

INTERNSHIP IN TWO YEAR B.ED CURRICULUM

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ABSTRACT

The internship is a major part of B.Ed curriculum which will include full time engagement in real school situation for a prolonged period of 16 weeks duration. This will cover the observation, instructional design, planning, intervention practices, classroom teaching, co-curricular activities and community projects under the supervision of teacher educators and mentors of the concerned schools, this paper highlights about a model frame work developed and implemented in Mizoram University.

Keywords: curriculum, internship, teacher education, observation, instructional, intervention, community.

Introduction

Teaching is the noblest profession. A teacher plays the pivotal role in the process. He is the key person to initiate and support change for educational improvement. He should realize that what they are doing is the noblest. To evolve a teacher to create thirst for knowledge amongst his pupils, he must continue to learn and grow professionally .in order to enable the teacher to act as a catalyst in the process of developing the future citizen; the teacher education programme needs to be revised from time to time. Looking from the post to present that the nomenclature has change from training to Education but the system is unchanged different commission & committees, Recommended for drastic change in teacher education.

The NCTE curriculum frame work 2014 comprise three broad curricular areas – Perspective in education, curriculum and Pedagogy studies and Engagement with the field. Perspectives of education consists theoretical foundation of knowledge and

curriculum, teaching and learning, childhood and childhood growing up, gender in the context of school and society and Inclusive education. Under the umbrella of Curriculum and pedagogy studies, understanding the discipline and the subject, language across the curriculum, pedagogy of a school subject, Assessment for learning and one optional course are came. Similarly school internship, Reading and reflecting the texts , drama and art education, critical understanding of ICT and understanding the self comes under the caption of engagement with field work

NCTE (2008) also emphasized on these performance area for practical training. In terms of forgoing stipulation of required performance areas NCTE (2008) suggested to give due emphasis to community based field work and community based social work. Thus the professional education of secondary teachers must relate to pedagogy and the way the instructional materials can be put to a judicious use. This envisages a teacher training which may suggest a way of working with young learners, to help them seek and find answers to problems to their immediate concern.

Linkage between school and Teacher Education Curriculum

The Teacher training curriculum in the country does not fully acknowledge the new age environment in schools and classrooms in terms of constructivist learning, learner-centered instructions and integrating technology into the processes of teaching and learning. There is not a sufficiently strong link between the schools' curriculum and the teacher education curriculum.

There is gap between the curriculum taught to teacher trainees and the reality that exists in schools. Such realities include dilapidated school buildings, lack of instructional materials including textbooks and writing materials for the pupils, sometimes overcrowded classes, etc. These sometimes overwhelm newly qualified teachers especially when they are required to play multifarious roles to deal with these issues. Essentially, teacher preparation programmes are deemed excessively academic and remote from the real challenges confronting classrooms. The emphasis on content delivery, examination and certification over real learning is also a serious threat to quality. The current system of teaching and evaluation does not allow creativity, innovation and research, which are important tools for lifelong learning. Also, education is construed as an academic exercise that is divorced from the daily-life world of learners and obtaining education qualifications at any level relies heavily, and primarily, on corruptive practices.

Practice teaching or Internship:

The most important part of teacher education programme is practice teaching and related practical work. This helps student teacher to develop awareness, understanding and knowledge about home, school and community for enriching the life of school pupils. It further enables student teacher to apply and verify the practicability of theoretical knowledge of foundation component, curriculum transaction and evaluation techniques. But in reality practice teaching programme is far from satisfactory. Because of time constraint and high student teacher ratio, lessons are not observed fully. An analysis of feedback clearly indicates that global and subjective remarks are given by teacher educators. Majority of remarks pertain to methods of teaching and very few for content of teaching. Instead of fixing the number of lessons, mastery of particular competencies related to classroom situations mainly devoted to actual interaction in the class with pupils should be stressed. To make this programme more relevant and meaningful internship programme of three/four months should be introduced. In such a programme, student teachers would be expected to participate in total school programme. They would be expected to carry out number of practical work like preparation of tests, administration of psychological tests, identifying low achieving students and providing remedial measures, participating in various co-curricular activities, preparing various types of progress cards etc. Such a programme will help them in perceiving their role as a full-fledged teacher. NCTE (1995) suggested that student teacher may be placed in a school for a block period of four weeks to work as internee teachers so that in addition to practice teaching, they can take part in other activities of the school. In our opinion this period of four weeks needs rethinking for such an important programme. NCTE (2008) suggested fourth semester out of two year duration to be exclusively devoted to provide comprehensive on the job training. There is a need to allot this period to provide student teachers to integrate their experience gained in first three semesters and apply the same in this phase. Now NCTE 2014 also suggest the internship will be six months training including pre-internship . the practicum of field work will include hands on experience in real school situation as well as simulated forms observations interviews focus group discussion, anecdotes, diary, maintenance collection of audiovisual data reflective diary writing, development of teaching learning materials, exhibitions debates, role play co operative learning exercise action research , projects and etc . The internship will include fulltime engagement in real school situations for a prolonged period of 16

weeks duration, the total B.Ed curriculum includes theory 40 credits(1000marks) and Practical 40 credits(1000Marks)

The two year B.Ed. programme, spread over four semesters, shall consist of 12 Core Courses (CC), 1Soft Course (SC), and 4 Enhancement of Professional Competencies (EPC) Courses. The B.Ed.programe will carry 2000 marks, of which 1250 marks will be for Core and Soft Course (SC),and the remaining 750 marks will be for School Internship (500 Marks) and Enhancement of Professional Competencies Courses (250 Marks). The total marks for internaland external assessment will be 1000 each.The total credit for the course will be 80. All of the four semesters will be of 500 marks and 20 credits each. The third semester will be fully devoted to school internship.

A model frame work implemented in Mizoram University

Semester/ Paper		Sem-I	Sem-II	Sem-III	Sem-IV	Total marks	Grand Total
Theory	Core Courses	B.Ed./1/C C/101 B.Ed./1/C C/102 B.Ed./1/C C/103 B.Ed./1/C C/104	B.Ed./2/CC/2 01 B.Ed./2/CC/2 02 B.Ed./2/CC/2 03 B.Ed./2/CC/2 04	Intern ship (16 Weeks)	B.Ed./4/CC/4 01 B.Ed./4/CC/4 02 B.Ed./4/CC/4 03 B.Ed./4/CC/4 04 (1/2)		125 0
	Marks	400	400		350	115 0	
	Soft Courses	-	-		B.Ed./4/SC/4 06	100	
	Marks	-	-	-	100		
School Internshi p Field Work and EPC* –	Schoo l Intern ship and	2 weeks Field Work for Activities under	2 Weeks Field Work for Activities under Semester-I	16 Weeks Intern ship (inclu	2 Weeks Field Work for Activities under Semester-I		750

Activities	Field Work (20 Weeks)	Semester-I		ding 4 weeks Pre Internship Training)			
	Marks	-	-	500	-	500	
		B.Ed./1/C C/105 (EPC-1)	B.Ed./2/CC/2 05(1/2) (EPC-2) B.Ed./2/CC/2 06(1/2) (EPC-3)		B.Ed./4/CC/4 05(1/2) (EPC-4)		
	Marks	100	100		50	250	
	Grand Total of Marks	500	500	500	500		2000

- ***EPC-Enhancement of Professional Competencies***

Internship

The whole of third semester comprising of 16 weeks will be devoted to internship related activities. The said internship will consist of three Phases: Pre-internship, Internship and Post-internship.

PHASE –I: PRE-INTERNSHIP (Marks 100) :

The pre internship phase shall comprise of 4 weeks, and activities relating to this phase be conducted within the institute/department. This phase will comprise of the following activities:

a) Model/Demonstration Lessons:

The teacher-educator of the concerned method/pedagogy subject will present demonstration lesson and each student-teacher shall observe one demonstration lesson in each of his/her method subjects.

b) Micro Teaching Practice:

Each student-teacher will undergo micro teaching practice session for 5-8 teaching skills in each method subject under the supervision of concerned teacher-educator.

c) Simulated Teaching:

During pre-internship each student will deliver at least 4 lessons under simulated settings, wherein he/she is expected to integrate all the teaching skills that have been learned by him/her under micro-teaching. Besides, every student-teacher is required to observe at least 10 lessons of other student-teachers, and submit his/her written observations to the concerned teacher educator for evaluation.

d) Teaching Learning Materials

The pre-internship period will also be used for providing basic understanding about the audio visual aids, and training on the development of Teaching Learning Materials in their respective method subjects

e) Actual Classroom Setting.

During pre-internship, every student-teacher will pay a visit to his/her allotted practicing school and interact with school students, teachers and principal to acquire first-hand knowledge about school environment and classroom settings; and deliver one lesson in each of his/her method subject in actual classroom setting before his final placement in school for internship for the remaining 12 weeks.

PHASE-II: INTERNSHIP(Marks 350)

In Phase-II of internship the student-teachers will be attached to a particular school for teaching practice for 12 weeks, and will undertake the following two groups of activities:

(a) Delivery of Lessons in Actual Classroom Situations

During this period they will be expected to deliver 60 lessons in actual classroom situation (i.e. 30 lessons in each method subject), under the supervision of the

concerned teacher educator and mentor teacher from within the practicing school. The same shall be internally evaluated on the basis of following parameters given in Table-1:

Table-1

Sl No.	Detail of Internship Activities and Criteria of Evaluation	Internal Assessment Marks		Final Teaching and Viva -Voce Examination	
		Pedagogy Paper-1 (Marks 75)	Pedagogy Paper-2 (Marks 75)	Pedagogy Paper-1	Pedagogy Paper-2
1	Lesson planning – Number, Richness of Content, Variety of approaches followed, Use of ICT, and Overall quality of lesson plans	15	15	Marks 75	Marks 75
2	Quality of delivery of lessons in classroom	15	15		
3	Innovations, If any, in Methods of teaching, Delivering Strategy etc.	5	5		
3	Development of Teaching Aids-Number, Quality, Appropriateness, Innovativeness, and their effective use /	10	10		
4	Observation of lessons of peer teaching (At Least 10)	10	10		
5	Classroom Management	5	5		
6	Construction and administration of Achievement test	10	10		
7	Communication and command over language	5	5		

Total Marks	75	75	75	75
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b) School Experiences during Internship:

Besides, delivering lessons in actual classroom in practicing schools, the student-teachers will also participate in day to day school activities, and write report on certain aspects of school functioning as suggested in the following table. This component will carry 75 marks as earmarked in the following Table-2.

Table-2

S.No.	Activities Under School Experiences	Marks
1	Preparation and Critical Examination of Existing School Time Table	10
2	Participation in and Management of Morning Prayer and Co-Curricular Activities Like Sports/ Cultural /NCC/ Scout and Guide/ Recreation/ NSS/Picnic and Study Tours/ Debates	10
3	Participation in and Writing of Critical Report on School Library (For Social Science and Language Pedagogy Students) OR Participation in and Writing of Critical Report on Science/ Mathematics Lab (For Science and Mathematics Pedagogy Students)	10
4	Participation in and Writing a Report on Management Physical Assets and Beautification of School Campus. E.G. School Building, Boundary, Play Field, Drinking Water Facility, Toilets and Wash Rooms	10
5	Writing of a Report on the Various Interventions, and Financial Norms of RMSA/SSA/MDM Programs	10
	Total	50

Phase-III: Post Internship (Marks 50):

Under this phase the student-teachers are expected to submit a comprehensive report on the basis their school internship duly signed by the in-charge teacher-educator, which shall be externally examined by the external examiner at the time of conduct of viva voce examination relating to final teaching examination.

Supervision of teaching:

The supervisory organization for practiceteaching aims at bringing improvement in the instructional activity of the student teachers by using varioustechniques and practical skills in teaching and helpthem to develop confidence in facing the classroomsituations. This is done through following types ofsupervisions:

(i) Supervision before classroom teaching:

It aims at guiding in planning their lessons, learning to organise contents, formulating suitable gestures and developing other related skills. At presentthe lesson plans are checked superficially and no discussion is made by the subject method specialist.

(ii) Supervision during the classroom teaching:

It is done by teachers who are not method specialist generally. These supervisors offer descriptive type of criticism, while constructive type is desirable. Theirremarks are related to the general personality of the student teachers. The percentage of lessons supervised

Work with community

There are certain practical activities, which are essential for preparation of teachers, but they are not related with any theory course directly. Such activities can be linked directly with working with community. It is strongly felt that student teacher should be exposed to complex socio-economic problems through actual work situations in society. One of the objectives of teacher education according to NCTE (2008) is to develop critical awareness about the social realities which can be achieved through these types of activities which may help the future teachers to grow and develop the insights into 'sensitivity to and attitude towards social problems'. Such activities could be of the following nature: studying the problems of drop out participating in adult literacy and non-formal education programme, educational surveys in slums, activities related to preservation of environment and developing scientific temper, etc. Such programme will help student teacher to deal with people belonging to different socioeconomic groups, which will ultimately help in knowing their problems and element of culture.

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