

A Study of the M.Ed. Internship Programme Perceived by Student Teacher-Educators

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Abstract

As per the NCTE-2014 Curriculum framework guidelines Internship Programme of the M.Ed. course has been given optimum exposure, various researches and committees has recommended the changes in the internship structure and duration of M.Ed. course for quality professionals in the field of Teacher Education.

In the present paper researchers had made an attempt to analyze the M.Ed. course Internship programme keeping the base as per the guidelines and objectives (NCTE Guidelines 2014).The study was conducted at the P.G. levels. The data was collected by using open ended questionnaire & semi-structure interview of student-teacher educators of Department of Education, Shivaji University, Kolhapur.

The M.Ed. student teacher educators responded that they had actively participated in all activities of the M.Ed. internship programme & they got enriched with various experiences during the internship. The challenges perceived by the most of the student-teacher educators was ‘classroom management’, ‘insufficient time for innovative teaching technique’, ‘long distance from Teacher Education Institution to practicing school’.

Key words: *Internship, Student Teacher Educators, NCTE guidelines 2014*

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Introduction:

Teacher education is the backbone of the education system. As it prepares the teachers for school education and the teacher educators are cultivated developed and educated through the post graduate teacher education programme. Hence it has filtration effect and is interdependent.

As per the NCTE-Guidelines 2014 the aim of Two year M.Ed course internship programme is;
i) to engage the students with field based situation and work in elementary and other levels of education. ii) to provide an opportunity for reflection & writing on the same.

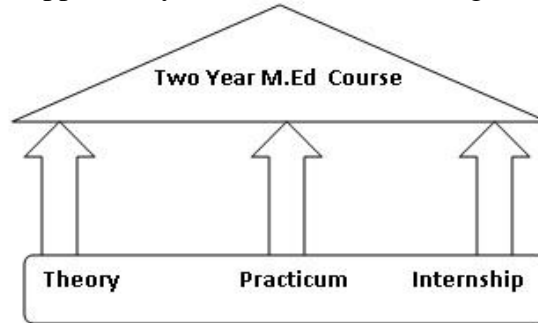


Fig: Two Year M.Ed Course

Internship programme is one of the component of two year M.Ed course. The internship is important for students to develop familiarity with the teacher education colleges to understand routine and practices occurs in the educational institutions. Student manages and participates in the curriculum activities of the colleges. Student very well organizes co-curricular activities for the pupil teachers. Students manage and participate in the administrative functions of the colleges during the internship programme. The broader aim of teacher education programme is to Develop competencies, skills, interest and expectations in prepared for a career in the field of teacher education, as well as to integrate practical experience with classroom instruction for more complete learning process.

Rationale & Need of the Study:

The Two year M.Ed course as per the NCTE-2014 guidelines will soon produce teacher educators & will be the first batch of two year professional course. Teacher education is going through the transforming phase as new changes have been adopted and the consequences need to be analyzed critically. Hence the present study researchers felt to study the Internship programme status & challenges perceived by student teacher educators as the findings or conclusion of the study may give inputs for the future quality teacher education.

Research Question:

What is the status and challenges perceived by the student teacher educators in two year M.Ed. internship programme?

Review of Related Literature:

Dorthy & Blackmore (1968) derived generalization by analyzing 14 representative internship programme i. e. 1) Internship in honorary organized by to provide variety of school experiences. 2) Theoretical course work and problem centered seminar are accompanied the internship and teaching 3) feedback to the interns is provided through extensive use of microteaching and video taping. 4) Significant feature of this programme is extensive personalized supervision. 5) For the most effective integration of theory and practice in internship coordination & cooperation among all stake holders involved is necessary

Nimbalkar, S.J.(2015) in his research paper entitled ‘20 Weeks Internship: Opportunities, Challenges and Measures’ proposed ways to conduct healthy internship programme a) Orientation of all students b) provide internship hand book c) scholarship/stipend for the student d) appointment of teacher incharge / group leader e) arranging guest lecture f) Conduct interview at the end of internship.

Chennath Silaja (2014) explore Insights from literature review on ‘Internship in Pre service teacher Education Programme: A Global perspective’ stated that Indian scenario has been built up from the researcher experience of more than two decade as teacher educator. The model of internship followed in teacher education programme in Finland has also been used to broaden and strengthen the global perspective as finnish the teacher education has been praised for its systematic academic structure and high overall quality.

Statement of the study: A Study of the M.Ed. Internship Programme Perceived by Student Teacher-Educators

Terminologies used in the study:

Internship Programme: In the present study internship programme refers to the mandatory activities suggested by the NCTE-2014 guidelines & M.Ed. two year course syllabus mentioned like school practice lessons, microteaching-guidance, observation, feedback etc.

Perceived: In the present study perceived refers to M.Ed student teacher educators perception with reference to internship components.

M.Ed Student Teacher Educators: M.Ed Student Teacher Educators refers to the students persuing their post graduate degree in Education at Dept. of Education, Shivaji University, Kolhapur

Objectives of the study:

1. To analyze the Two year M.Ed. curriculum with reference to Internship programme.
2. To study the internship programme perceived by the M.Ed. student teacher educators

3. To identify the challenges perceived by the teacher educators during M.Ed. course.

Scope of the Study:

The present paper will be helpful to know more about the Two year Internship programme activities & challenges perceived by the M.Ed. student teacher educators during internship programme.

Delimitations of the study:

The present study was delimited to the perception of M.Ed student teacher educators studying in Department of Education in Shivaji University, Kolhapur of the year 2015-17.

Research Methodology:

For the present study to achieve the objectives the qualitative & quantitative approach was adopted,

1. Qualitative- Content analysis of M.Ed two year course curriculum
2. Quantitative- Survey

Sample of the Study:

The sample of the study were all (16) M.Ed student teacher educators from Department of Education, Shivaji University, Kolhapur.

Researchers Made tool and technique

For the present study researchers had prepared;

- 1) Semi structured open ended questionnaire for student teacher educator
- 2) Unstructured Interview for the student teacher educators.

Data Collection

The data was collected with the prior permission of the Head and the open ended questionnaire was administered followed by personal interviews of student teacher educators.

Analysis and Interpretation of the data:

The data collected was analyzed with the help of statistical analysis i. e. percentage. Qualitative Analysis was done using coding of the data.

Objective wise conclusion:

Objective No.1. To analyze the Two year M.Ed. curriculum with reference to Internship programme.

Table No. 1.

To analyze the Two year M.Ed. curriculum with reference to Internship programme.

Semester	Components of the Internship in M.Ed. Curriculum	Duration	Total percentage of Internship in whole curriculum
Semester – II, III	Internship- Teacher Education	68 hours (Two weeks in whole semester)	204 Hours (8%)
	1) Conducting Lectures in D. El .Ed. and B.Ed. Colleges		
	2) Observation of Lecture of Student-Teacher/ Teacher Educator Participation in the Activities conducted in the D. El. Ed. / B.Ed. Colleges		
	3)Guidance, Observation and Feedback for Practice Teaching		
	4)Administration, Scoring and interpretation of Psychological Test		
	5)Organization of any one activity in D. El .Ed. /B.Ed. College		
	6)Visit to In-service Training Centre/ SCERT / Text Book Bureau		
	7)Observation of In-service Teacher Education Programme		
8)The student is required to prepare separate reports of all the sub-components of Internship- Teacher Education as mentioned above			
Semester- III and IV	Internship- Specialization Elementary / Secondary & Senior Secondary Education	34 hours (one week) + 102 hours (Three weeks)	
	I) One week internship will be in the respective School for observation of school practices, conducting the interviews of Head Masters and Experienced Teachers.		
	II) 1) Observation of all types of school records.		
	2) Conducting one Lesson using Innovative Teaching Technique		
	3) Preparation and Administration of any two innovative evaluation techniques at school level.		
	4) Participation in any Art Education / Physical Education / Work experience programme. at school level.		
	5) Conducting one constructivist Lesson at school level.		
	6) Preparation & use of curricular material resources for development of values attitude / higher level thinking.		
7) Preparation of remedial programme for low scorers.			

Observation and Interpretation:

From the above table No.1 it is observed that Department of Education, Shivaji University, Kolhapur Two Year M.Ed. Internship Programme is divided into two parts. For the Part –I 68 hours has been allocated for the Teacher Education Internship & it has to be completed and allotted as 68 hours for within semester –II & III. While Part-II contains the Elementary and Secondary school Specialization Internship and allotted 136 hours time period in Semester-III & IV. The M.Ed. Internship programme has allotted 8% of time period in whole Two year M.Ed. curriculum.

Objective No. 2 To study the internship programme perceived by the M.Ed. teacher educators.

Table No. 2

Part-I (Teacher Education)

Internship- Teacher Education Components	Responses of student teacher educators for the internship components	Percentage (%)
Conducting Lectures in D. El .Ed. and B.Ed. Colleges	Improvement in pedagogical content knowledge	96 %
	Improvement in stage daring while classroom teaching	80 %
Observation of Lecture of Student-Teacher/ Teacher Educator Participation in the Activities conducted in the D. El. Ed. / B.Ed. Colleges	Helpful for received feedback for the classroom behavior of the student teacher educator	96 %
	Got opportunity to observe new teaching techniques, strategies, ideas & resources	80 %
	Got experience to understand the teaching, skills, competencies & performance of the teacher educators	64 %
Guidance, Observation and Feedback for Practice Teaching	Got experience to give guidance , observation & feedback about all microteaching skills to the pupil teacher	96 %
Administration, Scoring and interpretation of Psychological Test	Gain detail knowledge about procedure of psychological testing	80 %
Organization of any one activity in D. El .Ed. /B.Ed. College	Got opportunity and knowledge about organization of exhibitions in schools/colleges	100 %
Visit to In-service Training Centre/ SCERT / Text Book Bureau	Get knowledge about the administration and work of the DIET institute	96 %
Observation of In-service Teacher Education Programme	Get opportunities for observation of In-service Teacher Education Programme	96 %

The student is required to prepare separate reports of all the sub-components of Internship- Teacher Education as mentioned above	Prepared reports of all the activities conducted in internship Learned the format of documentation and the activities	100 %
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Observation & Interpretation:

1. Conducting lectures in D.El.Ed/ B.Ed. colleges:

Most (96%) & (80%) of the M.Ed. student teacher educators responded that the conducting lectures in D.El.Ed/ B.Ed colleges activity is helpful for improvement in pedagogical content knowledge and stage daring while classroom teaching of the M.Ed. student teacher educators.

2. Observation of Lecture of Student-Teacher/ Teacher Educator Participation in the Activities conducted in the D. El. Ed. / B.Ed. Colleges:

Most (96% & 80 %) of the student teacher educators responded that the observation of lecture of teacher educators participation in the activities conducted in D.El.Ed/ B.Ed college activity is helpful for received feedback for the classroom behavior of teacher educators and ' got opportunity to observe new teaching techniques, strategies, ideas & resources. Majority (64%) of the student teacher educators responded that from this internship activity got experience to understand the teaching skills, competencies and performance of the student teacher educators.

3. Guidance, Observation and Feedback for Practice Teaching

Most (96%) of the student teacher educators responded that they had got experience to give guidance, observation & feedback about all microteaching skills to the student teacher educators.

4. Administration, Scoring and interpretation of Psychological Test:

Most (80%) of the student teacher educators responded that the Administration, scoring & interpretation of psychological test activity gave them the detail knowledge about the Psychological Testing and it will helpful for them in future psychological testing.

5. Organization of any one activity in D. El .Ed. /B.Ed. College:

All (100%) student teacher educators responded that they had organized the Exhibition activity in school and the activity had enhanced organization skills and will be helpful in future.

6. Visit to In-service training centre:

Most (96%) student teacher educators responded that they got enriched with knowledge about administration and work culture of the DIET Institute.

7. Observation of In service Teacher Education Programme:

Most (96%) student teacher educators responded that they had got opportunities for observation of in service teacher education programme.

8. The student is required to prepare separate reports of all the sub-components of Internship- Teacher Education as mentioned above

All (100%) student teacher educators responded that they had prepared reports of all the activities conducted in internship and from the report writing activity they learned the format of documentation and the activities.

Table No. 3

Part-II Elementary and Secondary Education Specialization Internship Programme

Specialization Internship component	Teacher Educators Experiences/ What they Learned	Percentage (%)
1) One week internship will be in the respective School for observation of school practices, conducting the interviews of Head Masters and Experienced Teachers.	experienced the real roles of the teacher	96 %
	got aware of the real situation of school and real challenges of the teacher.	80 %
2) Observation of all types of school records.	Got cognizance of school records by observing types of school records	96%
3) Conducting one Lesson using Innovative Teaching Technique	Got enriched with knowledge and experience about innovative teaching technique e.g. Brain storming, activity based learning, concept mapping. Etc	96 %
4) Preparation and Administration of any two innovative evaluation techniques at school level.	Got knowledge about innovative evaluation technique e.g. storytelling, puzzles, concept mapping etc.	80 %
5) Participation in any Art Education / Physical Education / Work experience programme at school level.	Got knowledge about the Social Useful Productive Work-Envelope preparation	80 %
6) Conducting one constructivist Lesson at school level.	Get enriched with experience of preparation of constructivist lesson plan & actual constructivist based lesson	96 %

7) Preparation & use of curricular material resources for development of values attitude / higher level thinking.	Enriched with knowledge about the preparation & actual use of curricular material resources for teaching	100 %
8) Preparation of remedial programme for low scorers.	Learned the preparation & analysis of diagnostic testing and development and implementation of remedial programme.	100 %

Observation & Interpretation:

1. One week internship will be in the respective School for observation of school practices, conducting the interviews of Head Masters and Experienced Teachers.

Most (96% & 80%) of the student teacher educators responded that they have experienced the real roles of the teacher also most of the teacher educators got aware of the real situation of school and real challenges of the teacher.

2. Observation of all types of school records.

Most (96 %) of the student teacher educators responded that got cognizance of school records by observing types of the school records.

3. Conducting one Lesson using Innovative Teaching Technique

Most (96%) of the student teacher educators responded that they got enriched with knowledge and experience about innovative teaching technique e.g. Brain storming, activity based learning, concept mapping. etc

4. Preparation and Administration of any two innovative evaluation techniques at school level.

Most (80%) of the student teacher educators responded that they had got knowledge about innovative evaluation techniques e.g. story completing, puzzles, concept mapping etc.

5. Participation in any Art Education / Physical Education / Work experience programme at school level.

Most (80%) of the student teacher educators responded that they have got the knowledge about the social work experience programme (SUPW) i.e. envelop preparation.

6. Conducting one constructivist Lesson at school level.

Most (96%) of the student teacher educators responded that they had got enriched with experience of preparation of constructivist lesson plan & actual teaching of constructivist based lesson

7. Preparation & use of curricular material resources for development of values attitude / higher level thinking.

All (100%) student teacher educators responded that they had enriched with knowledge about the preparation and actual use of curricular material resources for teaching.

8. Preparation of remedial programme for low scorers:

All (100%) student teacher educators responded that from the preparation of remedial programme for low scorer's activity they had learned the preparation of the diagnostic test, analysis of the diagnostic test and preparation of remedial programme. And this activity knowledge will helpful for them for diagnostic and development of remedial programme for their classroom students.

Objective No. 3. Challenges faced by the teacher educators during Internship

Table No. 4

Challenges faced by the teacher educators during Internship

Challenges	percentage
Classroom Management	100%
Long Distance of Practicing school	100%
Insufficient Time for Teaching with innovative technique	96%
students Lack of attention in classroom	100 %

Observation & Interpretation:

- 1) All (100 %) student teachers educators found ' classroom management' is a challenge while conducting lectures in classroom. 2) All (100%) of the teacher educators found ' long distance of practice school' is a challenge while conducting internship. 3) Most (96%) of the student teacher educators found ' insufficient time for teaching with innovative technique' is a challenge in internship. 4) All (100%) of the teachers educators found 'students lack of attention in classroom' is a challenge while conducting lectures in classroom.

Findings:

1. M.Ed Two year course have three components i.e. Theory, Practicum & Internship. With reference to the internship the weightage is 8% with reference to overall two year course curriculum.

2. Most of the M.Ed. student teacher educators responded that the conducting lectures in D.El.Ed/ B.Ed colleges activity is helpful for improvement in pedagogical content knowledge and stage during while classroom teaching of the M.Ed. teacher educators.
3. Most of the student teacher educators responded that the observation of lecture of teacher educators participation in the activities conducted in D.El.Ed/ B.Ed college activity is helpful for received feedback for the classroom behavior of student teacher educators and 'got opportunity to observe new teaching techniques, strategies, ideas & resources.
4. Majority of the student teacher educators responded that this internship activity is got experience to understand the teaching skills, competencies and performance of the teacher educators.
5. Most of the student teacher educators responded that they had got experience to give guidance, observation & feedback about all microteaching skills to the student teacher educators.
6. Most of the student teacher educators responded that the Administration, scoring & interpretation of psychological test activity gave them the detail knowledge about the Psychological Testing and it will helpful for them in future psychological testing.
7. All student teacher educators responded that they had organized the Exhibition activity in school/college and this activity organization knowledge will helpful in future
8. All student teacher educators responded that they had prepared reports of all the activities conducted in internship and from this report writing activity they learned the documentation of the activities.
9. Most of the student teacher educators responded that they were experienced the real roles of the teacher also most of the student teacher educators got aware of the real situation of school and real challenges of the teacher.
10. Most of the student teacher educators responded that got cognizance of school records by observing types of school records.
11. Most of the student teacher educators responded that they got enriched with knowledge and experience about innovative teaching technique e.g. Brain storming, activity based learning, concept mapping. etc
12. Most of the student teacher educators responded that they had got knowledge about innovative evaluation techniques e.g. story completing, puzzles, concept mapping etc.
13. Most of the student teacher educators responded that they have got the knowledge about the work experience programme i.e. Envelope preparation.
14. Most of the student teacher educators responded that they had got enriched with experience of preparation of constructivist lesson plan & actual teaching of constructivist based lesson

15. All student teacher educators responded that they had enriched with knowledge about the preparation and actual use of curricular material resources for teaching.
16. All student teacher educators responded that from the preparation of remedial programme for low scorers activity they had learned the preparation of the diagnostic test, analysis of the diagnostic test and preparation of remedial programme. And this activity knowledge will helpful for them for diagnostic and development of remedial programme for their classroom students.
17. All of the student teachers educators found 'Management of classroom' is a challenge while conducting lectures in classroom.
18. All of the student teacher educators found 'long distance of practice school' is a challenge while conducting internship.
19. Most of the student teacher educators found 'insufficient time for teaching with innovative technique' is a challenge in internship.
20. All of the student teachers educators found 'students lack of attention in classroom' is a challenge while conducting lectures in classroom.

Conclusion:

From the above the finding it is concluded that as 1) M.Ed Two year course have three components i.e. Theory, Practicum & Internship. With reference to the internship the weightage is 8% with reference to overall two year course curriculum. 2) M.Ed internship programme had help to boost the confidence of the student teacher educators. 3) Internship programme is helpful to gain feedback about the classroom behavior of student teacher educators and 'got chance to observe new teaching techniques, strategies, ideas & resources. 4) M.Ed. internship programme was helpful to enriched student teacher educators with knowledge and experience of innovative teaching technique like Brain storming, activity based learning, etc. and innovative evaluation technique like story completing, puzzles, concept mapping etc. 5) The challenges perceived by student teacher educators were 'classroom management', 'long distance of practice school', 'insufficient time for innovative teaching technique' 'students lack of attention in classroom'.

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