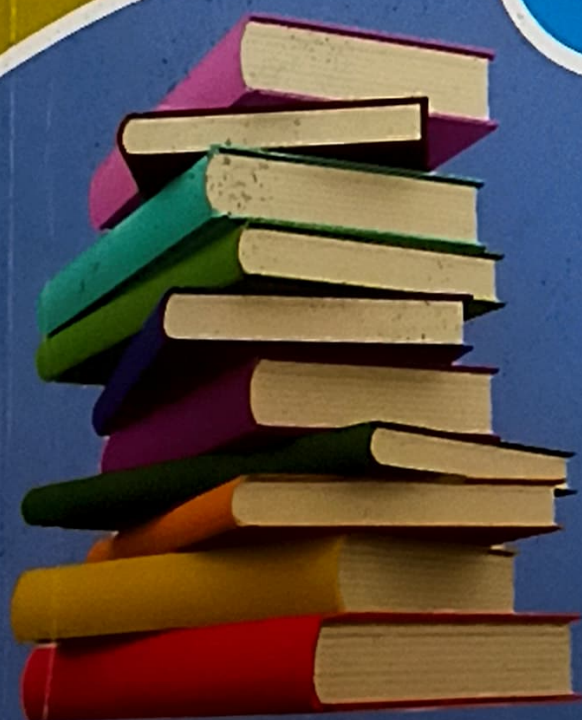


PARADIGM SHIFT IN INDIAN TEACHER EDUCATION PROGRAMME



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COMPETENCY DEVELOPMENT AMONG STUDENT TEACHER THROUGH READING AND REFLECTING ON TEXT

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Introduction

The National Curriculum Framework-2005 states that teacher-education programmes today train teachers to adjust in a system in which education is seen as the transmission of information. Attempts at curricular reform have not been adequately supported by teacher-education. large-scale recruitment of para-teachers has diluted the identity of teaching as a profession. Major initiatives during the mid 1990s were focused on in-service training of teachers. This has accentuated the divide between pre-service and in-service teachers-education. Pre-primary, primary and secondary teachers continue to be isolated from centres of higher learning and their needs for professional development remain unaddressed. Existing teacher-education programmes neither accommodate the emerging ideas in context and pedagogy nor address the issue of linkages between school and society. There is little space for engagement with innovative educational experiments.

Experiences in the practice of teacher-education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question. Curriculum, syllabi and textbooks are hardly critically examined by the student-teacher or the regular teacher. Language proficiency of the teacher needs to be enhanced, as the existing teacher-education programmes hardly recognize the centrality of language in the curriculum. It is assumed that link subjects are automatically formed during the programme. Most teacher-education programmes provide little scope for student-teachers to reflect on their experience and thus fail to empower teachers as agents of change.

About the school curriculum and examination system curriculum reform remains a critically important issue in almost all schools. Schools education must be made more relevant to the lives of children. There is need to move away from rote-learning to understanding concepts, developing good comprehension and communication skills and learning how to access knowledge independently. This also requires substantial changes in the examination system, especially at Board level but also earlier.

In National Knowledge Commission (2009) mention about teacher training. There is a need for curricular reform in both pre-service and in-service teacher training. The