



INTERNSHIP IN TEACHER EDUCATION

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Abstract

The Internship Schools shall take responsibility in engaging and assessing student teachers, and shaping their attitude and experiences on school and community engagement. The schools in any state are under the administrative control of the State Education Departments. A State Education Department needs to maintain the data regarding institutions offering various Teacher Education programmes and the sanctioned intake of each institution. The department shall work out the requirement of internship school for each TEI keeping in view the norms prescribed by NCTE. The NCTE Regulations, 2014 stipulate that a TEI for an intake of 100 students, should have easy access to 10 schools for the organization of internship programme. (This shall be reduced to 5 schools for an intake of 50 students). The criteria for allocation of schools to TEIs should be developed, which may include distance from the TEI, distance from residence, accessibility etc. The allocation of schools to TEIs could be done at the district level in the office of the District Education Officer. The district education 6 officials shall visit the lab school at least twice during the internship, and at least once in the first year of internship to take stock of the ongoing programme in the internship school.

Keywords: *Teacher Education, School Internship, Students Responsibility*

Introduction

Like all other professional programmes, field engagement is an essential component of any teacher education programme. In the case of teacher education programmes, field engagement involves engagement with the students and teachers in schools. The sustained engagement with the school over a period of time is known as 'school internship' which equips the prospective teacher to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching. In fact, it is this component of the teacher education curriculum which facilitates transformation of a student-teachers from being learners in the art and science of teaching to adequately-equipped teachers to perform the responsibilities of a teacher in actual school settings. The present day educational discourse centres around the concepts of self-learning, self knowledge, and

constructivist approach to teaching and learning which implies the students need to be facilitated to graduate from being mere recipients of knowledge to become assimilators and generators of knowledge. The internship programme provides an opportunity to the prospective teachers to link the educational theory and pedagogical concepts with their practice on the one hand, and on the other to test the validity of theoretical propositions in actual school settings.

School Internship:

Changing Scenario The past few years have witnessed a paradigm shift in the concept of school internship courses in India. The earlier stipulation of practice-teaching involved teaching of a pre-specified number of lessons in the subjects offered by a student-teacher as teaching or methods subjects. The NCTE Regulations, 2009 made an attempt to broaden the scope of practice-teaching by emphasising the importance of providing experience of all activities and programmes of the school to the student-teachers. The NCTE Regulations, 2014 have stipulated further strengthening of the component of 'Field Engagement' by prescribing a longer duration of 20 weeks for it in the elementary and secondary teacher education programmes like D.El.Ed., B.El.Ed, B.Ed, B.A.B.Ed., and B.Sc.B.Ed. and B.Ed.-M.Ed. The 'Field Engagement' of 20 weeks has been further split into two parts consisting of 4 weeks and 16 weeks to be organized in the first and second year of the Two-Years programmes, and in the second, third and fourth year of the Four-Year programmes. The engagement of 16 weeks' duration is further split into 14 weeks of school internship and 2 weeks of engagement with the field other than the school (i.e. community engagement). Further, the total internship time is to be split between two types of schools at the rate of 80% and 20%.

Teacher Education Institution:

A Teacher Education Institution (TEI) has to play a crucial role in the organization of internship programme. It has to: i) internalise the internship policy formulated by NCTE, ii) examination scheme formulated by affiliating body, iii) internship 7 schedule drawn by the state government, and prepare itself to implement the policies and plan effectively. It should interact with the lab schools and mentor teachers continuously. The TEI shall shoulder the responsibility of orienting the School Principals and Mentor Teachers to equip them for the organisation of internship. The Handbook on School Internship prepared by the NCTE (and also by the Affiliating Body) should be discussed in the Internship Schools attached to it. In addition to the core activities suggested in the Handbooks, the teacher education faculty and

school mentor teachers may design a few need-based and locally-relevant activities, such as survey of historical monuments in the school neighbourhood, interview with local artists and artisans, meetings with retired award winning soldiers and teachers, visits to places of cultural importance assessment of the mechanism of neighbourhood cleanliness, etc.

Student Teachers' Tasks during Internship During Internship,

The student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and community-based activities other than teaching. However, for undertaking the activities, the student-teachers are required to develop a repertoire of understandings, competencies, and skills. They have to undertake some activities in the first part of the internship and some other in the second part. A few such activities are suggested below (which have been elaborated in detail in the Internship Handbook): a) Understanding the Internship School and the community around. b) Analysis of school syllabus and textbooks. c) Observing the classroom teaching of regular teachers. d) Observation of classroom teaching of peer student-teachers. e) Preparation of case study of the internship school and the innovative activities that the school undertakes. f) Preparation of Lesson Plans and Unit Plans. g) Teaching the units of the prescribed syllabus in two subjects currently being taught in the school. h) Teaching as a substitute teacher. i) Mobilisation and development of teaching-learning resources. j) Preparation of a question papers and other assessment tools. k) Preparation of a diagnostic tests and organisation of remedial teaching. l) Undertake case study of a child.

Conclusion

School Principals and Mentor Teachers in order to ensure transparency and objectivity in assessment, the affiliating bodies shall have to prescribe a detailed evaluation scheme and suggest an appropriate mechanism for carrying out the assessment. In India, the degree level teacher education programmes are affiliated to the universities and diploma level programmes are affiliated to either SCERTs or Boards of School Education. The affiliating bodies prescribe the scheme of examination of different components of the teacher education programme including internship. The affiliating body shall have to assign weightage to each component of the internship and thereafter should specify the procedure to be adopted by a TEI for determining the assessment grade or marks for individual student-teachers in different components. The responsibility of an affiliating body does not end with the formulation of evaluation scheme and development of guidelines for TEIs. It should chalk out a plan to monitor and supervise the organization of internship by the TEIs affiliated to it, for

which it may devise “monitoring-cum-supervision proforma”. A consolidated monitoring report along with monitoring reports of individual institutions should be sent to NCTE for its reference and use

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