

Chapter 1


School Internship an Experiential Pedagogy Teacher Trainees’ Perception on the Effectiveness of the B.Ed. Internship Programme

Usha Ajithkumar

 <https://orcid.org/0000-0001-8555-8406>

SASTRA University, India

N. Navaneethakrishnan

 <https://orcid.org/0000-0002-6672-3485>

SASTRA University, India

Sawien Jenkwao

Shinawatra University, Thailand

ABSTRACT

The study assessed the effectiveness of school internship programme as perceived by the teacher trainees of four-year integrated teacher education programme. The study used a quantitative method to collect data from 60 teacher trainees, while in the pre final and final year of the training programme. Two adequately structured questionnaires, on perception of the effectiveness and advantages of school internship programme were administered. Descriptive analysis and paired t-tests were used for data analysis. The paired t-test result revealed significant differences in

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the perception. The qualitative analysis of the interviews is also added in the findings. The study reveals the importance of school internship programme in teacher training course.

INTRODUCTION

Like all other professional programmes, field engagement is an essential component of any teacher education programme. In the case of teacher education programmes, field engagement involves engagement with the students and teachers in schools. The sustained engagement with the school over a period of time is known as ‘school internship’ which equips the prospective teacher to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching. In fact, it is this component of the teacher education curriculum which facilitates transformation of student-teachers from being learners in the art and science of teaching to adequately-equipped teachers to perform the responsibilities of a teacher in actual school settings. (NCTE, 2016).

BACKGROUND

School Internship: Changing Scenario

The past few years have witnessed a paradigm shift in the concept of school internship courses in India. The earlier stipulation of practice-teaching involved teaching of a pre-specified number of lessons in the subjects offered by a student-teacher as teaching or methods subjects. The NCTE Regulations, 2009 made an attempt to broaden the scope of practice-teaching by emphasising the importance of providing experience of all activities and programmes of the school to the student-teachers. The NCTE Regulations, 2014 have stipulated further strengthening of the component of ‘Field Engagement’ by prescribing a longer duration of 20 weeks for it in the elementary and secondary teacher education programmes. The ‘Field Engagement’ of 20 weeks has been further split into two parts consisting of 4 weeks and 16 weeks to be organized in the first and second year of the Two-Years B.Ed. programmes, and in the second, third and fourth year of the Four-Year integrated programmes.

Therefore, in the 4-year integrated course which we are running at SASTRA University, we have three phases of internship. In the 2nd year of the programme, teacher trainees are sent to lab schools for 4 weeks. This phase is known as Observation Phase, where the teacher trainees observe lessons of seasoned mentor teacher and learn about the culture of the school. In the 3rd year, teacher trainees are at the

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