios are integrated into the gamified curriculum to promote teamwork, problem-solving, and practical skill development. Educators collaborate with peers to tackle complex issues, design innovative lesson plans, and respond to simulated classroom situations. These collaborative experiences mirror the dynamics of real-world teaching environments, allowing educators to apply their insight and abilities in context and get criticism from peers and instructors.

**D. Considerations for Feedback Mechanisms and Assessment Strategies**

Feedback mechanisms and assessment strategies are carefully designed to provide ongoing support and evaluation throughout the gamified curriculum. Formative feedback is integrated into each module and quest, providing educators with timely guidance and suggestions for improvement. Additionally, summative assessments are used to evaluate educators' mastery of 21<sup>st</sup> century skills and their capacity to apply these abilities in authentic teaching contexts. Assessment strategies may include rubrics, self-assessments, peer assessments, and performance-based tasks, ensuring that educators receive comprehensive criticism on their progress and achievements.

**Implementation Strategies**

**A. Training and Support for Faculty and Instructors in Gamified Curriculum Delivery**

Faculty and instructors receive comprehensive training and ongoing support to effectively deliver the gamified curriculum. Training sessions focus on familiarizing faculty with gamification principles, instructional design strategies, and the use of gamified learning platforms and tools. Faculty are provided with resources, templates, and examples to guide curriculum development and delivery. Additionally, faculty participate in collaborative workshops and peer mentoring programs to share best practices, troubleshoot challenges, and refine their gamification strategies.

**B. Utilization of Educational Technology Platforms and Tools**

The gamified curriculum leverages educational technology platforms and tools to enhance growth opportunities and facilitate assessment and feedback. Educators utilize Learning Management Systems (LMS), gamified course platforms, and digital collaboration tools to deliver content, track progress, and communicate with students. Interactive multimedia resources, gamified simulations, and virtual reality (VR) experiences are integrated into the curriculum to engage learners and create immersive learning environments. Furthermore, data analytics and learning analytics tools are employed to monitor learner progress, identify areas for improvement, and personalize learning experiences based on individual needs and preferences.

**C. Establishment of Learning Communities and Peer Support Networks**

Learning communities and peer support networks are established to promote collaboration, peer learning, and professional development among educators. Educators participate in online forums, discussion groups, and social media communities to share resources, exchange ideas, and seek advice from peers. Additionally, formalized peer mentoring programs pair experienced educators with novice teachers to provide guidance, support, and feedback throughout the gamified curriculum. These learning communities foster a culture of continuous learning and improvement, empowering educators to collaborate, innovate, and thrive in the gamified learning environment.

**Evaluation and Assessment**

**A. Methods for Measuring the Effectiveness of Gamified Learning Experiences**

The effectiveness of gamified learning experiences is assessed through a variety of methods, including qualitative and quantitative measures. Surveys, interviews, and focus groups gather feedback from educators and students on their engagement, satisfaction, and perceived learning outcomes. Additionally, quantitative data such as completion rates, time spent on tasks, and performance on assessments are analyzed to measure the impact of gamification on learning outcomes. Learning analytics tools track learner

progress, identify patterns of behavior, and provide insights into the effectiveness of gamified elements. Formative assessments, such as quizzes, assignments, and project-based tasks, provide ongoing feedback on learner progress and mastery of key ideas and skills.

**B. Assessment of Learner Outcomes related to 21<sup>st</sup> Century Skills Development**

Learner outcomes related to 21<sup>st</sup> century skills development are assessed using a combination of developmental and summative appraisals lined up with learning objectives. Rubrics are used to assess logical thinking, alliance, artistry, social relations, and digital literacy skills demonstrated in student work and interactions. Performance-based tasks, such as group projects, presentations, and problem-solving activities, allow educators to evaluate students' ability to apply 21<sup>st</sup> century skills in authentic contexts. Portfolios, reflections, and self-assessments provide opportunities for students to demonstrate their growth and development in these areas over time. Additionally, standardized assessments and external evaluations may be used to measure students' proficiency in 21<sup>st</sup> century skills and their readiness for future academic and professional pursuits.

**C. Continuous Improvement Strategies Based on Feedback and Evaluation Data:**

Feedback and evaluation data are used to inform continuous improvement strategies aimed at enhancing the effectiveness of the gamified curriculum. Educators analyze feedback from learners, instructors, and stakeholders to identify strengths, weaknesses, and areas for improvement in the gamified learning experiences. Data-driven decision-making guides curriculum adjustments, instructional modifications, and resource allocations to address identified needs and optimize learning outcomes. Ongoing professional development opportunities provide educators with the knowledge, skills, and support needed to implement evidence-based practices and innovative approaches in gamified curriculum delivery. By embracing a culture of continuous improvement, educators strive to create engaging, effective, and impactful gamified learning experiences that empower learners to thrive in the 21<sup>st</sup> century.

**Conclusion**

Gamification in teacher education offers a transformative approach to developing essential 21<sup>st</sup> century skills among prospective educators. Through immersive learning experiences like interactive modules and collaborative challenges, gamified curricula foster critical skills such as critical thinking, collaboration, creativity, communication, and digital literacy. These approaches not only engage educators but likewise set them up really for modern classrooms. The call to action urges educational stakeholders to prioritize the integration of gamification in teacher education, recognizing its potential to empower educators and enhance student learning. Future research should focus on exploring the long-term impact of gamification, refining design principles, and fostering collaboration across academia and industry. Ultimately, by embracing gamification, we can ensure that teacher education remains dynamic, relevant, and effective in preparing educators for the difficulties of the 21<sup>st</sup> century.

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INNOVATIVE STRATEGIES FOR SUPPORTING CHILDREN WITH  
ATTENTION DEFICIT HYPERACTIVE DISORDER (ADHD) IN AN  
INCLUSIVE EDUCATIONAL SETTING

Article

ABSTRACT

*Inclusive education aims to provide equal opportunities for all learners, regardless of their abilities or disabilities. It also emphasizes the importance of accommodating diverse learning needs within mainstream classrooms. Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopment condition characterized by persistent patterns of inattention, hyperactivity, and impulsivity (National Institute of Health, 2019). Children with ADHD often struggle with attention regulation, impulse control, and organization, impacting their academic performance and social interactions. Hence the prevalence of ADHD in school-aged children highlights the critical need for innovative strategies within inclusive educational settings to address the unique challenges faced by these students. Recognizing the diversity of learning needs within inclusive classrooms, this article discusses cutting-edge strategies that educators and supportive staff can employ to support children with ADHD, ensuring their successful inclusion and flourishing within mainstream educational environments.*

**Keywords:** Children with ADHD, Inclusive Educational Setting, Innovative Strategies

Introduction

Attention Deficit Hyperactivity Disorder (ADHD) poses unique challenges for children in inclusive educational settings where diverse learning needs coexist. Children with ADHD often encounter academic, social, and emotional hurdles that necessitate a nuanced and tailored approach to education. Traditional teaching methods and strategies may not fully capture the spectrum of challenges faced by these students due to the multifaceted nature of ADHD. This article explores innovative strategies to effectively support children with ADHD in inclusive classrooms, fostering an environment that promotes their academic, social, and emotional development. These strategies help to empower educators, parents, and peers to collaborate in fostering the holistic development of children with ADHD in an inclusive educational setting.

Innovative Strategies for Supporting Children with ADHD in an Inclusive Educational Setting

Inclusive educational settings can benefit children with ADHD through various strategies and support. Teachers can promote successful inclusive education by making small

changes in their classroom practices and establishing rules and routines. By implementing the following innovative strategies, inclusive educational settings can create a conducive atmosphere where children with ADHD can thrive academically, socially, and emotionally which directly contributes to the overall success of inclusive education.

**1. Individualized Learning Plans (ILPs):** Implementing ILPs tailored to the specific needs of each child with ADHD ensuring personalized attention and support. These plans may include modified curriculum, flexible seating arrangements, and alternative assessment methods to accommodate diverse learning styles (Owens, 2018)

**C. Stella Rajakumari**  
*Research Scholar, Department of Education  
Manonmaniam Sundaranar University, Tirunelveli  
Tamil Nadu, India.*

**Dr S. Lenin**  
*Assistant Professor, Department of Education  
Manonmaniam Sundaranar University, Tirunelveli  
Tamil Nadu, India.*



**2. Multisensory Teaching Approaches:** Engaging children with ADHD through multisensory teaching techniques can enhance their focus and comprehension. These approaches cater to diverse learning preferences and provide a more stimulating and inclusive learning environment. The various multisensory teaching strategies are listed below.

**i) Interactive Games and Activities:** Design educational games and activities that involve touch, movement, and visual engagement. Incorporate hands-on materials and interactive exercises to make learning more engaging and memorable.

**ii) Manipulatives and Tactile Learning:** Utilize manipulative and tactile materials to enhance learning. For instance, using textured objects, building blocks or other hands-on tools can help children with ADHD grasp concepts through touch and physical interaction.

**iii) Visual Aids and Graphics:** Implement visual aids, charts, and graphics to support verbal instructions. Visual reinforcement helps children with ADHD to process information more effectively. Color-coded materials and diagrams can enhance comprehension (Priya, 2023)

**iv) Flexible Seating Arrangements:** Allow for flexible seating arrangements that accommodate various sensory preferences. Some children with ADHD benefit from fidget tools, stability balls, or standing desks providing them with outlets for movement while learning.

**v) Auditory Learning Tools:** Incorporate auditory learning tools such as recorded instructions, podcasts, or interactive discussions. Using auditory cues can enhance understanding and engagement for children with ADHD who may respond well to verbal stimuli (Abikoff, 2019)

**vi) Sensory Paths and Trails:** Create sensory paths or trails within the classroom environment. These paths can include designated areas with different textures, colors, or sensory elements that children can explore during designated breaks.

**vii) Music and Rhythmic Learning:** Integrate music and rhythm into lessons. Incorporating songs, chants, or rhythmic patterns can make learning more enjoyable and enhance memory retention for children with ADHD (Priya, 2023)

**viii) Real-World Applications and Experiences:** Connect learning to real-world applications. Providing hands-on experiences or field trips that allow children to apply theoretical knowledge in practical situations enhances understanding.

**3. Technology Integration:** Leveraging educational technology can engage ADHD children, and make them stay focused and motivated by providing interactive and stimulating learning experiences. Some assistive technologies that help students with ADHD in the classroom include

**i) Audio books and Text-to-Speech Tools:** These tools can help students with ADHD improve their reading comprehension and focus by listening to the text instead of reading it.

**ii) Reminder and Alarm Devices:** These provide support to individuals with ADHD by mitigating challenges related to forgetfulness and time management. They offer structured, timely cues for tasks, appointments, and medication schedules

**iii) Digital Organizers and To-Do Lists:** These tools can help students with ADHD organize their tasks and manage their time more effectively

**iv) Electronic finders:** Electronic finders can help students with ADHD locate misplaced items, such as textbooks or homework assignments

**v) Voice Recognition Software:** This technology can assist students with ADHD in converting their speech into written text, helping them with writing assignments and note-taking (Abikoff, 2019)

**vi) Digital note-taking tools:** Digital note-taking tools can help students with ADHD to take notes more efficiently and effectively, as they can easily organize and search their notes

**vii) Online learning platforms:** Online learning platforms can provide students with ADHD with a more flexible and personalized learning experience, allowing them to work at their own pace and access materials in a variety of formats

**viii) Scanning Pens:** Scanning pens use optical character recognition technology to scan words on a page,

which can be beneficial for students with ADHD who struggle with reading

**ix) Educational Apps:** There are various apps available that can help students with ADHD improve their reading, writing, math, and time management skills

**4. Mindfulness and Relaxation Techniques:** Incorporating mindfulness practices into the daily routine can aid ADHD children in managing stress and improving attention span and emotional regulation.

**i) Mindful Breathing Exercises:** Encourage children to engage in simple breathing exercises. Instruct them to take slow, deep breaths, focusing on the sensation of each inhale and exhale. This practice helps to promote a sense of calmness and can be done discreetly in the classroom.

**ii) Body Scan Relaxation:** Guide students through a body scan, where they focus on each part of their body, progressively releasing tension. This technique promotes self-awareness and relaxation, making it conducive to a more focused learning environment.

**iii) Mindful Walking:** Integrate short mindful walking breaks into the daily routine. Encourage children to walk slowly and attentively, paying attention to the sensation of each step. This practice can help reset their focus and energy levels.

**iv) Guided Imagery and Visualization:** Use guided imagery sessions where children close their eyes and visualize calming scenes or positively engage their imagination. This technique can be especially effective for reducing stress and enhancing concentration. (Kean, 2018)

**v) Mindful Listening:** Conduct exercises that encourage mindful listening. This can involve focusing on the sounds in the environment or engaging in activities like listening to calming music. Developing attentive listening skills can enhance overall concentration (Abikoff, 2019)

**vi) Yoga and Movement Breaks:** Introduce brief yoga or movement breaks into the daily schedule. Simple yoga poses or stretches can help release excess energy and promote a sense of bodily awareness, supporting self-regulation. (De Meyer et.al, 2019)

**vii) Mindfulness Apps and Resources:** Utilize technology by incorporating mindfulness apps designed for

children. These apps often provide guided exercises and activities that make mindfulness more accessible and engaging for diverse learners.

**viii) Classroom Mindfulness Corner:** Designate a specific area within the classroom as a mindfulness corner. Fill it with calming visuals, cushions, or sensory items. Students can visit this space when they feel the need to reset and refocus. (Kean, 2018)

**ix) Mindful Reflection Journals:** Encourage children to keep mindful reflection journals. This can involve writing or drawing about their experiences with mindfulness, helping them to develop a personal connection to these techniques.

**5. Structured Classroom Environment:** Establishing a structured and predictable classroom routine is essential for ADHD children. Consistent classroom management strategies create a sense of stability, helping children to better manage their impulses and maintain attention.

**i) Flexible Scheduling and Routine Variability:** Recognize the need for variability in routines. While routines are important, providing some flexibility in scheduling and learning activities can accommodate the diverse attention spans of children with ADHD.

**ii) Assign work that suits the student's skill level:** Avoid assigning work that is too difficult or too long, as it can be overwhelming for students with ADHD

**iii) Offer choices:** Provide students with options to engage in activities that cater to their interests and strengths

**iv) Paired learning:** Have students work in pairs or small groups to discuss and solve problems, promoting understanding and collaboration

**v) Encourage hands-on learning:** Create learning opportunities where students can experience things first-hand, such as writing and acting out a play, recording an assignment on videotape, or taking apart and putting together a model (Bhatheja, 2022)

**vi) Give transition warnings:** Provide advance notice when transitioning from one activity to another, helping students prepare for changes in their environment

**vii) Give feedback with respectful redirection:** Offer constructive feedback and guidance to help students with ADHD to manage their emotions and behavior (De Meyer et.al, 2019)

**viii) Break directions into chunks:** Break down instructions into smaller, more manageable steps to help students with ADHD focus and follow directions (Bhatheja, 2022)

**ix) Set a timer:** Use a timer to help students with ADHD stay on task and manage their time effectively

**6. Inclusive Social Skills Programs:** Integrating social skills programs within the curriculum promotes positive peer interactions and helps children with ADHD develop essential social skills. This program includes

**i) Educate fellow pupils:** Involve other students in understanding ADHD and its effects on their classmates, promoting empathy and support

**ii) Peer tutoring:** Peer tutoring has been demonstrated to be a promising approach to improving attention and academic performance for children with ADHD (Bhatheja, 2022)

**iii) Establish effective communication:** Maintain open communication with parents through daily report cards or other methods to keep them informed of their children's progress

**iv) Build a strong relationship with the children's parents:** Collaborate with parents to understand the student's needs and develop strategies that work best for them Pairing ADHD children with peer mentors, organizing group activities, and facilitating open communication can enhance social skills and reduce feelings of isolation.

**Conclusion**

This article synthesizes innovative strategies, drawing from diverse research, to create a comprehensive framework for supporting children with ADHD in inclusive educational settings. Implementing innovative strategies for children with ADHD in inclusive educational settings requires a multifaceted approach that addresses both academic and social aspects. By embracing personalized approaches, fostering collaboration, and incorporating diverse teaching methods, inclusive environments can empower children with

ADHD to thrive academically and socially alongside their peers. These strategies not only address academic challenges but also contribute to the overall well-being and social integration of children with ADHD, fostering a more inclusive and supportive educational environment.

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STRATEGIES FOR MANAGING TEACHERS’ MENTAL HEALTH:  
A COMPREHENSIVE OVERVIEW

Article

ABSTRACT

*The teaching profession provides the groundwork for people to be prepared for all other professions. It requires the professional attributes of practitioners as well as a genuine commitment to improving humankind. Teaching meets the requirements for having an educationally communicable technique because it emphasizes intellectual competency, or the capacity to carry out all the tasks necessary for modern society to continue operating. A teacher who is in good mental health can interact with the students in a way that maximizes their efficacy and happiness. A teacher with good mental health can adjust their approach to the classroom based on what the scenario calls for, know when to switch up their delivery of the lesson and balance their classroom without outside intervention. In this article significance of mental health for teachers' professional lives and suggested strategies for managing mental health in the teaching-learning process.*

**Keywords:** Teacher, Mental Health, Teaching Profession

Introduction

Digitalization has caused several problems in all professions that have harmed people's physical and mental health and, consequently, reduced production and productivity in those domains. People are interested in the consequences of physical health, but regrettably, mental and psychological health have been neglected. Mental health is the cornerstone of an individual's entire health since it influences and is influenced by other forms of health. The balance between the physical, spiritual, emotional, and communal aspects of life is maintained. It plays a crucial part in our overall health since it affects how one responds to one’s surroundings and makes decisions in life. Since it is a well-known fact that teaching is an extremely difficult specialized profession in terms of its framework, not everyone finds it enjoyable.

Teacher and Mental Health

Although teachers are the backbone of the community, they do not currently receive the standards that the teachers' and students' associations would want to see. To create an atmosphere in the classroom where students feel joy and love in all interactions that take the shape of different teaching and learning activities, a teacher needs to be in good mental health. To manage student difficulties, teachers must have a positive attitude towards teaching and

be emotionally stable. This means that mental health is crucial to their understanding of basic human behaviour concepts. In addition, teachers ought to show concern for the well-being of the students. When interacting with the students, one ought to act as a friend, mentor, and philosopher. Furthermore, one endeavours to cultivate a constructive social atmosphere within the establishment and the educational setting.

Factors Influencing Teachers' Mental Health

The challenges that teachers face in managing their work-life balance are numerous and include heavy workloads, limited resources, stressed professional relationships with colleagues, low salaries, high teacher-student ratios, inadequate physical school conditions, difficult parent-teacher relationships, disruptive student behaviour, and unreasonable expectations from the

A. LOYOLA

Research Scholar, Department of Education  
Manonmaniam Sundaranar University, Tirunelveli  
Tamil Nadu, India

Dr. A. VELIAPPAN

Associate Professor, Department of Education  
Manonmaniam Sundaranar University, Tirunelveli  
Tamil Nadu, India

management and colleagues, so the sizable proportion of teachers describes the work as stressful.

Among the other issues that have plagued educators for a very long time are overcrowded classrooms, insufficient resources, conflicts with administrative directives, disjointed lesson plans, and unfavourable management comments. These conditions significantly diminish its effectiveness and ultimately have a detrimental influence on students' achievements, both academically and cognitively, causing lower grades.

Teachers who lack mental stability have the potential to cause harm to the country by offering substandard instruction and guidance to their students. It is a well-established fact that educators who exhibit symptoms of poor mental health, such as frustration or neurotic tendencies, can only educate students who share those inclinations. A teacher must ensure that all of the students in the classroom have the same knowledge and skills without any exceptions because the classroom is a diverse place in terms of student diversity.

Healthy teacher fosters the growth of classroom cultures that promote constructive interactions amongst students with different cognitive abilities, which in turn motivates everyone to direct their efforts and goals toward realizing their goals. Having a mentally healthy teacher is a requirement for having a mentally healthy students. The teacher with mental health issues teaches one's interpretation of one's troubles through bias, disinterest, inconsistent behaviour, or lack of appreciation in the same manner that one teaches anything in the field of competence.

**Strategies to manage teachers' Mental Health and Well-being**

**1. Practicing Mindfulness**

By practicing mindfulness, one can train oneself to pay attention to the present moment through exercises like yoga, breathing, guided imagery, and meditation. It makes one's thoughts and feelings more conscious so that one can better control oneself rather than letting others control.

**2. Spend time with close friends and family**

Converse with an amiable person. Speaking with a trusted person about the concerns, worries, and troubles is one of the finest ways to unwind and reduce tension. On

the other hand, there are circumstances in which listening to others in a safe and supportive setting can help one see things from a wider perspective. It is essential that both people feel comfortable enough to share and hear each other's opinions.

**3. Find the purpose and importance of life**

Work and play in a way that helps one to feel valuable. Always invest in one's relationships and make time for the people in one's life. Volunteering can improve one's quality of life and make one happier. Seek opportunities to assist others; this can be a tough but gratifying endeavour. Consider performing one kind act or gesture every day. Think of one good deed or gesture to do each day.

**4. Professional Development**

Reduce the stress related to job performance by offering opportunities for ongoing professional development to enhance teaching skills and confidence. Foster a sense of success and fulfilment while promoting advancement and professional development.

**5. Training in Mental Health**

Training on stress management techniques and the identification of warning indicators of mental health problems should be given. Make resources easily accessible, such as Employee Assistance Programs (EAPs) and counselling services. Providing counselling services for teachers is crucial for their well-being and effectiveness in the classroom. Teachers often face high levels of pressure, workload, and expectations. Provide strategies for stress management, time management, and coping mechanisms.

**6. Encourage a Positive Work Environment**

Encourage an environment in the school where cooperation, respect, and empathy are valued. To keep the workplace safe, take swift action to resolve any bullying or unfavourable behaviour.

**7. Programs for expressing gratitude and acknowledgment**

Programs for expressing gratitude and acknowledgment are essential for developing a pleasant workplace culture, raising spirits, and enhancing employee engagement. Choose an Employee of the Month or Quarter

to honour exceptional work. In the workplace, publicly display their accomplishments and give a small prize or recognition. Make personalized awards that express the institution's beliefs and culture.

8. Social Events and Team Building

Social events and team-building activities are essential components of fostering a positive and collaborative work environment. They contribute to building strong relationships among team members, boosting morale, and enhancing overall productivity.

9. Crisis intervention

Crisis intervention for teachers is a crucial skill set as educators often find themselves in situations where students may be facing personal, emotional, or behavioural crises.

10. Evaluating and follow up

Evaluating and follow up on teachers' mental health is crucial for creating a supportive work environment and ensuring their overall well-being. There are some approaches for evaluation and follow-up such as mental health workshops, peer support groups, performance reviews, etc.

Conclusion

Mental health is an essential component of total well-being and the teaching profession needs to prioritize and pay attention to it appropriately. Teachers, like any other professionals, are susceptible to stress, burnout, and mental health challenges. So, teachers who prioritize mental health can see improvements in their work-life balance, effectiveness as teachers, resilience, job satisfaction, support for student's mental health, reduction in sick leave and absence, professional development, long-term career sustainability, positive school climate, and inclusivity. It is the need of the hour that educators and administrators understand the value of mental health and offer tools and assistance to support educators in maintaining their well-being.

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ABSTRACT

Quality education is integral to sustainable development and social equity. This article explores the challenges arising from teaching out-of-field, where educators are assigned subjects without adequate training, risking the compromise of education quality. Systemic teacher shortages, topic misalignment, high turnover rates, external influences on management decisions, and inadequate content expertise are the causes of the situation. These challenges impact teacher well-being, student outcomes, and overall educational experiences. Recognizing the importance of addressing this issue, the article advocates for systemic solutions, such as improved working conditions, targeted professional development, and effective retention strategies. It emphasizes the necessity of aligning teacher expertise with specific subject areas and grade levels to enhance the quality of education. Furthermore, the article argues that providing suitable professional development for teachers facing these challenges is crucial for upholding the true character of education. Despite its difficulties, teaching out-of-field can contribute positively to educators' professional development by fostering adaptability, problem-solving skills, and resilience.

Introduction

Quality education is the heart of sustainable development and a powerful catalyst for developing more just, humane, and equitable societies. Quality education has become critical in many countries that are expanding enrolments rapidly to achieve Education for All. Recently, education systems have been under strain, but the assumption that there is a compromise between access and quality is flawed. In countries with constrained resources, the successful effort to increase access to education has often led to declining quality of education. Teacher quality is a widely discussed issue in education. One of the problems that caught my attention is teaching out-of-field, mismatched subject assignments at primary, high, higher secondary, and professional levels. The phenomenon of teaching subjects outside the discipline, where teachers lack educational background or training, has been neglected. It is a crucial issue because highly qualified teachers may, in actuality, become highly unqualified if they are assigned to teach subjects for which they have little training or education. (Annalene Grace, et.al, 2021)

Teaching out-of-field

Teaching out-of-field is a phenomenon where

teachers are assigned to teach subjects for which they have inadequate training and qualifications. (Ingersoll 1999; Hobbs 2013). This may refer to teaching subjects, grade/class levels, or school types without the necessary qualifications, certification, or specialization. Out-of-field teaching, a phenomenon where teachers instruct in areas without appropriate qualifications, is a challenge in teacher education, affecting the quality of teaching and student outcomes (Anna du Plessis, 2014). This phenomenon occurs when teachers instruct in areas outside their training or expertise, potentially leading to challenges in delivering effective education.(Linda hobbs & Raphaela porsch, 2021). Out-of-field teaching may arise due to staffing shortages, budget constraints, or other logistical issues. The complexities surrounding this practice include the potential impact on teacher quality, student learning outcomes, and

A. METILDA JASMINE SHANTHI

Research Scholar, St. Xavier's College of Education (Autonomous), Palayamkottai, Tamil Nadu, India.

Dr. M. ANTONY RAJ

Associate Professor in History & Research

Supervisor, St. Xavier's College of Education

(Autonomous), Palayamkottai, Tamil Nadu, India.



the overall educational experience (Anna Du Plessis, 2013).

**Factors contribute to teaching out-of-field**

Several factors contribute to educators teaching outside their expertise, creating challenges for both teachers and the education system. They are as follows:

**Systemic Teacher Shortages**

Shortages of qualified teachers lead to educators being assigned to teach subjects or levels for which they may not have specialized training. (Linda Hobbs & Raphaela porsch, 2021). The shortage arises due to various reasons such as unequal distribution of qualified teachers across educational institutions. Also, challenges in creating schedules that align with teacher availability and subject demand contribute to the systematic shortage. The scarcity of qualified teachers prompts educational institutions to assign educators to teach subjects for which they may lack specialized training.

**Subject Misalignment and Incongruence**

Incongruence in teacher specialization and subject misalignment contribute to educators being placed in roles that do not match their expertise. (Annalene Grace, et.al, 2021)

When teachers are assigned to subjects or grade levels for which they lack specialized training, incongruence arises. This incongruence stems from a misalignment between the educator's qualifications and the requirements of the assigned teaching role. Subject misalignment can impact the effectiveness of teaching. Teachers may face challenges in delivering content with confidence and accuracy, potentially leading to a less engaging learning experience for students. The strain of teaching out-of-field can contribute to burnout, affecting their overall job satisfaction and well-being.

**Teacher Turnover and Recruitment Necessities**

High turnover rates and recruitment necessities force educational institutions to assign teachers to positions based on immediate needs, regardless of their expertise. (Annalene Grace, et.al, 2021). High turnover rates within the teaching profession result in frequent vacancies that educational institutions must urgently address. The constant need for new hires can lead to a rushed recruitment process. The urgency to fill vacant positions sometimes takes precedence

over matching teachers' expertise with the specific subject areas or grade levels. Educational institutions may prioritize immediate needs over ensuring a perfect match between teacher qualifications and assigned roles. Addressing the issue requires systemic solutions, such as improving working conditions, providing targeted professional development, and implementing effective retention strategies. These measures aim to create a more stable teaching workforce and reduce the constant pressure to fill vacancies

**Controlling Management Decisions**

Management decisions, sometimes driven by external factors, can lead to educators being placed in roles that deviate from their specialized areas. (Annalene Grace, et.al, 2021)

External factors such as socio-economic conditions can impact funding and resource allocation in educational institutions. Management decisions driven by financial constraints may lead to educators being placed in roles based on immediate needs rather than their specialized areas. Educational institutions often operate within the framework of government policies. Changes in educational policies can prompt management decisions that affect staffing and resource distribution, potentially leading to educators being assigned roles that deviate from their expertise.

**Lack of Content Knowledge**

Despite lacking content knowledge, teachers may still find themselves teaching outside their expertise due to various factors influencing their sense of competence (Tran Phuong Linh, 2023). In scenarios where there is a shortage of qualified teachers, educational institutions may face the challenge of filling positions promptly. This urgency can lead to teachers being assigned subjects or levels for which they may not have adequate content knowledge. Limited access to ongoing professional development can hinder teachers' acquisition of content knowledge. Teachers may find themselves teaching out-of-field if there are insufficient opportunities for skill enhancement. Teachers who have not received comprehensive training in a specific subject area may feel less confident in their content knowledge. Despite this, they might still be placed in roles that require expertise beyond their training. Teachers may feel a sense of

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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ABSTRACT

*Beyond a doubt, one of the noblest professions is teaching. Teachers perform a crucial role in moulding children's minds, offering ethical principles, and generating the next wave of leaders. Nevertheless, the challenges and demands of this profession have shifted substantially over time. The demands made upon teachers in today's educational settings can be detrimental to their mental health. Despite the importance it holds, mental health is frequently overlooked in the teaching profession. Teachers often experience high levels of stress and burnout because of their long workdays, large class sizes, and high expectations from parents, administrators, and students - despite experiencing a significant impact on the next generation. In light of this, psychological requirements ought to be given more weight and consideration in the teaching profession. The significance of teachers' mental health is covered in this article.*

**Keywords:** Well being, teachers, school, mental health, profession

Introduction

Teachers' mental health is an equally essential—if less discussed—aspect of education, yet students' mental health gets a lot of attention. It can be quite difficult to be in the position of lesson planning, grading, classroom management, and guiding students' overall development. Furthermore, adjusting to remote teaching and managing online classrooms are new challenges brought about by technological advancements (Agarwal, 2023). Setting priorities for the mental health of educators is essential to creating a productive and enjoyable learning environment. Looking into teacher well-being and how it pertains to changes in job characteristics brought about by educational reforms is therefore crucial. It also helps to understand how educators adjust to new tasks as well as regulate their emotions and mindset to maintain their wellbeing in a wider setting.

Mental Health of Teachers

The concept of mental health allows emotional and psychological well-being to every human being. "A state of emotional and psychological well-being in which an individual can use his or her cognitive and emotional capability, function in society, and meet the ordinary demands of everyday life" is how Merriam Webster defines mental health.

Unaware of their own condition, many educators encounter with mental health problems. As a result of this, teachers need to be highly mentally competent as well as knowledgeable about a range of resources and techniques that will help both the teachers and their students. The primary goal is to help educators grow more mentally acute so that they can identify and use effective support systems and comprehend mental health issues (Agarwal, 2023).

Most educators would concur that a teacher's well-being influences their ability to be an effective professional in education, especially their ability to teach in the classroom. Studies show a link between teacher burnout and impoverished teaching and learning outcomes, as well as a greater likelihood of disruptive student behaviour in the classroom. Investigations reveal that teachers who attempts with mental health relate to may find it hard to establish and model beneficial connections with their students.

**M. ROSARY KIRUBA ALEXY**

*Ph.D. Research Scholar  
St. Xavier's College of Education (Autonomous)  
Palayamkottai, Tamil Nadu, India.*

**Dr. A. PUNITHA MARY**

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

Importance of Mental Health for Teachers

Being a teacher brings satisfaction, although it is also associated with pressure and ongoing performance-related issues. After lesson planning, assignment grading, and meeting attendance, there might not be that much time left over for self-care. It can be unfavourable to teachers' mental health along with their students' mental health.

Teachers' mental health and wellness are essential for the social and emotional well-being of their students, even though teaching can be one of the most stressful occupations. The work environment factors, positions, and interpersonal connections all impact the worker's mental health and overall well-being (Lever et al., 2017). There are six essential workplace components that have been identified as potentially exacerbating stress at work by the Health and Safety Executive (HSE):

- i. **Demands:** Workload, work schedule, and workplace conditions fall under this category.
- ii. **Control:** The degree of influence an individual has over how they carry out their work.
- iii. **Support:** The resources and encouragement from the organization, the line of management, and colleagues.
- iv. **Relationships at work:** This entails promoting constructive ways to deal with inappropriate actions or avoiding confrontations.
- v. **Role:** This boasts an individual's recognition of their place in the organization and the organization's assurance that that individual does not have several roles.
- vi. **Change:** It is managed and communicated in such a manner.

Work environments that place high demands on employees without providing them with the control or support they need to meet these demands can pose risks to a person's mental health and wellness. Teachers work in an environment which is full of potential stressors, which include necessitates from their workload, relationships with other people, and other external factors. Workload aspects comprise things like administrative paperwork, a lack of non-contact time for lesson planning, and a sense of duty for the academic success of learners. Teachers report that high levels of stress related to work are associated with "burnout" and other physical and mental health problems.

Because of this, it's imperative to maintain the teacher's mental health in addition to working with their educational institutions in recognizing and responding to workplace anxiety. Upholding a psychologically sound educational setting, encouraging and retaining staff, and strengthening students' academic performance and well-being are all dependent upon the teacher's health.

Ways to perk up the mental health of teachers

Teacher and student will be greatly influenced by the atmosphere and compassionate culture of an educational setting. The leadership team must create a trusting environment where workers feel valued, can discuss their health and well-being freely, and know where to go for support when needed. In order for all of this to happen, it is essential that the leader and the leadership group remember to look after their own mental health and wellbeing in addition to the mental health and wellbeing of their staff members. Education establishments have a vital duty to support the mental health and general wellness of their faculty members. Acknowledging the challenges teachers face, institutions should take the lead in creating a supportive environment that prioritizes teachers' mental health. These are some strategies educational institutions can employ to assist with the mental health needs of their teachers.

1. Schools ought to make sure that teachers have easy access to competent counselling services. For instance, they can collaborate with surrounding mental health organizations to offer counselling services on-site or give teachers access to a protected helpline for guidance on coping with mental health concerns.
2. Regular training sessions and workshops on mental health can give educators the knowledge and abilities they need to appropriately manage their own well-being.
3. Formal peer support networks among educators at the institutions can be very beneficial. Peer mentorship programs, for instance, can be established in schools where more experienced teachers provide guidance and emotional support to their less experienced colleagues.
4. Higher education institutions must guarantee that teachers have access to the resources they require to

- perform their duties effectively. This involves providing the newest tools, supplies, and staff for instruction. In order to allow employees to express concerns and make recommendations for policies and programs pertaining to mental health, institutions should also set up feedback channels. By doing this, the organization can ensure that their views are taken into consideration and improve and adjust its support systems as needed.
- Promoting a good work-life balance is crucial for maintaining the mental health of educators. Educational institutions should support reasonable working hours and provide flexibility when possible. A teacher's work-life balance can be improved by their mental health. Stress, anxiety, or depression can have a detrimental effect on their personal and professional lives. Instructors who put their mental health first can learn coping mechanisms and relaxation methods to lower their stress levels and improve their overall wellbeing.
  - Resilience is the capacity to overcome adversity and overcome barriers, and mental health plays a major role in this. High levels of stress can have a negative impact on their mental and emotional well-being, which can lead to burnout and a lack of motivation. Prioritizing mental health helps teachers be more resilient and upbeat in the face of adversity.
  - Mental health is linked to higher levels of job satisfaction. Teachers who prioritize their mental health are less likely to experience stress and burnout, which makes it seem less overwhelming and more manageable. As a result, they are more likely to feel satisfied and fulfilled at work, which could increase their motivation and degree of engagement.
  - Mental wellness can also enhance professional development. Making mental health a priority helps educators take advantage of opportunities for professional development and lifelong learning, which can improve instruction and student outcomes.
  - Good mental health can also support a positive school climate. Prioritizing their own mental health as educators creates a secure and supportive learning environment that promotes students' wellbeing and academic success. As a result, the school climate may become more encouraging and positive for all parties involved—

- students, teachers, and staff.
- Regardless of the student's previous experience or skill level, educators who put mental health first can promote inclusivity and respect for all of their students. An integral part of total wellbeing is mental health. This can help create a more inclusive and friendly learning environment, which will benefit the students' success and well-being.

Conclusion

Everyone acknowledges that teachers' mental health is a major issue. It has an impact on student development, teacher effectiveness, and the learning environment. It is critical to acknowledge the mental health concerns that our educators face. Helping them overcome these challenges is not only the morally correct thing to do, but it's also a calculated investment in raising the bar for education. Positive energy emanates from teachers in good mental health, and this directly affects the academic standards and culture of their school. Their mental health is not merely a remarkable problem, but rather a vital element in supporting the entire educational system.

In summary, mental health is a crucial aspect of overall wellbeing, and educators must give it the attention and priority it deserves. Educators can improve work-life balance, build a positive school climate, support inclusivity, support student mental health, build resilience in the classroom, and further their professional development by giving mental health a high priority. In order to maintain teacher's wellbeing, administrators and schools need to recognize the importance of mental health and provide resources and support.

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ABSTRACT

*Teacher's mental health refers to the state of their emotional, psychological, and social well-being. It influences how they handle pressure, interact with others, and make decisions. This article aimed to unravel the complex interplay between the teaching profession and mental health, examining the factors that affect educators and the roles and responsibilities of institutions in supporting the mental health of teachers. The educational institutions can promote the mental health of the employees especially the teachers by establishing a supportive culture, providing professional development and training, ensuring adequate resources and workload management, encouraging peer support and collaboration, and celebrating success and appreciation and well-being of their teaching staff and various effective. Several applicable strategies are discussed under each heading. Recognizing and addressing the mental health challenges faced by educators will improve the quality of education by fostering a positive learning environment and enhancing educational standards.*

**Key words:** Mental Health, Teachers, Educational Institutions

Introduction

In the dynamic landscape of education, the spotlight has traditionally focused on the academic achievement of students, curriculum innovations, and institutional progress. As the architects of knowledge dissemination, mentors, and role models, teachers play a pivotal role in shaping the intellectual and emotional development of their students. However, this responsibility often comes at a cost to their well-being. A teacher’s mental health is the condition or state of a teacher’s emotional, psychological, and social well-being. It has influenced how they respond to pressure, interact with others, and make decisions. In other words, a teacher’s mental health is a state of mental wellness that helps teachers manage life’s stressors, develop their potential, study and work effectively, and give back to their communities. It is a crucial element of health and well-being that supports their capacity to decide, form connections, and influence the world we live in. This paper seeks to unravel the complex interplay between the teaching profession and mental health, exploring the factors that impact educators and the roles and responsibilities of institutions toward the mental health of teachers. (<https://pubmed.ncbi.nlm.nih.gov/258702>)

Factors Affecting the Mental Health of Teachers

Teaching is a profession that demands not only intellectual prowess but also emotional resilience; exploring the myriad factors impacting the mental health of educators is imperative for fostering a sustainable and healthy teaching community. Some of the factors are as follows:

**Workload-Balancing Multiple Responsibilities:**

One of the primary factors affecting the mental health of teachers is their demanding workload. The foremost responsibility of teachers involves delivering effective and engaging lessons, preparing materials, and assessing student progress. Teachers are often tasked with juggling multiple responsibilities, which encompass not only delivering lessons but also extensive planning and administrative duties. Educators find themselves constantly racing against the clock, meeting curriculum requirements, grading

**S. S. KALAIVANI**

*M. Ed. Scholar, St. Xavier's College of Education (Autonomous), Palayamkottai, Tamil Nadu, India.*

**Dr S. SHERLIN**

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

assignments, and preparing lessons. The need for meticulous record-keeping, documenting student progress, and fulfilling administrative requirements can be time-consuming. The pressure to maintain accurate records and other administrative duties may intensify workload-related stress for teachers.

**Student Behaviour Challenges - Navigating Diverse Classroom Dynamics:** Another significant factor that impacts teachers' mental health is the diverse array of behavioral challenges they encounter in the classroom. Each student brings a unique set of behaviors and personalities to the learning environment, and teachers must navigate these diversities effectively. Addressing behavioral issues, such as disruptive behavior, defiance, or emotional outbursts, can be emotionally taxing for them. Managing these challenges while maintaining a positive and conducive learning atmosphere requires both patience and emotional resilience. Attending to such diverse classroom dynamics can become overwhelming, gradually leading to stress and, in severe cases, burnout.

**Pressure to Perform - Striving for Excellence:** The pursuit of excellence is an excellent trait, but it can also generate significant pressure on teachers. The pressure to deliver exceptional results, consistently maintain high standards, and meet academic targets can create an environment of heightened anxiety and stress. They may feel the weight of responsibility, knowing that their performance directly impacts their students' outcomes.

**Lack of Resources - Coping with Limitations:** In many educational settings, teachers grapple with limited resources. Insufficient classroom materials, outdated technology, and a shortage of support staff can add to the challenges they face daily. When educators are forced to work with inadequate resources, it can hinder their ability to provide quality education and support their students effectively. This scarcity of resources can also become a source of frustration and stress for them, as they strive to provide the best possible education despite the limitations. (<https://www.suraasa.com/blog/mental-health-for-teachers>)

**Professional Development - Need-based Pressure:** Staying with current educational trends and participating in professional development activities are

crucial for teachers. However, the time and effort required for continuous learning can be challenging to manage, especially when added to an already demanding workload. Collaborative efforts with colleagues for planning, interdisciplinary projects, or school-wide initiatives can enhance the educational experience. However, coordinating with peers and aligning teaching strategies can consume additional time and energy.

**Responsibility of Institutions towards the Mental Health of Teachers**

Educational institutions have a vital role to play in fostering the mental health and well-being of their teaching staff. Recognizing the challenges teachers face, institutions should proactively create a supportive environment that prioritizes the mental health of their educators. Here are some of the effective strategies that can implemented to promote the mental health of teachers:

**Establishing a Supportive Culture:**It is the prime responsibility of the institution to foster a culture that values and prioritizes the mental well-being of all the staff members, including teachers and as well as students. To establish a supportive culture the institutions can implement the following tips;

- i. Institutions should encourage open and honest communication at all levels.
- ii. Create platforms for feedback, suggestion boxes, and regular meetings where individuals feel comfortable expressing their thoughts and concerns.
- iii. Embrace diversity and create an inclusive environment where individuals from different backgrounds feel welcome and valued.
- iv. Promote cultural awareness and sensitivity to ensure everyone feels a sense of belonging.
- v. Leadership plays a crucial role in shaping the culture of an institution. Leaders should exemplify the values of respect, collaboration, and support, setting a positive tone for the entire community.

By incorporating these strategies, institutions can cultivate a culture that prioritizes the well-being and success of its members, ultimately contributing to a positive and supportive work environment.



**Provide Professional Development and Training:** Schools can offer professional development programs that focus on stress reduction, resilience building, and self-care strategies. Initially, they have to conduct an evaluation or assessment to identify the specific areas where professional development and training are needed. After recognizing the diverse needs and levels of expertise of teachers, then the authorities should offer a variety of professional development opportunities.

- i. Organise workshops, seminars, training, online courses, and skill-building sessions to accommodate the different needs and expectations of the teachers. Invite external experts or specialists to provide fresh perspectives and share the latest research and best practices.
- ii. Provide training to help teachers recognize signs and symptoms of mental health issues in themselves and their students.
- iii. Encourage the formation of collaborative learning communities within the school through which teachers can share best practices, collaborate on projects, and engage in peer observations, fostering a culture of continuous improvement.
- iv. Support continuous learning and development for all members of the institution.
- v. Implement evaluation mechanisms to assess the effectiveness of professional development programs. Use feedback from participants, student outcomes, and other relevant data to refine and improve future offerings.

Professional development should not be a one-time event. Offer ongoing support through coaching, mentoring, and follow-up sessions to ensure that educators can implement what they have learned effectively.

**Ensure Adequate Resources and Workload Management:** Ensure teachers have sufficient supportive resources and tools needed to manage their workload effectively. Setting reasonable expectations and reducing administrative burdens can go a long way in preventing burnout. Here are some strategies to achieve this:

- i. Communicate the expectations regarding workload and responsibilities. Provide staff with a clear understanding of their roles, tasks, and the expected outcomes to avoid

confusion and burnout.

- ii. Implement flexible work arrangements to accommodate the diverse needs of individuals. This can include options for remote work, flexible hours, or compressed workweeks, allowing individuals to better balance their professional and personal lives.
- iii. Regularly assess individual and team workloads to identify potential areas of overload.
- iv. Work with leadership to advocate for sufficient funding to meet the organization's goals. Make a compelling case for investments in staffing, infrastructure, technology, and other essential resources.
- v. Optimize procurement processes to ensure that resources are acquired in a cost-effective and timely manner.

Ensuring adequate resources and effective workload management is crucial for maintaining a healthy and productive work environment and maintaining the mental health of educators.

**Encourage Peer Support and Collaboration:** Stimulate peer support networks and collaboration among teachers. Creating channels for teachers to share their experiences, seek advice, and support each other can foster community and reduce feelings of isolation. This can be easily achieved by the following strategies;

- i. Organize team-building activities to strengthen relationships and foster a sense of camaraderie among members. This could include retreats, workshops, family events, or even casual social events outside of work hours.
- ii. Utilize technology platforms for collaboration and it can enhance collaboration among educators, allowing them to share resources and ideas seamlessly.
- iii. Establish a peer observation program where teachers observe each other's classes. This promotes sharing of teaching strategies, constructive feedback, and a culture of continuous improvement.
- iv. Facilitate collaboration between educators teaching different grade levels. This cross-grade collaboration can lead to a more comprehensive understanding of student development and continuity in learning experiences.

By implementing these strategies, educational institutions can create a collaborative culture that enhances professional growth, improves teaching practices, and ultimately benefits both educators and students.

**Celebrate Success and Appreciation:** Recognize and appreciate the efforts of teachers and staff regularly. Prioritizing teachers' mental health is essential for creating a healthy and productive learning environment. Teachers have an enormous impact on the lives of students -being sure that they are taking proactive measures to support their mental health is an utmost priority for every community.

- i. Acknowledge and appreciate the efforts and achievements of individuals within the institution during staff meetings, school assemblies, or through newsletters.
- ii. Regularly recognize and reward contributions, whether big or small, to create a positive and motivating atmosphere.
- iii. Recognize significant milestones, both personal and professional. This could include years of service, completion of projects, or achievements in professional development.
- iv. Extend celebrations beyond the institution to involve families and the wider community by including parents, community members, and local leaders.
- v. Establish a physical or digital "Wall of Fame" where notable achievements and recognitions are displayed. This serves as a constant reminder of the institution's accomplishments and the valued contributions of its members.

These strategies will help to foster a positive and appreciative atmosphere that motivates teachers. (<https://www.parinc.com/Resources/PAR-Content-Hub/Prioritizing-Teachers-Mental-Health>).

Conclusion

The mental health of teachers is quite a significant issue. It significantly influences the learning atmosphere, student development, and the effectiveness of teaching. It is of utmost importance to acknowledge the mental health challenges of our educators. Helping them to deal effectively with these challenges is not only a moral obligation but also a strategic investment in the quality of education. When teachers are mentally well, they exude positivity that directly impacts the learning environment and education standards

of their institution. Their mental health is not an isolated concern; it is a fundamental pillar that supports the entire education system.

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WELL BEING OF TEACHERS...

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ABSTRACT

*Wellness refers to feeling good about mind, spirit, and physical health. A student who has all these in place shows positive results in his academic performance as well as social life. Regular wellness programs in colleges are beneficial for students to adopt healthy behaviours and lifestyles. When we talk about wellness, it includes physical wellness, mental wellness, and social and intellectual wellness which are interrelated and are affected by each other and other segments of life. A teacher's wellness is reflected in the student's wellness. Teachers are likely to be the first role models any student would have. Students tend to walk in their role model's footsteps and imitate them. Teachers, who establish a healthy work/life balance, have more energy and serve as healthy lifestyle role models for their students.*

**Keywords:** Emotional Wellness, Mindfulness, Wellbeing, Mental Health

Introduction

Teachers play an extremely important role in the life of a student. They not only work to bring out the best in their students but also motivate and inspire them to be the greatest version of themselves. They also play a major role in shaping a child's future, helping them build their moral systems, and influencing them to be good people. They help students realize their potential and push them to give their best and shine in the different fields in which they are talented. A teacher's wellness is reflected in the student's wellness. Teachers are likely to be the first role models any student would have. Students tend to walk in their role model's footsteps and imitate them. Teachers, who establish a healthy work/life balance, have more energy and serve as healthy lifestyle role models for their students. Teaching is a job with no fixed work hours, with responsibilities that go beyond and out of the classroom. Every day, they carry their work home, with the papers they have to correct and the lesson plans they have to strategize. So, it's not surprising to learn that many teachers, all around the world suffer due to a lack of mental wellness, be it because of stress, work pressure, meeting expectations, or the weight of the responsibility they carry on their shoulders.

As reported in a recent study conducted by the UCL Institute of Education, one in every 20 teachers, approximately five percent, suffer from a mental illness that

has lasted or is likely to last for more than a year.

The atmosphere in the classroom is extremely essential and plays a major role in the emotional experience of the students. The emotional and mental well-being of the teacher plays a major role in dictating and setting the tone of that environment and the interactions between the students and the teacher. Therefore, a teacher's mental health problems can have a detrimental effect on the students they meet and teach every day. Teachers suffering from chronic stress or burnout also have poorer relationships with their students and there is a significant decrease in the quality of their teaching and their productivity. This has an extremely relevant and significant impact on schools and students. It is only when schools begin to prioritize the well-being of their teachers and other staff members that they will be able to give their best and flourish (Dinesh,2021).

**R. SAM JEBADURAI**  
*Research Scholar, P/T (Reg.No.22224011041004) & Department of Education, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India.*

**Dr. C. RAMESH**  
*Associate Professor, Supervisor, Director, DD&CE, Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India.*

How Emotional Wellness Affects One’s Life

The teacher might not realize how many different areas of life have emotional wellness, or lack thereof, is involved in. Here how to handle, understand, and manage the emotions impacts our life.

1. **Relationships:** When we interact with others, we must understand our perspectives about different issues. Sometimes we disagree with other people, and to keep relationships happy and healthy, we need to be able to have disagreements calmly and appropriately.
2. **Mental Health:** This may seem obvious, but one’s emotional health is a big part of their overall mental health and wellness. While that fact is true for everyone, for those who face mental health challenges and conditions it can be even more impactful.
3. **The Impact of Poor Emotional Wellness:** In many ways not being able to work through life in a positive emotional state can lead to worse outcomes, particularly because a negative emotional state is a stressful one. Here are some examples:
  - \* Lower immunity: stress weakens the immune system.
  - \* Hypertension: long-term stress worsens blood pressure.
  - \* Increased illness: stress worsens everything from heart issues to psychiatric problems.
  - \* Relationship issues
  - \* Difficulties at work
  - \* Trouble concentrating (Segerstrom, 2004).

Needs of Emotional Wellness of Teachers

Emotions are part of one’s daily life. Emotions are feelings from judgments relative to specific events and can be intense and directed (Linnen brink-Garcia et al., 2016). Being a teacher is frequently described as an emotional profession (Frenzel et al., 2016, 2018; Sutton, 2004). Teachers experience various discrete emotions in response to different situations, including interactions with others (e.g., students, colleagues, principals, and parents), reactions to teaching events, and appraisals of teaching events and the educational system (Sha et al.). Teachers produce either positive emotions (e.g., pride, enjoyment, satisfaction, and happiness) or negative emotions (e.g., boredom, anger,

anxiety, and frustration) or mixed emotions in each of these situations. Therefore, it is not surprising that teachers report experiencing various discrete emotions.

However, not all these emotions are always appropriate in the teaching context, as each discrete emotion is accompanied by unique actions and feelings (Cheng et al.). Teacher emotions are multi-faceted processes involving cognition, emotional experience, emotional arousal, and emotional behaviors and actions within the teaching context (Frenzel et al., 2016). For example, teachers who feel pride in their students may be confident, arousal, alert, and have positive action tendencies in their jobs. By contrast, teachers who feel bored may produce spiritless facial expressions and postures and even experience job burnout. To be professional, teachers try their best to present an appropriate emotional image to their students by regulating their emotions (Sha et al.; Shen et al.).

Teachers' emotions can be classified by their valence (e.g., positive, negative) and physiological arousal (e.g., activating, deactivating; Cheng et al.). It is commonly believed that teachers should present positive emotions (Cheng et al.; Wang et al.). Specifically, teachers' positive emotions elicit a positive classroom climate and good relationships with others, resulting in good educational outcomes (e.g., teachers' occupational well-being and students' motivation and learning performance).

Teachers' emotions provide essential information about their feelings, intentions, or motives, thus enabling the students to respond adequately and adapt their behaviors (Pekrun, 2006; Jennings and Greenberg, 2009; Reyes et al., 2012; Keller and Becker, 2021). For example, when students gratuitously shut down during class, teachers should present happy or angry emotions. If teachers are happy, it is difficult for students to recognize the negative consequences of gratuitously shutting down during the class. The study by Cheng et al. compared the effects of teachers' positive, negative, and neutral emotions. They found that the teacher's positive emotions enhanced students' self-reported pleasure, the teacher's negative emotions enhanced students' productivity, and the teacher's neutral emotions enhanced students' collaborative satisfaction and a greater willingness to continue collaborating with their group.

Therefore, researchers should further test whether teachers' positive emotions inevitably lead to good educational outcomes and whether their negative emotions do not.

Enhancing Emotional Wellness

We understand how important emotional wellness is to a healthy life, probably wondering if there is anything specific one can do so that their emotional health is at its best. Luckily, there is no shortage of activities that can promote emotional well-being.

1. **Practice Mindfulness:** Mindfulness is about being present in the moment. Rather than living on autopilot, mindfulness encourages us to take part in our lives, and it can improve both physical and emotional well-being. One can practice mindfulness by doing everything from running to eating.
2. **Wellness programs:** Wellness programs improve employee morale and increase an individual's focusing ability. Regular physical activity improves brainpower. incorporating physical activity into the classrooms not only engages students in their free time but also results in energized students who will learn better. Such students have positive attitudes towards school and studies, better academic achievement, and attendance.  
  
Stress management is an important aspect that a workplace wellness program address. Schools are dominated by female teachers who have to devote time and look after students in school and back home to their own families. Hectic lifestyles leave employees with no time to look after themselves. Hence, wellness programs step in to address issues like lack of physical activity, stress management.
3. **Connect and Communicate with Others:** Emotional wellness is about being connected to and able to deal with one's own emotions, but so much of our emotional lives are lived with those one knows and love. Make a point of intentionally talking about one's feelings with others, which can lead to their understanding. Ask others about their feelings, so that everyone have the opportunity to experience different perspectives.
4. **Manage Stress:** Managing stress is a key to staying emotionally and physically healthy. When starting a stress management practice, try different activities to see which

fit your best and make you feel happier. We can do a simple meditation with the help of a YouTube video or an app, go for a walk, take a bath, or practice deep breathing.



5. **Take Care of Physical Well-being:** We often think of our physical and emotional selves separately, but as one has seen here, the two are highly connected. By improving one's physical wellness, see benefits emotionally, too. Performing activities that increase our endorphins, which are one of the feel-good chemicals our bodies produce, is an easy way to increase your emotional wellness. Endorphins can be increased through everything from dancing to laughing.
6. **Work towards a Balanced Life:** Work-life balance is something we talk about a lot as a society. That's because people started noticing that when they worked too much, they didn't have time for personal relationships, relaxation, or fun. Setting aside designated time to do recreational activities and creating firm boundaries around work hours are two simple ways to help improve this balance.
7. **Invest in Sleep:** Sleep habits and behaviors are known as sleep hygiene. The better one sleep, the better have chances of feeling good when awake. Improve the sleep hygiene through practices such as a designated bedtime, limiting caffeine later in the day, and not overeating before bed.

Conclusion

Wellness programs are essential for schools as well as colleges to foster a healthy and positive learning environment for everyone. They have multiple benefits for students, teachers, caregivers, and the community at large. They can improve physical, mental, and social well-being, reduce behavioral issues and absenteeism, and enhance academic performance and creativity. Wellness programs are not only a smart school strategy but also a moral responsibility for schools to promote well-being for all.

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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.

**Dr. S. MERCY JOHANNA**

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

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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“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

EMPOWERING TEACHERS TO DESIGN LEARNING  
ACTIVITIES WITH METACOGNITIVE SKILLS

Article

ABSTRACT

*Effective learning relies heavily on metacognition, which is the ability to recognize and control one's thought processes. To create a welcoming classroom for all students, adapt to new technology, and fulfil the requirements of a wide range of pupils, instructors must possess strong metacognitive abilities. Teachers who are aware of their thinking and cognition can make wise decisions and accomplish specific problem-solving activities. Metacognitive skills are necessary for teachers to increase teaching competency and engage learners actively in the learning process. This article emphasizes the necessity of developing metacognitive skills among teachers to improve teaching competency, adapt them to shifting educational paradigms, and ultimately equip learners to meet the challenges of the twenty-first century and become successful in all walks of their lives.*

**Keywords:** Metacognitive Skill, Teacher Empowerment, Learning Activities

Introduction

Teachers play a pivotal role in assisting students to develop 21st-century skills by using child-centred and multisensory approaches to enhance students' abilities concerning cognitive, affective, and psychomotor domains. Teachers could employ modern learning strategies that aid in the integration of cognitive and social skills to ensure students' active participation in the learning process. Knowledge, critical thinking, abilities in creativity, media, ICT, literacy, and real-world experience should all be part of a curriculum designed for the twenty-first century, says Piaget (2009). Students need to participate in active learning and build 21st-century abilities including learning, reading, and life skills if they want to accomplish the mastery learning that is expected in the modern day. As a result, kids will graduate from high school with the information and abilities necessary to thrive in the workforce (Kuhn, 2007). Teachers are the most important aspect of the educational environment and are responsible for the development of learners with critical and creative abilities. A teacher's beliefs about what students need to succeed in the classroom greatly influence both their pedagogical methods and the quality of their student's educational experiences. Moreover, self-regulation through language helps them to organize and restructure their thought process, and control not only their perception of stimuli but also their behavior.

Importance of Metacognitive skills

Flavell (1979), viewed that thinking about their thinking and knowledge about our cognitive process are very crucial for planning, organizing, and monitoring their thought processes. Metacognition is a vital skill for teachers to have for professional growth and self-development in terms of quality teaching. In the words of Vygotsky, language development is closely associated with thought processes, and reading helps to develop higher cognitive abilities in particular metacognition. Hence there is an imperative need to enhance the reading skills of teachers, which helps them to develop cognitive skills, stimulate the imagination, and help in critical thinking. Teachers with metacognitive knowledge and skills naturally culminate in the development of higher-order thinking skills among the learners. According to Balcikanli (2011), one component that speeds up the teaching-learning process is metacognitive awareness in the classroom. The findings of the research studies suggested that empowering teachers to design learning activities with

R. SONIA

*Full-Time Research Scholar, N.V.K.S.D. College of Education, Attoor, Tamil Nadu, India.*

Dr. R.P. DEEPA

*Assistant Professor, N.V.K.S.D. College of Education, Attoor. Tamil Nadu, India.*

a focus on metacognitive skills can positively impact teaching efficiency and contribute to an effective and engaged educational experience for students. According to Huseyin (2014), there is a strong relationship between students' academic performance and the level of metacognitive awareness among preservice English instructors. Teachers who designed learning activities based on metacognitive skills are found to produce good exam scores and grade points.

According to a large body of research, educators who practice metacognitive awareness in the classroom are better able to bring fresh perspectives and strategic planning to their everyday lessons. There was a favourable correlation between teacher educators' degrees of metacognition awareness and their teaching ability, according to Choudhury and Chowdhury (2015). According to Nasrin (2018), educators who possess a strong grasp of metacognition are better able to incorporate this knowledge into their lesson planning and strategy development processes. Iwai (2019) discovered that future educators' ability to instruct would improve if they used suitable metacognitive tactics. Metacognition in the classroom was the subject of research by Perry et al. (2019). A meta-analysis was adopted and found that metacognitive approaches to teaching and learning had a strong impact on the learning outcomes of children. Glaser (1994) reported that metacognition has advanced with constructivist notions of learning, and it can be reflected in our thinking, cognitive capacities, and problem-solving strategies. It empowers teachers as well as students as self-directed learners. Hence this article attempted how to empower teachers to design innovative learning activities using metacognitive skills.

Empowering Metacognitive Skills of Teachers

The best possible ways to empower teachers with metacognitive skills are

**Reading:** It promotes meta-cognitive abilities including language acquisition, comprehension, thinking, decision-making, decoding, and the art of writing.

**Self-reflection:** As Ferris Bueller said, “Life moves pretty fast, if you don’t stop and look around once in a while, you could miss it” (cited in the daily,The Hindu dated 15 Jan 2024) Teachers have to reflect on their thinking

about thinking and learning about learning. This skill particularly leads the teachers to unexpected results in a complex system of teaching-learning processes.

**System thinking:** A teacher with metacognitive knowledge and skills can develop system thinking, which is in a prominent way that learners can apply to understand complexity.

**Abstraction:** It helps teachers focus on the essentials of a concept and filter out irrelevant details. The skill of abstraction allows teachers to grapple with complexity.

**Journaling:** It can help the teacher to express thoughts and ideas and become a more proficient communicator, and skilled academician.

Metacognitive skills-based activities

The following metacognitive skills-based activities could be incorporated into the learning processes.

**i.Planning:** Brown and Day (1983) stated that teachers should be knowledgeable of problem-solving strategies, norms, and procedures before beginning a learning activity. Students will develop more self-awareness and problem-solving skills as a consequence. Planning makes it easy for students to take the lead in their education.

**ii. Generating questions:** Questioning provided information and assumptions which is an important component of intelligence: To ensure that they fully grasp the subject and can make connections to what they already know, instructors should ask themselves questions both before and while reading the reading material.

**iii. Evaluating the way to think and act:** Mulyono and Hadiyanti (2018) teachers can evaluate the learning activity by identifying its benefits and drawbacks, as well as their preferences and dislikes. As a result, learners consider the criteria while categorizing their thoughts regarding the learning experience and motivating the reasons for their opinions. Checklists that focus on thinking processes can be used to provide guided self-evaluation, and self-evaluation will become more independent.

**iv. Identifying the difficulties:** Identification of possible blocks and hurdles in teaching is one of the qualities of the teacher having metacognitive ability. The author Glaser (1994) argued that instead of instructors saying things like

"I can't," "I am too slow to," or "I don't know how to..." , they could instead list the skills, knowledge, and resources that students would need to complete the lesson. As a result, teachers can discern between what they already know and what they need to know, hence becoming more determined to find the best solution for the situation.

**v. Problem-solving tasks:** To gain new knowledge, problem-solving requires using previously acquired information in an unforeseen context. Problem-solving exercises provide a great chance to practice metacognitive abilities since people who are good at solving problems tend to be self-aware. Strong metacognitive skills lead to improved problem-solving abilities in learners. The capacity to examine one's thinking processes and strategies for addressing problems is an example of metacognitive abilities (Norman, 2016).

**vi. Thinking aloud** Teachers engage in think-aloud methods when they speak out loud while demonstrating a process. Teacher modeling and guided practice are the two most important components of a successful "think-aloud" (Davey, 1983). Teachers should encourage students to think aloud during learning processes. Talking about their thoughts will assist learners in identifying their thinking abilities. According to Vygotsky's theory of child development, language is vital for more than just communicating; it is also necessary for guiding, planning, and monitoring one's actions.

**vii. Goal setting:** Assist students to monitor their learning goals which are specific measurable, achievable, realistic, and time-bound.

**viii. Diverse learning materials:** Engaging with diverse learning materials and narratives is the best way to enhance cognitive flexibility and critical thinking among learners.

**ix. Explore connections:** Allow students to keep focus and deep enough to explore connections related to facts.

**Conclusion**

As we continue to traverse the 21st-century educational landscape, the development of metacognitive skills emerges as a critical component for both teacher and student success, preparing them to succeed in an ever-

changing global environment. Teachers must be aware of the efficacy of their teaching, the quality of their interactions with students, understanding their thoughts, as well as the students' thinking and feelings. Teachers shall evaluate both their students' learning and their instruction. An effective teacher must be aware of each student, understand oneself, and have material and pedagogical knowledge for each teaching assignment before, during, and after teaching. Teachers who understand metacognition and how to employ metacognitive skills in their teaching can benefit students' learning. Teachers could have been provided with periodic capacity-building programs incorporating metacognitive skills, to develop teaching competency and shine in the field of teaching. Metacognitive skills enable teachers to foster inclusive and positive learning environments, hence conducive and constructive environment could be provided to them to enhance their thinking skills. Collaborative tasks and in house sharing of teacher's thoughts and ideas could be promoted. Teachers can be given opportunities for self-reflection and self-initiative tasks for professional development. Regular recognition of their accomplishments and rewards for their innovative ideas could be provided by educational institutions

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