

PalArch's Journal of Archaeology
of Egypt / Egyptology

REDEFINE EDUCATION THROUGH REFORMS IN THE TEACHER EDUCATION

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**Dr. Meghna Mehndroo , Ms.Vandana , Redefine Education Through Reforms In The
Teacher Education, Palarch's Journal Of Archaeology Of Egypt/Egyptology 17(9).
ISSN 1567-214x.**

**Keywords: Teacher education, policy and regulatory reforms, harmonious
development.**

Abstract:

The importance of the teacher's focus on the teaching process as a whole is not new to education. However, with the change in educational thinking and practices, the concept of teacher preparation has undergone major changes. With the advent of the broader concept of education including the whole personality of the subject and aimed at its overall development, the roles and responsibilities of the teacher have grown more and more. Therefore, there has been a shift in the readiness of teachers from one study to another relevant activity. The inclusion of the term 'education' and 'training in recent years in relation to teacher preparation is a clear indication of this shift emphasizes to the holistic development of the child. It has been found that improving teacher education can help improve education as a whole. Therefore, the teaching of teachers has attracted the attention of various academic scholars and research staff. Efforts are being made throughout the world to develop effective pre-service and teacher education programs. A well-defined and future education policy is important for the country at the school and college levels due to the fact that education leads to economic and social development (Sreeramana and Shubhrajyotsna 2020). It can be said that the research and evaluation studies of the existing teacher training program provide a basis for planning effective teacher training programs. Reviewing existing papers and discussing the policies and policies or principles of teacher change in India that have taken place over the past decade, we say it is India's most competitive

forum that is very close to how education and cooperation networks work in the sector. The present paper focuses on the reforms in the teacher education programme under the guidelines of NCTE so that there is an improvement in the basic structure of education which can lead to the harmonious development of every child.

Introduction:

In a broader sense, Teacher education 'refers to the context of teaching experience that contributes to the planning of teacher teaching in schools, but the term is often used to designate curriculum and other student experience at an educational institution with the aim of announcing human preparation for teaching and other educational activities and their contribution in professional development in that service. Such teacher education programs are offered in teacher colleges and colleges and universities...(Witty 2014) . Teacher teaching is a competitive global environment. Policy competition in the domain, fueled by a lack of consistency in what constitutes adequate teacher preparation, is steadily increasing on the reorganization of teacher education in various contexts (Furlong 2008). The concept of teacher adjustment is disputed and there are differences in the standards, content and type of teacher education in various countries. At the same time, good teacher quality is increasing recognized as a key factor in achieving the changing social and educational aspirations and needs of the global "information economy". That way teacher education receives a lot of attention in the policy space. These are issues that have The direct impact of teacher education policy has also shown that the decision-making of teacher education policy is not just a matter but a political one and it is important (Balwaria and Gupta 2016). This consideration also applies to the education policy of Indian teachers and the regulatory environment.

Rationale of the study:

- To study the changes in the teacher education programme
- To highlight the effect of teacher education programme on education system.

Design of the Study:

The study was conducted using a second data source. Similarity rate options are based on various considerations and observations. Libraries and the Internet are used to find information and data.

Present Scenario of Teacher Education:

Teacher teaching in India is regulated by the National Council for Teacher Education (NCTE) which gained legal status in 1993. Teacher education institutions that need recognition to start teacher training programs. Until 2019, there were four consecutive rules of the NCTE, each different from the previous. These legal changes come from three related national teacher education bodies - the National Curriculum Statement for Teachers (NCFTE), National Council for Teacher Education (NCTE) and the Justice Verma Commission (JVC) report on academic excellence in 2012 by Ministry of Human Resource Development. Both are in the wake of major changes in education policy in India. Two of these key changes are as follows: First, the challenges of increasing and ensuring quality in the school education system have made systematic change in teacher education more important. The education sector in India has experienced unprecedented changes since the last national education policy in 1986-92, and especially since the introduction of the 1990 economic reforms. During this time, there has been a dramatic increase in social and economic aspirations which has led to an increase in the demand for education across India's unequal social model. There has therefore been an increase

and division of education at all levels in line with concerns about "quality" and quality of education at all faces (especially in schools).

Therefore in the view, there have been significant policy developments in school education that have taken place over the last ten years (there have been significant educational outcomes for teachers). These are: Children's Rights to Freedom and Compulsory Education, 2009 (RTE), and the National Education and Training Program (NCF) (National Council for Research and Study, 2005). RTE, on the other hand, is designed to implement Article 21A of the Indian Constitution which makes primary education a right for children aged six to 14 years. On the other hand, NCF 2005 defines the "quality" elements of the educational / educational experience that should be provided to primary schools. Both of these texts collectively wish for a place focused on children in the lower classes. In this agreement, The NCFTE and JVC Report reverse the backlog of teacher education in the country to transform school teaching. Both of these areas show how much concern about the quality of schooling has contributed to the expected change in teacher education in the country.

Second, the point reported by NCFTE and JVC arise not only from the environment but also from regulatory issues that affect the interests (and quality) in the sector. These two frameworks are especially valued as teachers today "largely in the private sector, accounting for approximately 92% of each institution for teacher education and student nutrition. About 88 percent of teacher education institutions offering diploma programs and 96 percent of those who receive private Bachelors of Education " (Sharma and Gunjan. 2019). In the JVC proceedings, in general, was set up by the Supreme Court to consider accreditation of 291 local B.Ed institutions universities in Maharashtra "to look into the issue of issues affecting teacher quality improvement and to improve the regulatory functions of the NCTE" (Ministry of Human Resource Development 2012) .The proceedings of the main changes proposed in the NCFTE and the JVC Report, also by the subcommittees of the NCTE, are as follows:

Reform in the curricula:

The NCFTE sets its goal of providing "guidelines that address the changing nature of teacher education at the tertiary, tertiary and student levels" (NCTE 2009). The structure recognizes a change in the teacher education profile in the country by proposing a change in content, teaching-learning and curriculum rigor. These changes were made in the context of the NCFTE in the issues of "normal" teacher education perceived as of the quality of the college built. "The methods and activities should be free from attempt to indoctrinate the learner" (Thanavathi 2018). The key principles of the proposed curriculum reform include below points: (i) The holistic teaching of the curriculum; (ii) an emphasis on engagement with the theory and theoretical foundations; (iii) preparing future teachers to be competent, personable and competent teachers; (iv) long / hard academic / school experience; (v) preparing teacher educators to plan child-centered learning; (vii) the clarification of the section in the training of the various schools and (vi) the location of teacher education programs in interconnected educational contexts.

Extended time for teacher education programs:

From the NCFTE opportunities for two types of pre-service teacher education programs are emerging: (i) two-year bachelor's degree in preparation for pre-primary and high school teachers (ii) a combined four-year (or more) model for both levels. In addition, JVC also identifies the need for a two-year Master of Education program and NCFTE recommends three-year sandwich

courses for the expansion of a special cage for high school teachers and teaching staff. This recommendation is based on the assumption that long-term plans will provide sufficient time and opportunity for future professional involvement - in light of the greater aim of educating educated teachers. "Future education will be less of a program than an environment. The process of learning will be a natural state of mind that often develops throughout this life, a state of inquiry, the joy of knowing, and the joy of being able to do it." (Dhal, 2018)

Regulatory modification:

These include amendments to the NCTE Act, 1983, for establishing monitoring stock within the NCTE, the term of office chairperson and appointment of the NCTE Council, as well as changing the terms and conditions. These legislative changes and those introduced by the principles and standards of the various teacher training programs formed by the sub-committees of the NCTE also became a forum for discussion and revision. Although these discussions are unresolved, they explain the complexity of the regulatory frameworks, changes and the decision-making process. An overview of these conversations is presented in the following part of this paper. Improving training of education programs:

JVC and NCFTE recommend in which pre-service problems be addressed, and teacher training (especially first-level teaching) improved. graduate degree programs as they are strongly opposed to diploma programs. The stated reason for the NCFTE and JVC for this is that since most current institutions are independent institutions they are alone in the ecological system that can only be offered to the university. This recommendation fuels the increasing activity of NCTE and central government as the development of systems requires systematic change.

Conclusion:

The teacher and his education are the most important things in any country. The courses provide a new structure for the individual and the nation. It is a well-known fact that a teacher is a nation builder. The quality of the teacher training program should be enhanced. Teacher teaching did not meet the required formats. Educators are not able to evaluate critically and come with a problem associated with teaching methods, content, and organization. The teacher education program requires to be redesigned and the syllabus redesign of the teacher education program should be reviewed in light of changing society needs. There is no doubt that a lot of pressure has been placed on teacher education in India. Unfortunately there are still many alternatives to the system. After an in-depth study and a healthy discussion with the academic person, current research has come to the conclusion that governments and the countries need to work together to enhance the efficiency of training of teachers, and then a bright future for teacher education is possible.

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