

# Restructuring Internship in Teaching, SEP and School based Practicum

G. N. PRAKASH SRIVASTAVA\*

---

## Abstract

*Internship is an integral part of professional preparation of a teacher in making. Internship is an arrangement under which a prospective teacher can acquire first hand experience as a teacher in situations closely resembling his professional responsibilities. Milestones in its development are at Brown University programme in 1909, and the University of Cincinnati in 1919. Internship in teaching as visualised by NCERT in 1963 and 1991 has proved opportunities to develop high level of competence in teacher's work by working full time in the cooperative schools with a wide variety of experiences, and to acquire all necessary skills for the profession. It has three distinct phases viz. pre-internship phase, internship phase and post internship phase. Pre-internship phase may include school's observation and training in core teaching competencies. During internship phase trainees are to be placed for teaching-practice and involvement in various school activities under some mentors. Post-internship activities may include post-internship seminar and discussion on interns' (trainees') performance and sharing of experiences.*

---

## INTERNSHIP IN TEACHING

Internship is an integral part of professional preparation of a teacher in making. It includes successful observation — participation in student teaching or equivalent clinical experiences in a school environment.

It is planned and coordinated by Teacher Education Institution in cooperation with one or more school systems, under supervision of a university or college supervisor or a practicing school experienced teacher. It consists of wide variety

---

\*Retired. Professor, NCERT

of experiences undertaken in one or more schools.

The internship in teaching is to lead teacher trainee to the culminating point in his field experiences comprising both observation and participation. It envisages the student working over continuous period of time with the staff of a school and performing the roles expected of a new ideal teacher.

The Plan and Programme (NCERT, 1963) mentions, "The term internship refers to an arrangement under which a prospective teacher can acquire first hand experience as a teacher in situations closely resembling those in which he would be working upon entering the profession. It is to be so designed as to provide each student with a comprehensive experience similar to actual teaching student and to work full time in the cooperating schools in a block of about eight weeks". Page and Thomas (1977) in the International Dictionary of Education consider internship as "probationary period served by newly qualified teachers. Internship may be in lieu of student teaching, and puts the prospective teacher in professional role."

Milestones in the development of the internship concept are the Brown University Programme which began in 1909, the cooperative programme of the University of Cincinnati and Cincinnati Public Schools in 1919, the expansion of internship programmes during depression years of the 1930s, and the importance provided

by private foundations in the late 1950s and throughout the 1960s. In spite of this fairly long historical background however, internship has yet to become a significant factor in the mass production of teachers.

Internship in teaching as visualised in the Plan and Programme (NCERT 1963) for which an alternative terminology "School Experience Programme" (SEP) has also been used by Secondary Teacher Education Curriculum (NCERT, 1991) is to be designed to provide opportunities to develop high level of competence in all aspects of the teacher's work. During this period, the student teachers have to work full time in the cooperative schools. They are to be provided with a wide variety of experiences, designed to develop teaching competency such as working with individual students, guiding students, group practice teaching and evaluating students' progress. This has also to provide trainees ample opportunities to acquaint themselves with the school and community and the usual functions of a school. The duties and responsibilities of the teacher of today take him far beyond the limits of the class work. Classroom teaching skill is not the only requirement of a good and effective teacher. The teacher training colleges also have to provide experiences in the co-curricular activities, effective library service, organisation of physical games and sports, guidance in choice of courses and careers, reporting

students' progress, maintenance of record and registers and even aspects like planning for purchase of equipment and apparatus for the laboratory. All these require training and experience for professional efficiency as a teacher. Internship in teaching has to provide the student-teacher, an opportunity to acquire all necessary skills for the profession.

Internship creates space for a trainee to bring all his theoretical learning pertaining to the art and science of teaching to bear on the concrete realities of the school and classroom situations. It is through internship that a teacher education curriculum could help a trainee-teacher to get insight into the comprehensive nature of the teacher's role and the varieties of skills and competencies required for its reflective teaching. Stated broadly, internship is an attempt not only for providing the first hand experience of teaching to a student teacher, but also for providing an opportunity to perform the 'multiple roles' of a teacher. It may be mentioned in this regard that the Acharya Ramamurti Committee (1990) in its review of the NPE-1986 had observed that an internship model (in teacher education) is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time.

The Curriculum Framework for Teacher Education (NCTE, NCERT, 2006) states that the existing

concept of internship of teaching or practice teaching needs to be reformulated. Field experiences, internship and school attachment observations and practicals need to be organised in a way that these are useful in evaluating teacher's ability, support socialisation within the profession, stimulates development of teaching skills, provide a protected field for experimentation, allow insights into new perspectives and enhances motivation to continue learning. During observation, field practice and practicals, the student-teachers may learn in variety of ways. These are—by reflecting upon their own teaching practices (introspection), by reading journals, books, magazines, by observing children/learners, by studying a case, by observing other professionals/peer at work, by undertaking skill development exercise, by working with hands etc. Internship should focus methodology of school improvement instead of 40 or 50 lessons. There is a need for longer duration school attachment programme (for example 5–6 months) in one year B.Ed. programme (NCERT, 2007). In four-five years integrated courses, the period of internship needs to be spread over a period of four-five years instead of organising it either in 3<sup>rd</sup> or 4<sup>th</sup> year.

While planning internship programme in RIEs, the internship

practices and practical practiced in medical, legal, engineering and management profession needs to be studied. In organisation of field activities in the areas of fieldwork with the community, work experience, arts and craft, health and physical education, the focus should be on development of managerial skills, organisational efficiency, leadership abilities, democratic attitudes and creative abilities. During school attachment or internship of teaching, the student-teachers will try to find relationship between theory and practice by practicing, lessons and participation in other activities such as action research, rapport building with the society, maintaining school records participation in cultural programme, sports and athletics, observation, understanding a child, understanding how the child learns and a study of school management.

### **Organisation of Internship in Teaching Programme**

It has three distinct phases with significant activities and programmes—

1. Pre-internship phase (on campus training)
2. Internship phase (school based experiences)
3. Post-internship phase (feed back and evaluation)

### ***Pre-internship (First eight weeks after one year B.Ed. Theory Course)***

The Pre-internship programme may be introduced in B.Ed. first year followed by 5–6 months of field experience/internship/school based experiences as recommended by the Report of the Committee to Review the Teacher Education Programme (NCERT, 2007) after the completion of one year theory course. The duration of pre-internship training may be of at least 8 weeks. It may include training in core-teaching competencies. The core training may be introduced in the second year of Four Years integrated programme. It is to be preceded by induction-cum-conceptualisation programme to be organised in the first year of Four Years programme.

### ***Pre-Internship Orientation-cum Training Programme***

Before the interns are placed in the cooperating schools for practice-teaching and internship activities, a pre-internship training programme should be organised at least for eight weeks. The planning and organisation of the programme should be done in a democratic way, seeking the help of school teachers, student-teachers and teacher-educators.

The following activities may be taken up under this phase—

- Orientation of college supervisors, cooperating teachers and principals for their supervisory roles and other responsibilities

in the proper implementation of internship programme

- Organisation of Principals conference and co-operating with school teachers after the completion of one year theory course, in the one and half year B.Ed. programme
- Orientation of interns for their field assignments and projects to be completed during internship
- Visits to schools to study the school environment and pupils, to observe teachers at work and various activities of the schools
- Discussion on the observed lessons of regular school teachers
- Training in observation schedule to develop observation skills indicating what, how, when and why to observe and also to write a concise report on observation of lessons during practice-teaching
- Training in core-teaching skills such as—
  - Skills of class management
  - Skills of communication which may include narration, recitation, dramatisation, explanation including illustrating with examples and demonstration
  - Skills of interaction (teacher-pupils acts) which may include questioning and feedback, discussion, problem-solving
  - Skills for use of teaching aids including black board writing
- Skill of reinforcement and control including positive and negative reinforcement, verbal and non-verbal reinforcement, encouragement, cuing and silence
- Skill of stimulus variation—
- Training for delivering lessons in simulated conditions
- Organisation of demonstration lessons and holding discussions on them. Orientation on child psychology and teaching-learning process
- Orientation on techniques of motivation and inspiration for learning
- Training in guidance and counseling techniques
- Training in organising various school activities and discussion sessions
- Training and practices in lesson-planning, unit-planning and lesson-notes
- Orientation about the use of facilities available in schools
- Practice in at least one Model of Teaching
- Orientation on various methods of teaching
- Training in preparation of Achievement tests and Diagnostic-tests
- Training in role-play, brain-storming and dramatisation
- Providing related materials to Interns
- Orientation on—

- Textbook analysis
- Remedial teaching
- Formulation of objectives
- Organisation of parent teacher association
- Case study, lab. study and school plant study
- Study of school records, admission, procedure, registers, preparation of result, Fee collection and records
- Organisation of school activities and co-curricular activities
- Class-work and home work
- Preparation of time-table, school-calendar and cumulative records

Every student teacher will study critically the school curriculum, NCF (2005), and make text book analysis and evaluation procedures prevalent in the school. The interns and student teachers are given initial exposure to various key areas of secondary school curriculum and how these interface with elementary school and higher secondary curriculum to contextualise the subject study of the student teacher.

Further the interns are to be oriented and trained for observing children for a given set of hours in specific situations, recording formats, data coding, its analysis and interpretation, for preparation of observational records and report writing; planning for the school contact; self-evaluation, personal growth; understanding the learner,

curricular and pedagogic issues and concerns, development of materials and block-teaching, action research study, school management; use of new technological devices; classroom observations, unit plans and reflective journals, peer observation, co-operative learning strategies, situated learning and apprenticeship mode, task analysis and instructional design, competency based teacher education; field-based pedagogies, structured assignments, seminars and conversations, case study methods, cognitive apprenticeship, and professional portfolios.

### ***Internship— School based Experiences (For 3+10+2+1 weeks)***

The second phase of internship (after pre-internship of eight weeks) may be started with multi-cultural placement programme of the interns for at least three weeks. They may be placed in schools of varied cultures and habitations e.g. rural, tribal, suburb schools for at least one week duration in each type of schools. They have to observe all the activities, programmes, management system and classroom teaching being conducted by regular school teachers subject wise. They have also to study the learning style of students of various cultures and background. They may even conduct some simple psychological tests (may be intelligent tests and personality tests, on at least five students of each type of students). This may be concluded by preparing critical and reflective reports on each type of

activity and experience which may be evaluated in the third phase of internship i.e. post internship phase.

In the Four Years integrated course, multicultural placement phase may be conducted in the third year for at least three weeks. Other sorted out activities mentioned in the pre-internship phase are also to be conducted in the third year.

***School Experience through Multicultural Placement of Student-Teachers (In the First Three Weeks of Pre-Internship Programme)***

In order to provide school experience in various cultural backgrounds of the society to the student teachers, the institute identifies suitable number of co-operating urban schools, rural schools and tribal schools. The student teachers are placed in rotation in all the three types of schools. During two weeks of their placement in this placement in these types of schools they are required to conduct certain activities/assignments as follows:

**1. Observation of Lessons:** The student teachers are required to observe 10 lessons, 5 in each method subjects taught by regular teachers. The basic objective of this activity is to develop the competency among the student teachers the skill of learning teaching. They can note the matching points in the teaching by the regular classroom teacher. At the same time, they can also note the specific weakness or mismatching points in the lesson delivered by the regular class room teacher.

**2. Observation of day-to-day**

**School Activities:** The student teacher is to be vigilant for all the two weeks to observe various activities and functioning of the school and record their observations in each aspect the working of the school library, co-curricular activities, games and sports. School laboratories, school morning assembly, school hostel and any other important features of the school are to be observed keenly and critically. A comprehensive report of the above activities is to be prepared by the individual student teacher.

**3. Availing Substitute Teaching**

**Opportunities:** The student-teacher may get arrangement classes during these two weeks when a regular class teacher of the school goes on leave or is busy in other school activities. Even if he does not get appropriate arrangement class, he may conduct or deliver some educative value which can influence the learners. Ask the co operating teacher to avail a substitute teaching opportunity. For teaching in a class, he has to prepare a lesson plan, procure teaching aids and teach the class as well. He has to submit that lesson plan with counter signature of the cooperating teacher in this institute after the school experience programme. While submitting the report, the pupil teacher has to describe the activity conducted and the outcome of the activity in their report. The classroom teaching and school experience programme may be organised for ten

weeks after the completion of three weeks multi cultural programme.

The internship activities should include—

- Pre-placement orientation of interns at least for one week
- Placement of interns in the co operating schools for at least ten weeks keeping in view the sufficient facilities and classes available in various subjects to be taught by interns.
- Organisation of meetings of interns, co operating teachers and principals in the respective schools
- Job and time-table distribution
- Fixing a realistic student and supervisor ratio for effective supervision
- Collaborative supervision by the method masters and the co operating teachers with content background
- Practice teaching (at least 50 lessons in each subject)
- Use of Interaction Analysis
- Regular supervision, evaluation and discussion
- Participation in group discussion by the interns, co-operating teachers and supervisors.
- At least 40 per cent lessons must be supervised by the subject teachers, supervisors, and college supervisor on daily lessons
- Adopting practice of rotator supervision
- Use of objective tools like rating scales and checklists in the supervision
- Preparation of lesson plans and conducting classes on practical skill based lessons
- Practice in at least one models of teaching i.e., advance organiser, inquiry training, and concept attainment models etc.
- Replacement of lesson plans by lesson notes as the number of lessons delivered increases.
- (The lesson notes may include objectives, learning material, and instructional strategy, replacement of fixed pattern of lesson planning)
- Practice on creative teaching, child centered activities and participatory methods of teaching
- Preparation of lesson plans and teaching by using different methods of teaching e.g. project, heuristic, demonstration method etc.
- Designing the unit tests, administering them, evaluating and providing feedback to students by interns
- Adequate practice on learner-centered approach, preparation of progress reports or progress cards
- Use of tape record CCTV for self feedback
- Preparation of various types of tests items, scoring key, and marking scheme



- Interaction with parents (of students) during teacher-parent meet.
- Training in the usage of interview schedules and their analysis
- Organising subject quiz
- Organising subject exhibitions
- Participation in subject-clubs and promoting other school activities
- Observation/Supervision of peers on practice lessons on the observation schedule (at least 30 lessons, 15 in each subject)
- Semi-structured supervision followed by group supervision
- Completion of field-assignment by the interns under the guidance and supervision of the supervisors and co-operating teachers
- Guidance by supervisors in class-management, preparation and use of teaching learning aids
- Conducting class tests on teaching subject
- Sociometric study of the class
- Organisation of co-curricular activities such as games, educational tours, cultural programmes exhibition, discussion on current topics etc., in the school under the supervision of school teachers and supervisors
- Participation in working with community programme after the practice teaching
- Experience in library, laboratory and record maintenance
- Making case studies and preparation of report of atleast two case studies of problem children/ gifted children/retarded children
- Completion of action research related to a specific school problem
- Analysis of textbooks and question papers
- Lab. study and school plant study
- Preparation of school calendar
- Study and preparation of school registers and other documents such as fee book, admission forms and admission register, attendance registers, transfer certificate, stock register etc.
- Assessment of the use of library by the students
- Study of the school environment and its socio cultural fabric
- Periodical review of the progress of each intern for the entire SEP
- Visit to various places of educational significance, such as—
  - Rural craft centres, farms, cottage industries etc.
  - Juvenile courts, remand homes etc.
  - Special schools for the handicapped
  - Visit to historical places, monuments, museums, industrial units and geographical places etc.
  - Organisation of get together of the co operating school teachers, principal and supervisors on the last day of the internship in the respective school

### ***Working with Community Programme (after the Completion of Practice Teaching)***

This may be organised for two weeks after the completion of school placement/SEP programme of 10 weeks for community involvement and participation in the management of education. With regard to community mobilisation and participation, a comprehensive and consolidated efforts are to be done. The interns may organise discussion, rallies, poster and banner display, theme based cultural programmes, interview with parents and community members, case study, participant observation of community life, community survey in the field of primary education, adult education, and guidance service to the community, survey of health and hygiene of the community, theme based cultural activities, and plantation.

### **School Improvement Programme**

Apart from teacher training programme, the institutions of teacher education and teacher training colleges should establish rapport with cooperating schools and take step to improve the schools through various activities and programmes of the institutions. The innovations done at the national and state levels are to be shared, the policies in the field of school education, teacher training and teacher education are to be discussed and implemented in collaboration with both. The problems of school education and teacher education are to be sorted out and its solution be

sought for the improvement of school system.

### **Post-internship Activities**

These may include —

- Post-internship seminars and discussions on the Interns' performance.
- Evaluation of assignments with the help of rating scales evolved on the basis of the evaluation criteria
- Viva-voice on the internship experiences
- Exhibition of teaching aids prepared by interns.
- Inviting feedback from the principals and teachers of cooperating schools.
- Organising seminars of the supervisory staff to debate on issues related to supervision
- Preparation of brief report by each intern about their experience during internship along with the comments and suggestions for improvement
- Submission of the report of peer-group observation
- Suggestions by interns, school-teachers and supervisors for strengthening internship programme
- Best lesson demonstration be organised
- Issue of letter of thanks to the co operating schools
- Involvement of co-operating schools in the activities of the training colleges and institutes at other occasions also

**Internship Programme Schedule**

<b>S.No.</b>	<b>Two Year B.Ed. Programme</b>	<b>S.No.</b>	<b>Four Year B.Sc./B.A.B.Ed. Programme</b>
(i)	Induction-cum-conceptualisation of internship (1st two weeks of pre- internship after the completion of one year theory course)	(i)	In the first year of 4 year programme (2 weeks)
(ii)	Orientation of teacher educators, supervisors (one week before training in core teaching competency)	(ii)	In the Second Year in the first or second month. (for one week)
(iii)	Campus-based training in Core-Teaching Competencies (eight weeks before the placement of interns in schools)	(iii)	In the Third Year before the placement of interns for field based experiences. (eight weeks)
(iv)	Demonstration lessons in all school subjects (In seventh and eighth week before the placement of interns)		In the Third Year after Core-Training competencies (two weeks)
(v)	Multi-cultural placement before practice teaching (for three weeks)	(v)	In the Fourth year before the placement for practice teaching (for three weeks)
(vi)	Internship including Practice Teaching and School-based Activities including School Improvement Programme after Multicultural Placement (10+2 weeks)	(vi)	In the Fourth year after multicultural placement (8+2 weeks)
(vii)	Working with community (2 weeks after School-based Activities)	(vii)	In the Fourth year (2 weeks) After-based Activities
(viii)	Working with community (2 weeks after School-based Activities)	(viii)	In the Fourth Year (2 weeks) After School-based activities

**REFERENCES**

- N.C.E.R.T 1963. *Plan and Programme*. National Council of Educational Research and Training. New Delhi.
- . 1991. *Secondary Teacher Education Curriculum Guidelines and Syllabi*. National Council of Educational Research and Training. New Delhi
- . 2007. *Internship in Teaching*. National council of Educational Research and Training. New Delhi.
- N.C.F.2005. National Curriculum Framework. National Council of Educational Research and Training NCERT. New Delhi.
- N.C.T.E., N.C.E.R.T. 2006. Curriculum Framework for Teacher Education. National council for Teacher Education. New Delhi.
- N.P.E.1996. National Policy on Education.M.H.R.D. govt. of India. New Delhi.
- PAGE, G. TERRY AND J.B. THOMAS.1977. *International Dictionary of Education*. London.
- SRIVASTAVA, G.N.P. 1999. *Management of Teacher Education: A Hand Book*. Concept Pub. Corn. New Delhi.
- . 2004. *Perspectives in Teacher Education*. Concept Pub. Corn. New Delhi.