



PRE-INTERNSHIP PROGRAMME IN REAL SCHOOL SETTING

Dr. Kadem Srinivas

Assistant Professor in Education (Contractual),
Department of Education, Regional Institute of Education (NCERT),
Ajmer.



ABSTRACT

This paper explores the way of possibilities of effective designing, execution, and evaluation of Pre-internship programme in Bachelor of Education (B.Ed.) First Year programme. The novice student teachers were expected to complete both School Exposure and School Attachment Programme during Pre-internship Programme in B.Ed. 1st year course. Present study adopted descriptive survey method. Purposive sampling technique was employed. The total sample of the study was 29. The sample constituted from Master of Education First Year students of Regional Institute of Education (NCERT), Ajmer during the academic year 2018-19 who undergone Pre-internship during their B.Ed. Programme. The instruments of the study were Questionnaire and Focused Group Discussions were used as tools to collect data. The data were analyzed both qualitatively as well as quantitatively, i.e. Frequency and Percentage and Content analysis. Findings showed that most of the prospective teacher educators did not under gone school exposure programme (58.04 per cent) and school attachment (66.42 per cent) during B.Ed. 1st year as per NCTE guidelines. The findings indicated that a suitable selection of time is one of key factors to make successful of pre-internship programme.

KEYWORDS: School Internship, School Exposure, School Attachment.

INTRODUCTION:

As per new National Council for Teacher Education (NCTE), (Recognition Norms and Procedure) Regulations (2014), the pre-service Bachelor of Education (B.Ed.) curriculum was framed with one of broad curricular area, i.e. engagement with field and it contain with school internship programme. School internship programme is organizing in two academic years, i.e. four weeks in first year and 16 weeks in second year. In first year under broad curricular area, i.e., field engagement with practicum will be organizing in 3 stages, i.e. School Exposure, School Attachment, and Community Living Camp. Before undergoing real practice of teaching lessons in second year, the student teachers were expected to be actively engage and synergy with nearby schools to adopt real school setting. School exposure and school attachment is one of the important components to make effectiveness of school internship programme. The novice student teachers were expected to deeply rooted and adopt natural environment in real school system. The various curricular and co-curricular activities, teaching learning process, and records, etc. are to be observed by student teachers in school attachment programme. The school exposure and school attachment programmes will be planned well in advance and executed with mutual cooperation and collaboration with nearby schools.

NEED AND SIGNIFICANCE OF THE STUDY

NCTE (n.d. p.6) Curriculum Framework: two-year B.Ed. Programme observed that School Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one

week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty.

NCTE (2014, p.114) mandated that internship in schools will be for a minimum duration of 20 weeks for two year B.Ed. Programme (Four weeks in first year and 16 weeks in second year). This should also include beside practice teaching, an initial phase of one week for observing regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

NCERT (2016, p.112) framed the syllabus for two year B.Ed. Programme and it was observed that during school exposure programme, the student teachers shall observe the school/classroom environments with reference to infrastructure, equipment's, teaching learning materials, functioning, human resources, organisation of various activities, etc. and prepare a profile of the school to which they are attached. The institute shall develop detailed guidelines for school observation; and orient the student teachers to the process of school observation as well as to the use of guidelines.

NCERT (2016, p.112) also observed that during school attachment programme, the student teachers shall observe: (i) various curricular activities, e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management.

The observations from the review incite the investigator to explore the process Pre-internship programme in real school setting. Therefore, a few questions have been raised pertaining to school exposure and school attachment programme. They are as follows:

RESEARCH QUESTIONS

1. What types of experiences have been provided to the student-teachers during pre-internship programme?
2. How far student-teachers have been facilitated to do observations during the pre-internship programme?
3. What kind of evaluation procedures do the student-teachers followed during pre-internship programme?

Statement of the problem

The study is entitled as "Pre-internship Programme in Real School Setting".

OBJECTIVES OF THE STUDY

1. To study the school exposure programme with respect to
 - a. Orientation of the programme
 - b. Type of School
 - c. School Environment
 - d. Preparation and presentation of report
2. To study the school attachment programme with respect to
 - a. Orientation of the programme
 - b. Observations of curricular and co-curricular activities
 - c. Teaching-learning process
 - d. Preparation and presentation of report

EXPLANATION OF THE TERMS

1. **School Exposure:** It refers to student teachers who exposed to actual ambience of school environment.
2. **School Environment:** It refers to student teachers who have to adopt and observe infrastructure, equipment's, teaching learning materials, functioning, etc. of the school.
3. **School Attachment:** It refers to student teachers who have to attach to school for observing various curricular and co-curricular activities of the school.

Methodology of the Study

The present study adopted descriptive survey method.

Sample

A total of 28 Master of Education (M.Ed.) programme (semester-one) prospective teacher educators have been selected purposively from the Regional Institute of Education (NCERT), Ajmer during the academic year 2018-19, constituted as sample of the study. The target-group of the study represents northern region of India who got admission in M.Ed. 1st year during academic year 2018-19.

Tools and Technique employed for Data Collection

1. **Questionnaire:** This tool was prepared with four dimensions which consist of 30 questions of both closed-ended as well as open-ended. It focused to understand the nature of school exposure programme planned for prospective teacher-educators.
2. **Focused Group Discussion:** It was conducted by the investigator to know the school attachment programme with respect to orientation of the programme, Observations of curricular and co-curricular activities, teaching-learning process, preparation and presentation of report.

Data Collection

The data were collected with help of questionnaire and focused group discussion from the prospective teacher-educators of Regional Institute of Education (NCERT), Ajmer during the academic year 2018-2019.

Data Analysis

The gathered data were analysed by using both quantitative and qualitative techniques. The data obtained through questionnaire was analysed with the help of frequency and percentage count and content analysis. The data obtained through focussed group discussions was analysed by content analysis.

MAJOR FINDINGS OF THE STUDY

The major findings of the study were of the following:

1. Most of the prospective teacher-educators (58.04 per cent) did not undergo school exposure programme during B.Ed. 1st year as per NCTE guidelines.
2. Most of the prospective teacher-educators (66.42 per cent) did not undergo school attachment programme during B.Ed. 1st year as per NCTE guidelines.
3. It was observed that the prospective teacher-educators had planned various co-curricular activities with respect to conducting games, yoga activity, cultural programmes, etc. during school attachment programme in B.Ed. 1st year.
4. The prospective teacher-educators opined that school exposure programme could be conducted on or before of November month.
5. The prospective teacher educators also opined that school attachment programme could be conducted on or before of January month.

DISCUSSION OF THE FINDINGS

The purpose of the study was to explore the pre-internship programme in real school setting with respect to school exposure and school attachment programme. The novice student teachers have to adopt and observe real schooling system before beginning of School Internship Programme. One cannot put directly to practice her/his teaching lessons without knowing the school system or school environment. Every novice student teacher has to expose to various types of schools (Central, State, Local Body, etc.) for better understanding of various systems of school environment. The findings showed that most of the

prospective teacher educators (58.04 per cent) did not undergo school exposure programme during B.Ed. 1st year as per NCTE guidelines.

The novice student teachers also will attach to the school for observing of various curricular and co-curricular activities. In this phase, student teachers should observe regular teachers lessons, and also observe the faculty teaching lessons. The findings are revealed that the prospective teacher-educators had planned various co-curricular activities with respect to conducting games, yoga activity, cultural programmes, etc. during school attachment programme in B.Ed. 1st year.

Organization time of school exposure and school attachment is also one of the key factors for success of pre-internship programme. The findings indicated that school exposure programme could be conducted on or before month of November and school attachment programme could be conducted on or before month of January. The similar findings were revealed in Srinivas (2015).

CONCLUSIONS

Before going to start actual practice teaching lessons every student teacher has to understand adopt and observe schooling system and s/he has to expose of various curricular and co-curricular activities. Student teachers also has to observe regular classroom and regular teacher lessons, peer observations and faculty observations gave the confidence and to understand the teaching learning process during pre-internship programme.

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