

Strategy of Internship On Teacher Preparation

Priya Johari*

Introduction: Internship is an integral part of professional preparation of a teacher in making preceded by successful observation , participation and student teaching or equivalent clinical experience in a school environment , and is planned and co- ordinate by the teachers education institution in co-operation with one or more school systems. Intern is a prospective teacher who assumes in internship position in which he is given a teaching position under the guidance. Internship is service is service in preparation for a position usually under the supervision of a university or college supervision of a university or college supervisor and a practicing school teacher more experienced in the field. The interns are given opportunity to participate in many phases of the work of the school system.

Background: As a vehicle for teacher education and certificate, the internship can be traced to the early years of the present century, although many persons are inclined to consider the internship in teacher education as a new departure in teacher preparation. Milestone 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 1930,s and the importance provided by private foundations in the late 1950,s and throughout the 1960s. In spite of this fairly long historical background however; the internship has yet to become a significant factor in the mass production of teachers.

* M.A. Education, University of Allahabad

In Indian context: Internship in teaching as visualized in the plan and programmed (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 teachers work. The plan and programme mentions, “The term internship” refers to an arrangement under which a prospective teacher can acquire first hand experience as a teacher in situation closely resembling those in which he would be working upon entering the profession. The intern ship programme is to be so designed as to provide each student with a comprehensive experience and will be implemented in realistic teaching learning situation in the cooperating schools. **Page and Thomas** (1997) in the international dictionary of education consider internship as “probationary period served by newly qualified teachers. According to these authors the holder of an internship programme is known as an intern. Internship may be in lieu of student teaching, yet the dictionary equivalent is probationary year.”

Characteristic of internship programme: The internship differs from conventional student – teaching in many ways, yet there are similarities: the prospective teacher becomes involved in teaching, supervision is provided by both the college and the schools, and self evolution and clinical analysis is an internal part of the process. The college supervisor in internship programmes frequently assumes more of a consultant role than is found in student – teaching. Other than this role is comparable to that in student- teaching programmes. After carefully analyzing fourteen representative internship programmes, **Dorothy Blackmore** (1968) reported the following generalizations concerning the characteristics of the programmes studied.

- Theory courses are usually given concurrently with, and in connection with, pre- internship laboratory experiences of a practical nature. These courses and the related field experience are ordinarily planned, coordinated and taught by people involved in the practical phase of the internship laboratory experiences in preparation for internship teaching.
- Both theoretical course work and problem – centered seminars generally accompany the internship in teaching during its entirety.
- Internship generally seems to be conceived as a programme requiring the interaction of many different individuals in varying professional roles rather than as a function of education department alone. Commonly involved are both theoreticians and practitioners at a number of levels.
- Finally, coordination and cooperation among all the agencies involved are felt to be necessary to bring about the most effective integration of theory and practice in internship.
- Internship programmers are also characterized by identifiable stages through which the interns pass as they approach the full realization of their professional goal

Advantages of internship programmes: Those who work in internship programmes emphasize that their trainees appear to be better prepared than those produced by more conventional teachers education programmes. There is an added emphasis on clinical experiences in internship. Interns appear to be as well prepared as those of conventional programmes. Additionally there is considerable evidence that those who enter the teaching profession through the internship route remain in teaching as a career for a longer period of time than those who enter through conventional channels. this is hardly surprising in view of the fact that those who go through internship usually have a greater

investment in their professional preparation and make the decision to enter teaching, in many cases, after graduation from college at a time when they are more certain of their goals and are more sure of themselves in the selection of teaching as career. (Bennie, 1972)

• **Organizing Internship:** Because of the importance of internship in the total programme of the teacher- training course, as well as the complexities of internship , organizing internship calls for a great care and deftness on the part of the organizers of internship . Organization of internship centers, arranging pre-internship conference, conduct of internship and evolution. Each stages is crucial for success of internship. We now turn to examine these stages on some point

- Selection of internship centers
- Pre internship meeting
- Conferences of cooperating heads\principals and teachers
- Pre – internship orientation\readiness activities.

Internship activities: The internship activities should include:

- Placement of intern in the cooperating schools keeping in views the sufficient facilities and classes available in various subjects to be taught by interns.
- Fixing time table for the interns and allotment of units to be taught by interns.
- Preparation of lesson plan by interns and getting them corrected by subjects teachers and teachers educators.
- Participation in group discussion by the interns, cooperating teachers and college super visor.
- Observation of lessons of seasoned teachers by interns.
- Preparation of appropriate teaching aids by interns.
- Designing the unit tests, administering them, evaluating and

providing feedback to students by interns.

- Preparation of progress reports.
- Interaction with parents.
- Organizing subject quiz and subject exhibitions.
- Organization of co- curricular activities in the school under the supervision of school teachers and supervisor.
- Participation in working with community programmes to know the community problem and try to help in solving these problems.
- Experience in library, laboratory and record maintenance.
- Assessment of the use of library by the students.
- Study of the school environment and its socio- cultural fabric.
- Visit to various places of educational significance.

Post – internship activities:

- Post internship meeting of interns and supervisors.
- Evolutions of assignments.
- Exhibitions of teaching aids prepared by interns.
- Post internship seminars and discussions.
- Inviting feedback from school authorities.
- Preparation of brief report by each intern about experience during internship along with the suggestions for improvement.
- Submission of the reports of peer group supervision.
- Suggestions by interns, schools teachers and supervisors for strengthening internship programme.

Expectations from interns during in the internship:

- To teach about 20 lessons in each of their two subjects in a planned manner, preparing units plans, whenever required and lesson plans each day.

- To observe ten lesson of co- trainees on the schedule provided by the college.
- To assess their own teaching at least once through unit –test in either subject after a unit is completed.
- To use a teaching aids in their lesson and construct at least one.
- To conduct school activity.
- To complete other assignments required by the college department.
- To participate fully in the routine school work including exams, co- curriculum programmes remedial classes or parents teacher meeting.

Evaluations in internship: There should be consisted and continuous evaluations of the progress in understanding and developing competency in teaching. Evolution cannot take place without criticism. The student teacher must be willing to accept suggestions and criticism. The competent supervising teacher or supervisor should offer criticism constructively with suggestions for improvement and with full understanding of the involvement of the student teacher. Again there should be mutual acceptance of evaluative suggestions. While evaluating student- teachers activities the following points should be kept in mind:

- Evaluation should be comprehensive. Even minor points must be observed and suggestions for their improvement must be provided. weight age to each component of internship such as lesson plan, use of teaching aids, interaction with students, performance assessment of students, and feedback provided by the intern should be pre-decided and used in evolutions
- Peer evolutions also are included in the final grading.
- Well defined and reliable rating scales be used for evolutions.

- Evolution should be formative as well as summative. Formative evaluation may be done through regular discussion where as summative through assessment of project reports.
- Effect tools be developed and used for the assessment of core-training, practice teaching, criticism lesson, final lesson, and field assessment etc.
- Marks should be distributed to all the activities of pre-internship, practice teaching, (regular teaching) , criticism lessons (in both the teaching subjects), final lessons ,assignments in subjects and 5% marks may be assigned to self evaluations.
- The final grades should be awarded on the completion of internship. All of the evaluators should be taken for decision finalization of results and grading.

Conclusion:

Internships are known for giving students the opportunity to apply their knowledge in real world environments. At the same time, they will also develop skills which will help them perform better at their jobs. By using internships, students are provided with experience that will make them stronger. In addition to this, their work ethic will increase, and they will be confident in their abilities. Internships will also allow students to learn about time management, discipline, and effective communication.

References:

- Srivastava ,G.N Praskash (2000) Management of Teacher Education a Hand Book, New Delhi ,Concept Publishing Company,
- Srivastava ,G.N Praskash (2000), Perspective in Teacher Education, New Delhi Concept Publishing Company.
- Mohan, Radha (2011) Teacher Education, New Delhi PHI Learning Private Limited.

- N.C.E.R.T (1963) Plan and Programme. N.C.E.R.T (New Delhi).
- N.C.E.R.T (1963) Internship in Teaching. N.C.E.R.T (New Delhi).
- www.google.com
- www.wikipedia.com