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**M.Ed. II Semester**

**Paper CC-7 Unit - V**

**Trends in teacher Education**

**Topic- School Internship Concept and Objectives:-**

**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 centers 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.

**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%.

### **School Internship:**

The B.Ed. Programme envisages school internship of 20 weeks duration spreading over two phases, first phase of four weeks during II semester and 16 weeks during III semester. It shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities teacher sensibilities and skills among the prospective teachers.

In the first phase, there shall be four week of school engagement. In the second phase, there shall be a minimum of 15 weeks intensive school internship and one week observation of a regular class room with a regular teacher. During the internship student teachers shall work as a regular teacher and participate in all school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

### **Supervision of School Internship :**

The supervision of Practice Teaching is a joint responsibility of the Training Colleges and Practice-Teaching Schools.

Continuous observation and briefing is essential for developing the teaching skill of the novice teacher. The subject teachers have to observe all the lessons of student-teachers and enter their suggestions in the supervision diary maintained by the student-teacher.

The Teacher Educators have to observe the maximum number of practice lessons of the student-teacher. Observation of one lesson during the first phase of internship and three lessons (probably at the beginning, middle and at the end of Practice Teaching) during the second phase of internship by the Pedagogic course coordinators is mandatory. The course coordinators of all courses shall evaluate the respective practical courses during the period of induction and internship. Assessment of Practice Teaching shall be done on the basis of the proforma for assessment of teaching.

### **Organisational Responsibilities :**

As stated above, the NCTE, State Education Departments, affiliating bodies, teacher education institutions and schools have to share the responsibility of preparing future teachers. The roles and responsibilities of different players are elaborated as follows

#### **Roles and Responsibilities: NCTE**

- Formulated and notify internship policy ( already given in Regulations 2014).
- Develop internship Handbook for the use of Teacher Education Faculty, Student Teachers, School Principals and Mentor Teachers.
- Elaborate internship Tasks and Assessment framework in Handbook.

## **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.

## **SEMESTER-III School Internship Theory Engagement :**

? At least 60 learning designs should be delivered (duly prepared and approved learning designs by the Teacher Educators)

? During this semester the student teachers are acquainted with the overall conduct of the school activities and record keeping. It may include morning assembly, class time table, attendance register, stock register, mid-day meal, conduct of periodical meetings, purchase and consumption and co-curricular activities.

? Student teachers will be able to recognize the needs of In- Service Programme.

? Internship, as such, orients and acquaints the student teachers with the overall working of the school to make him/her fit to conduct himself/ herself in all activities of the school.

## **References :**

- Books

- Websites