



Innovative higher education teacher education

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Abstract

All process of teacher Recruitment, training, motivation, incentives, retention and feedback. Teacher Education refers to equip the teachers with knowledge, attitude behavior and skill to perform the various tasks in a school. School Internship of a student teacher provide them a wide scope in pre service training/teacher education. By internship student. By Internship student teacher able to understand the challenge of a teacher in a real classroom situation. School Internship is a good innovation in pre-service teacher training.

Student teaching Internships provide students the opportunity to practice.by Internship student – teacher get an opportunity to develop insight into the skills needed to perform various functions and roles of a teacher. Through internship student-teacher get a chance to experience real classroom teaching and guided by experienced teachers of the school. Besides teaching student – teacher also get a opportunities of various school activities like discipline, teacher–parent meetings, co-curricular activities etc. The internship program operates within the framework of the Teacher training department of the School of Education, in accordance with internship regulations determined by the Division of teaching internship and new teachers at the Ministry of Education. Within this framework, interns meet at Bar-Ilan once every two weeks for a workshop that lasts four academic hours and is conducted by academic staff with personal experience in teaching in schools, and who have extensive appropriate training in group facilitation, conflict resolution, and professional self-development in the school environment. Internship coordinators maintain personal contact with the tutors, to provide customized internship processes to interns.

Keywords: innovative, teacher education, innovation

Introduction

Internship program in general are supported to facilitate student teaching internship are a valuable component to the student success as a professional teacher. Student opportunity to practice what has been learned and for professional growth. It provides them a practical them a practical opportunity to develop the understanding of the teaching profession and future prospects of working conditions in that profession.

The internship program is beneficial for both fresh candidates and government organizations. It provides an opportunity to the fresh candidates to experience working conditions and requirement of today's professional business environment. Hence, it can be said that it provides the students with a greater understanding of professional demands. It permits them to understand the connection between theory and practice. Thus it enhance the student's knowledge of his potential to reach the goals set for various profession.

Education is a noble profession, though this profession teacher can give shape to his country and the world also. Teachers are not born but they can be made by teacher education, Teacher education is divided into pre-service teacher education program and in service teacher education program to provide field experience to the trainees. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. Internship is very important to shape the trainees into an effective teacher of tomorrow. The Acharya Ramamurti Committee (1990) in its review of the

NPE 1986 observed that an internship model for the teacher training should be adopted because the internship model is firmly based on the primary value of actual field experience in a realistic situation on the development of teaching skill by practice over a period of time.

Teacher Education

Teacher Education or teacher training refers to the policies, procedures and provision designed to equip teacher with knowledge, attitudes, behaviors and skill. They require to perform their tasks effectively in the classroom. School and wider community. The professionals who engages in the activity are called teacher educators.

Teacher training course in India is designed for aspiring teachers to learn interactive and effective ways of teaching to motivate children and make learning interesting. Teaching methods have to be tailored to march the needs of different age groups and in correspondence to this, the educational requirement for a primary and secondary teacher is also different candidates who wish to teach primary school should minimum pass higher Secondary examination with stipulated minimum works where as for teachers at secondary school. One need to be postgraduate in the particular subject with stipulated minimum marks.

Teacher education is provided by several universities, affiliated college, private and open universities in India and they offer course for different levels, from pre primary to

higher secondary. The teacher education in India is institution based, along with internship programs in real classroom setting.

Teacher education courses in India

- Elementary teacher education (ETE) – After 12 years of schooling, 2 year Diploma in teacher education conducted by District institutes of Educational Training (DIETs)- Prepares teachers to teach in grades 1-5.
- Bachelor of Education (B.Ed.) –after graduation, 2 year of Bachelor in education.
- 4 year integrated program conducted by State government, after 12 years of schooling.
- D.El.Ed.

There have been several national level committees and commissions all geared to improving the quality of teacher education in the country. National curriculum framework for teacher education (NCFTE) 2010 was developed by the national education in the country. National council for teacher education (NCTE) a statutory body that came into existence in 1995 with the main objectives of achieving planned and coordinated development of the teacher education system through the country.

According to NCFTE, a sustained engagement with schools is crucial for professional development. Meaningful full internship and school experience are critical in helping the PTs to develop insights into new perspectives and enhance motivation to continue learning and reflecting. School internship should lead them to the development of a broad repertoire of perspective, professional capacities, teacher sensibility and skill. School internship is visualized by situating the practice of teaching in the broader context of vision and the role of teacher and sustained engagement with learners and school.

The review committee constituted by NCTE recommended adoption of the internship model for teacher education involving a brief theoretical orientation followed by 3 to 5 years of supervised teaching in a school under mentor teacher, greater emphasis on school internship and emphasis on reflective practice based on perspective on the learner and the context contemporary society, basic concept of education and curricular and pedagogic alternatives.

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 emphasizing 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 like D.El.Ed., B.El.Ed, B.Ed, B.A.B.Ed., and B.Sc.B.Ed. and B.Ed.-M.Ed. 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 programmes, and in the second, third and fourth year of the Four-Year programmes. The engagement of 16 weeks' duration is further split into 14 weeks of school internship and 2 weeks of engagement with the field other than the school (i.e. community engagement). Further, the total internship time is to be split between two types of schools at the rate of 80% and 20%. The relevant stipulations of NCTE Regulations,

The model of internship in B.Ed. program

Having gained some experience with the child, the community and schools in first & second year would offer intensive engagement with the school in the form of school Internship. During First year to subject better understanding of schools and in preparation of Internship teacher education institutes shall make provisions for visit to innovative centres of pedagogy and learning innovative school educational resources centers etc.

During the internship a student teacher shall work as a regular teacher and participate in all the school activities including planning, teaching and assessment, interacting with school teachers community members and children. Before teaching in a classroom the student teacher will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims organization and management the life of a teacher.

School internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities. Teacher disposition, Sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools Student teacher are to be actively engaged in teaching at two levels namely upper, primary and secondary. They should be provided opportunities to teach in govt. and private school with systematic supervisory support and feedback from faculty. Internship in school to be done for a minimum duration of 15 weeks. This should include an initial face of one week for observing a regular class room with a regular teacher and would also include peer observation, teacher observation and observation of interns lesson by faculty. It is important that the student teacher consolidate and reflect on their teaching experience during and after school internship programme. Therefore, along with writing reflective journals during the internship programme there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student teacher internship should be conducted preferably in one school for the entire 16 weeks.

Jai Narain Vyas University, Jodhpur. Two year B.Ed. internship programme.

As per J.N.V. University jodhpur two year B.Ed. course comprises of 160 Marks in total with the provision for internship for a period of 28 days for first year and 120 days for second year. The internship scheme prescribed by J.N.V. university is shown in table.

Table 1

Activities	Marks
I year: internship (submitting monthly report on activities performed by student teachers with proper certification). Student teachers should remain present in respective School during the school time.	10
II year: a project report on the various aspect of school where internship was Performed.	50
Viva Voice based on project report	100
Internal Assessment : 60 Marks External (Viva Voice) : 100 Marks	

Conclusion

Internship program is very important in teacher education, so we should make it more fruitful by our serious effort. It should not just completion of teacher education program but it must be for making successful & effective teacher. We have to adopt certain strategies for quality improvement in internship program.

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