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ENHANCEMENT OF CURRICULUM FRAME WORK IDEAS THROUGH TEACHER EDUCATION

Mr. Bhimappa Rangannavar*

A new approach to curricular areas of teacher education has been highlighted. The curriculum of teacher education is broadly dealt with under foundations of education, curriculum and pedagogy and school internship. The foundations of education include learner studies, contemporary studies and educational studies. Curriculum and pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies. Globalization is constantly impacting on education and is radically transforming it in terms of the mode and culture of learning. The shift from product-economy to knowledge-economy has profound implications for the kind of education a nation has to offer its future generation. The need for knowledge workers places emphasis on new attributes for learners, particularly those which pertain to twenty-first century skills. This paper will discuss how guiding principles for a teacher education curriculum frame work is being developed in line with national needs and demands of international trends. Focus on teacher education would directly involve an investigation of teacher education curriculum, namely its planning, management and development.

Keywords: Enhance, Curriculum, Frame work, Teacher, Education.

Introduction:

Transaction of the curriculum and evaluating the developing teacher determine the extent to which the ideas conceptualized are put into practice. The focus on process-based teacher education has been attempted as models for practicing teachers to adopt/adapt. The suggestion to establish Teaching Learning Centres to act as laboratories for the theory and practice of teacher training has been emphasized. The conventional models of teacher education may continue though the Framework does provide directions towards change in the structural aspects of teacher education at elementary, secondary and post-graduate levels. One reform that could achieve a breakthrough to vitalize teacher education and through it the process of learning and teaching is to break the isolation of teacher education institutions from the university life, from the schools and from one another. The Framework reiterates in unequivocal terms the need for this reform. Pre-service and in-service components of teacher education are inseparable (Sheeba & Baiju, 2009). A considerable focus has been given in this framework on continuing professional development strategies. Since a major area of weakness in the existing teacher preparation programmes is the quality and experience of those who have the responsibility of training young entrants to the profession of teaching, a fresh perspective of preparation of teacher educators is dealt with in detail.

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