

Role of the Internship in Teacher Education Programme

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Introduction

To prepare a quality teacher is the urgent need for our country to be a developed nation. Learning without practice is incomplete, all the slogans of learning by doing, learning by activity and learning by experience is based on this principle that theory is an important aspect of educational system but practical or practice of that theory or its implication is more important. This principles apply more in Teacher Education Programmes where we prepare teacher to teach in a very comprehensive and effective manner so that they can build a good citizen of the country.

The Curriculum Framework for Quality Teacher Education (National Council for Teacher Education, 1998), remarked that the practice teaching is now not merely confined to the teaching of certain subjects. Pedagogical analysis of the subject offered for practice has been made compulsory. The teacher educators supervising the performance of the pupil teacher will discuss their observations with them for providing proper feedback. The National Curriculum Framework for Teacher Education NCFTE 2009, NCTE, observed that it is common knowledge that practice teaching which constitutes the most functional part of the teacher preparation has suffered severe neglect and dilution in quality. The common complaint is that the theory dominates the curriculum and practice teaching continues to suffer from inadequacies of different kinds.

The Education Commission (1964-66) pointed out that the significance of teacher education is that a sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education will yield very rich dividends. Its significance was stressed by University Education Commission (1949), Secondary Education Commission (1953) and the International team on teacher and curricula in secondary schools (1954). National Curriculum Framework (2005) also observed that teacher education programmes train teachers to adjust to a system in which education is seen as the transmission of information. Attempt in curriculum reform has not been adequately supported by teacher education.

Vision of Teacher Education in India Quality and Regulatory Perspective, Report of the High-Powered Commission on Teacher Education constituted by Honorable Supreme Court of India, Justice Verma Commission 2012 (Ministry of Human Resource Development, Govt of India) observed that School experience, based on the model of practice teaching provides piece meal experience of functioning as a teacher, mainly because teaching is practiced as a experience of functioning as a teacher, mainly because teaching is practiced as a mechanical delivery of a given number of lessons rather than reflective practice.

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Report of the Committee for Review of National Policy on Education under the chairmanship of Achary Ramamurti (1990) had given emphasis on the need for revamping the existing teacher education programme and observed that present teacher education programme is theory oriented, practice teaching period allotted is not adequate, materials prepared for practice teaching has no relevance, demonstration and model schools are not under the control of the educational institutions.

NCTE new Regulations notified in the Gazette on 28th November, 2014 and accordingly there are 14 teacher education programmes and in all the programmes efforts have been made to give due weightage to the practical aspects but at some point of time it is more emphasized on practical engagement. As per NCTE, '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 understanding, competencies and skills and positive attitude to schooling and teaching. The concept of self learning, self knowledge and constructivist approach to learning also made it more important. The NCTE Regulations, 2009 made all efforts to give due importance to practice but NCTE in its 2014 Regulations have strengthened the component of field engagement by prescribing a longer duration of 20 weeks for it in the elementary and secondary teacher education programmes. These 20 weeks further split such as to complete the school internship in 16 weeks and 4 weeks engagement in other than the school like community work etc.

Purpose of Internship

The objectives of internship is to know the school, community, curriculum, syllabus of the subjects. To plan the lesson and teach it in a assigned class, it also help to observe the class room of teacher and peer group members teaching style in their classroom. It help to develop the basic understanding of teaching learning including preparing questions for internal tests, community work, community survey, case study and action research. It will develop the ability to organize and be part of the co - curricular activities of the school. Therefore to develop a holistic approach of school it is highly essential to give more focus on internship.

Basic components of Internship

As per NCTE norms teacher preparation is the joint responsibility of the Government, NCTE, State Education Department, Schools and the educational institutions, School will be the lab of the institutions. There are some university which has its school just to fulfill this philosophy that school is required for its teacher educational institution, whatever students will learn theoretically in the college that will be translated into practice in school, earlier unfortunately NCTE objected to have school in teacher education institutions but now it is desirable to attach its own school for teacher education institutions. It is also made an effort to accept the grassroot fact that we have two types of school one is Govt and other is Pvt so it is desirable to have experience of internship of both type of schools in a ration of Govt 80 % and Pvt 20 %. This internship is considered now as a full time work under the guidance and supervision of Principal and teachers

respectively. They are expected to participate in all the activities such as observations, games and sports, debate, competitions and many other co-curricular activities like full time teacher. Some good and effective teacher may be appointed as mentor and under one mentor four to five or as per convenience students may be attached for over all guidance from the mentor. This will help the pupil teacher to follow the right way and avoid the confusion and wastage of resources. It is also expected to provide the pupil teacher diverse experience in the school.

The school identified for internship will be considered the lab of the school and it will be for full course or programmes as and when required pupil teacher may visit and do their work in a form of teaching, observations, experiments, projects or research. The assessment of the pupil teacher is a tough task and it should be mainly based on the assessment report of the school Principal, teacher, mentor, supervisor and student's feedback and external evaluation of internship must be avoided to the maximum as it can not be fruitful. Now in these days most of the Universities and the institutions have no external evaluation in internship programme. Though there is a requirement of clear guideline about the role and responsibility of all the stakeholders in this direction.

Problems in Internship

Though internship is a compulsory and most important part of teacher education programme but the fact can not be ignored that generally students and institutions don't take so seriously to this aspect of their curricula. They are not so enthusiastic and serious to take part in internship as full time teacher. First of all school

don't want to engage the pupil teacher for such a long duration in internship. The district administration or District Education Office don't give permission such as it is a routine work and it is also their responsibility to not only give permission but watch and supervise the engagement activities of the students. There is a lack of allocation of responsibilities among its stakeholder particularly NCTE, State Government, District Education Office, School and the Educational Institutions. Students are not so sound in pedagogy or methodology of their subjects that they feel it difficult to teach than to learn as teaching require in-depth learning and knowledge of the topic and subjects. Mentorship is extra pain for teacher and it has no remuneration so teacher donot want to be mentor. Supervision from educational institutions is also require physical, economic and human resources which is generally lacking in our educational institutions. Supervision of students is also very comprehensive and it's mostly depend upon the experience of the teacher there is no proper evaluation sheet and where ever it is they generally donot use it. In this circumstance internship is done but just for the sake of its being part of a curriculum. In reality we are not doing justice with internship.

Suggestions:

1. There are many suggestions for making internship more effective and lucrative Sound content knowledge of the subject is must
2. Lesson plan concept must be very much clear to the teacher educator and the pupil teacher
3. A sound knowledge of pedagogy / methodology of the teaching subjects is

required for teacher educator and pupil teacher

4. Pupil teacher must have the broader idea of content and its required TLM or teaching aid to make it more effective during practice
5. Permission for field engagement from concerned authority must be made as a routine work
6. School should come forward to welcome the pupil teacher and also guide and supervise as and when required.
7. Pupil teacher should also attend school as a regular teacher with full sincerely and commitment
8. There must be a sound provision of evaluation of lesson plan and other activities of pupil teacher by the teacher educator or teacher or mentor.
9. Mentor must be paid some token remuneration so that they can take more interest consider it as a part of their duty.
10. Pupil teacher and teacher educator must be paid some remuneration during internship.
11. There must be well developed evaluation sheet available to the teacher educators and pupil teachers.

12. The role and responsibilities of all the stake holders must be clear.

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