

A COMPARATIVE STUDY OF THE INTERNSHIP PROGRAMME IN D. T. Ed CURRICULUM IN RELATION TO JOB PLACEMENT IN AIDED PRIMARY SCHOOLS

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Abstract

Teacher education has been playing crucial role in the development of quality of teacher training programme. In order to bring about effectiveness in standard quality of teacher training remarkable efforts are made. The efforts for improving quality of teachers are also never ending. The task is important, huge and continuous. According to National Education policy 1986, most of the teacher training colleges have been upgraded. Since 1973, The (N.C.E.R.T) National Council for Teacher Education was competent body for taking decisions and regularising all rules and regulations in relation to teacher training institutions. After such remarkable efforts, still NCERT fall short in maintaining standards in teacher education institutions. Hence to overcome such problem National Education Policy, 1986 refined the system with regards to National Council for Teacher Education Act, 1993 on the 17th August, 1995. The National Council of Teacher Education aims and objectives are to maintain the norms, standards and quality of Teacher training institutions. The different courses are offered by NCTE are B.P.Ed, B.Ed and D.T.Ed etc in various states of our country India. The present paper highlights the comparative study of the internship program in D.T.Ed Curriculum in relations to job placements in Aided primary schools.

Keywords: Internship program, comparative study, job placement, aided primary school.



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INTRODUCTION:

An internship provides the very important strategy to the D.T.Ed. Colleges of education to provide hands on experiences and practicing in real primary schools to help trainee teachers to gain practical experiences of primary school teaching. This is extremely important because it is a non-traditional educational experience for primary teacher trainees. Hence it's a felt need to introduce internship programme in D.T.Ed curriculum in order to get live practical experience and valuable knowledge of day today school activities in primary schools.

NEED FOR THE STUDY:

The present study intended to throw light on effectiveness of internship programme of D. T. Ed colleges in preparation of primary school teachers in relation to job placement in Aided primary schools. This will help D. T. Ed Colleges of Education to improve quality of internship programmes of primary teachers. Hence the study of this nature is needed to enhance quality of primary teacher education in D. T. Ed Colleges of Education and thereby increase the quality of teacher education programme.

DEFINITIONS:

Comparative –

“It is the adjective form of comparison which means to identify the common and uncommon features between two or more variables or subject of study”.

Internship programme

Internship programme in terms of education system referred as actual work experience based on day to day activities in school system and enhanced and sharpen their skills. The one common thread in all internships is that the work is related to the student’s course of study. In this study the role of the 15 day’s internship programme will be studied in form of how internship programmes help student teachers to be ready for job placement.

Job Placement:

In this study the researcher is going to study the views of the student teachers perceived while doing the internship programme that located employment opportunities for job placement in primary schools.

D. T. Ed. Colleges:

“Diploma in Teacher Education means a degree which has obtained after the completion of two years course of educational science which has granted by school education division of State Govt.”(For the admission of this two year’s degree course the student must passed in H.S.C. /C.B.S.E. /I.C.S.E. Boards of 12th exams.)

Aided Primary Schools-A school that is aided primary in level between pre primary school and secondary school for students usually between the ages of 6 to 10.

OBJECTIVES OF THE STUDY:

- 1) To Study the Internship programme of D. T. Ed Curriculum in relation to job placement in Aided primary Schools on the basis of:
 - i. Total Sample

- ii. Gender (Male , Female)
 - iii. Medium of School (English , Hindi , Marathi ,Urdu)
- 2) To Compare the Internship programme of D. T. Ed Curriculum in relation to job placement in Aided primary Schools on the basis of:
- i. Total Sample
 - ii. Gender (Male, Female)
 - iii. Medium of School (English , Hindi, Marathi, Urdu)

METHODOLOGY OF STUDY:

The researcher has used the descriptive Survey research method for the present study. Further, comparative approach is used to study the difference between the scores obtained. For the present research, D. T. Ed passed students completed internship programme in the D.T.Ed curriculum are studied and compared on the basis of gender, medium.

SAMPLING TECHNIQUE-

Stratified sampling ensures representativeness in selecting a sample from a population composed of subgroups of different types. Stratified sampling was found suitable for this study.

TOOL

For data collection researcher has used self made questionnaire on internship programme for Aided primary school teachers.

FINDINGS:

The mean scores of male English medium aided primary school teachers of SSC board of Thane district school teachers was more than mean scores of male Hindi, Marathi and Urdu medium aided primary school teachers of SSC board of Thane district. Whereas mean scores of male English and Hindi medium aided primary school of SSC board of Thane district was nearly same. Perhaps the chance factors for male English and Hindi medium aided primary school teachers are more in terms of job placement during internship programme in comparison with other mediums aided male primary school teachers.

The mean scores of female English medium aided primary school teachers of SSC board of Thane district school teachers was more than the mean scores of female Hindi, Marathi and Urdu medium aided primary school teachers of SSC board of Thane district. Whereas mean scores of female Hindi and Marathi medium aided primary school of SSC board of Thane district was nearly same. From this observation it can be inferred that female English medium

aided primary school teachers get more preferences in terms of job placement during internship programme in comparison with female Hindi, Marathi and Urdu medium aided primary school

EDUCATIONAL IMPLICATIONS

Throughout the internship, they are expected to:

- Develop awareness, understanding and capacity in the specific roles and responsibilities of a teacher in their subject specializations and, as far as possible, to effectively participate in these roles and responsibilities.
- Understand through an intensive experience the nature of schools as workplaces and their associated values, routines and cultures.
- Further develop and refine their skills and professional capacity for classroom teaching in their subject specialization, including those involving student management, pastoral care and relationships with parents/guardians and the wider community.
- Demonstrate the ability to plan, implement, and evaluate effective teaching and learning strategies well grounded in education research and state and system policy frameworks.
- Demonstrate the ability to assess and report on student achievement.
- Demonstrate an understanding of professional and ethical practice.
- Develop an awareness of other people in the school and the community whose work supports the classroom teacher, and their roles and responsibilities, for example, assistant principal, school head, librarian, school counselor and specialized support teachers.

CONCLUSION:

On comparing the internship programme of D.T.Ed curriculum in relation to job placements in Aided Primary schools of Thane district, the following conclusions were drawn based on statistical findings:

1. Female teachers has revealed that they have got better opportunities of job placement in Aided primary schools as compare to male teachers after completion of D.T.Ed course.
2. English medium Aided primary school teachers have got more job placement through internship programme than Hindi, Marathi and Urdu medium.
3. Aided Hindi medium primary school teachers have got more job placement through internship programme.

4. Male sectors of Urdu medium Aided primary school teachers have got more job placement through internship programme.

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