



## **Article : ORGANIZATION OF INTERNSHIP ACTIVITIES**

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### **Introduction**

Teacher Education Programme (TEP) has undergone many welcome changes. We have borrowed many techniques, ideas & innovations from the other countries in the field of education by taking into consideration their merits & demerits. School Experience Programme (SEP) /Internship is one of them. This programme is originated in the USA in the field of medical science & the same is borrowed from the USA which is practiced in Teacher Education Institutions (TEI). The term is used in different ways in both the fields. Internship was flourished in Regional Colleges Education of NCERT in the sixties of the nineteenth century first.

The School Experience Programme for the very first time was introduced by NCERT in Teacher Education Curriculum Guidelines Syllabi in 1991. The prime aim of this programme is to develop higher level competencies & to provide variety of school experiences.

The School Experience Programme was first introduced in the syllabus of teacher education of Shivaji University according to the guidelines of NCTE the regulatory body & the UGC in the academic year 2003-2004. It is to develop professional skills, to acquaint with variety of school experiences before entering the profession, to acquaint with the future problems in the school.

The investigator while organizing this programme at various cooperating schools felt that there are many difficulties on part of colleges of education and cooperating schools. Then this programme is dependent on the cooperative schools. The researcher felt that there is a great need of to suggest remedies over the problems in organization of this activity in the schools. The present study was proposed to find out the problems in evaluation of SEP.

### **Need of the study**

In the revised syllabus of B.Ed. course of Shivaji University this programme is organised in two weeks. The activities to be done in the internship programme are practice teaching, organization of co curricular activities, preparation of time table, information of school record etc. within such a short period of two weeks. It was needed to find out the difficulties in fulfillment of all these practicum aspects within short period. If all these activities are taken into consideration all of the colleges of education find many difficulties in organization of SEP. In all what are difficulties in implementation of SEP? Are the student teachers benefitted? Do they get variety of experiences? Is there deeper understanding of duties and responsibilities in the school as a teacher to the student teacher? To find out the answers of these questions the investigator selected the following problem.

### **Statement of the problem**

The Study of the Problems of Colleges of Education in Organization of School Experience Programme.

### **Objective of the study**

To find out the problems of colleges of education in organization of School Experience Programme.

### **Meaning of SEP**

In the book 'Management of Teacher Education' by G.N.P.Srivastava The Plan and Programme (NCERT) mention '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. The Internship Programme is to be designed as to provide each student with a comprehensive experience and will be implemented in realistic teaching learning situation in the cooperating schools. To make the total experience similar to actual teaching student will work full time in the cooperating schools in a block of eight weeks.'

### **History of SEP**

Internship Programme offers deeper understanding of teaching. It puts the student teacher in professional role. It is better way to prepare prospective teacher than the conventional channels. So many educationists advocate SEP / Internship in the syllabus of teacher education.

The milestone in the development of this programme is the programme which was started by Brown University in 1909 and Cooperative Programme of Cincinnati Public School in 1919. The expansion of this programme took place in the years 1930s & 1960s. The private institutions gave importance to this programme. As it was initiated earlier in teacher education programme it has yet to become significant factor in teacher education institution. Many teacher training institutions use the microteaching technique to provide teaching practice to the student teachers. Some institutions opened summer schools to provide experience to the interns.

### **Characteristics of SEP**

- The internship programme different from conventional student teaching in many ways yet there are some similarities.
- The college supervisors in the programme have to play the role of consultant.
- It undergoes changes according to the levels of instruction.
- The main problem in this programme is short period of time. In this short period such practice is questionable.

Dorothy Blackmore (1968) derived generalizations by analyzing fourteen representative internship programmes.

- SEP is ordinarily organized to provide variety of school experiences.
- Theoretical course work and problem centered seminars are conducted.
- Feedback through extensive use of microteaching and videotaping.
- Extensive personalized supervision.
- For effective integration of theory and practice coordination and cooperation is necessary.

### **Syllabus of B.Ed.course of Shivaji University**

The researcher studied the syllabus of B.Ed. course of Shivaji University. SEP is introduced having 50 marks and duration of two weeks. The guidelines are provided to organize the SEP as follows

i) Preplanning of SEP ii) Organization of SEP

iii) Post SEP Activities

### **(A) Research Methodology**

#### **i) Survey method**

This method is selected for the study.

### **(B) Tools and Techniques**

#### **(1) Questionnaire**

The questionnaire was constructed to collect the information of evaluation of SEP from the lecturers in various colleges of education.

Another questionnaire was prepared to collect necessary data from the headmasters of cooperating schools.

#### **ii) Interview**

The interview schedule was constructed for principals & heads of SEP to conform the information of organization of SEP in various colleges of education.

#### **iii) Group interview**

The group interview schedule was prepared on specific points regarding evaluation of SEP.

#### **iv) Observation of reports on SEP**

The reports of SEP submitted by the student teachers were observed to find out the nature of poet programme activities.

### **(C) Sampling**

Stratified sampling was adopted for the study. All the colleges under Shivaji University (24) & 4 cooperating schools of each college were selected for the present study. All the lecturers & headmasters were selected as respondent for filling in the questionnaire by lottery method.

The principals and heads of the SEP of 50% of these colleges were selected for interview

### **Findings**

- Cooperation and freedom were given to the student teachers to organize SEP in the cooperating schools.
- Various roles were played by the student teachers during the programme but there were shortcomings in playing these roles.
- Most of the lecturers (93.95) opined that the lesson based on CCM and models of teaching were conducted during the programme. Coocurricular and sports activities were conducted in the cooperating schools.
- Home works were not checked by the student teachers.
- Most of the lecturers (81.29%) & all the students opined that all experiences related to school were got during the programme.
- Most of the lecturers (96.12%) opined that the gap between theory and practice was bridged by organization of the SEP.
- Most of the heads of cooperating schools opined that information of new methods and techniques like CCM (77.02%), Models of Teaching (58.10%) and symposia (51.35%) was given to the cooperating teachers by the colleges.

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