

# *Chapter 1*

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## *Conceptual Framework*

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# CHAPTER 1

## CONCEPTUAL FRAMEWORK

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### 1.0 Introduction

Education is the most essential instrument for changing society. It helps to become active community members and develops the confidence to express views on ongoing changes and developments. Education is the key to increasing economic efficiency and social consistency. It is crucial to any country's social, economic, and political development. Educated people have a greater chance to contribute to their community, and their decisions influence globalization. The progress of any country is dependent on its educational system. The Education Commission (1964-66) also considered education as an instrument in national development through self-sufficiency, economic growth, political development, and social and national integration. The American Commission on Teacher Education (1946) rightly observed, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively. However, in a critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher". It is also felt that teachers have a crucial role in providing education. Teachers are responsible for providing needed skills and developing positive attitudes to future citizens, who are called nation-builders.

A teacher is the backbone of the education system, the maker of humankind, and the architect of society. The Curriculum Framework for Quality Teacher Education (CFQTE, 1998) also stated that the teacher is the most essential element in any educational programme. It is the teacher who is mainly responsible for the implementation of the educational process at any stage. It shows that preparing teachers to be skilled and competent is imperative. According to the National Curriculum Framework for Teacher Education (NCFTE, 2009), "A teacher needs to be prepared with the needs and demands arising in the school context, to engage with questions of school knowledge, the learner, and the learning process. The teacher must be equipped not only to teach but also to understand the students and the community of parents so that children are regular in schools and learn." A nation is built by its citizens, citizens are moulded by teachers, and teacher educators make teachers.

The National Policy on Education (1986) has rightly stated, "The status of the teacher reflects the socio-cultural ethos of society; it is said that no people can rise above the level of its teachers." The success of any education system largely depends upon the quality of teachers available to it. Again, the quality of teachers relies on the quality of the teacher education programme that moulds them. So, for the country's development, it is imperative to have good teachers. Good teachers can be produced with a sound teacher-education system and dedicated and efficient teacher-educators. Teacher educators play multiple roles such as teaching, evaluating, communicating, guiding, and counselling the students; organizing co-curricular activities; encouraging students to participate in community programmes; and providing diagnosis and remediation. It presents a holistic picture of the responsibilities that a student teacher has to learn to be a teacher. If student-teachers can be given the proper training to become teachers, the nation can be developed. So, the teacher education programme should be strengthened.

### **1.1 Teacher Education**

The National Council for Teacher Education (NCTE) has defined teacher education as A programme of education, research, and training of persons to teach from pre-primary to higher education levels. Teacher education encompasses teaching skills, sound pedagogical theory, and professional skills. Through foundation courses, student-teachers understand education's philosophical, sociological, and psychological background. The pedagogical approach explains the art and science of teaching through principles of curriculum development, organization of co-curricular activities, and guidance programme for improving classroom practices. Student-teachers apply the pedagogies in an actual field and develop professional skills. Thus, teacher education programme develops teacher proficiency and competence. Teacher Education provides opportunities to understand educational principles and practices. Student-teachers get hands-on experience and enhance their teaching skills. These experiences help them to understand the nature of the teaching profession and improve student learning and the quality of the education system.

#### **1.1.1 History of Teacher Education in India**

After the independence of India, the first commission, the University Education Commission (1948-49), observed that the theory papers offered in the various teacher-training colleges remained the same. However, there were many differences in the practices that they followed them. The number of supervised lessons varied from ten to

sixty, and the type of practice teaching and student teaching varied from one to another. It also observed that the training colleges lacked basic orientation in the essentials.

The first conference of Training colleges was held in 1950 and discussed the programmes and functions of training colleges. Later, the second All India conference was held in 1951 and suggested the substitute term "Education" for "Training." The syllabi of teacher education were revised, new areas of specialization were added, and practical work was improved. There was a spurt of workshops, seminars, and conferences on teacher education.

The Secondary Education Commission (1952-53) analyzed the problems of teachers and the training programme and emphasized teachers. So, it was suggested that there need to be two types of institutions, firstly for those who have completed the school leaving certificate, for whom the training period will be two years, and secondly for graduates, whose training period is currently one academic year but could be extended to two academic years as part of a long-term programme. The All-India Council for Elementary Education was formed in 1957, and the National Council of Educational Research and Training (NCERT) was established in 1961. The State Institutes of Education were established in 1964, and a Department of Teacher Education was established at the National Institute of Education.

The Education Commission (1964-66) observed that a good professional education programme for teachers was essential for the qualitative improvement of education. An M.A. degree in Education was introduced in some universities, such as Aligarh, Kurukshetra, and Kanpur. Some Universities also introduced summer schools and correspondence courses to meet the backlog of untrained teachers.

According to the National Policy on Education (1986), training schools were upgraded to District Institutes of Education and Training (DIETs), and training colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). Provisions for research and innovation were made in IASE. By 1998-99, there were 45 DIETs, 76 CTEs, and 34 IASEs, but the impact of all these on teacher education for quality improvement was very marginal.

National Council for Teacher Education (NCTE) came into effect on 17<sup>th</sup> August 1995 for the planned and coordinated development of the teacher education system across the country. The All-India Council for Secondary Education was established. The statutory NCTE further developed a Curriculum Framework (1998) to provide guidelines regarding the content and methodology of teacher education. As a result of

this, many universities and state governments revised the courses of teacher education programme.

National Curriculum Framework (NCF, 2005) observed that teacher education programmes trained teachers to adjust to a system in which education is seen as the transmission of information. Large-scale recruitment of teachers diluted the teacher's identity as a professional. Existing Teacher education programmes neither accommodated the emerging ideas in context and pedagogy nor addressed the issue of linkages between school and society. There was little space for engagement with innovative educational experiments. It recommended that teacher education programmes should consider introducing peace education as an optional subject of study. Critical pedagogy has to be practiced in all dimensions of teacher education. Teacher education programmes must provide the space for engagement with issues and concerns of contemporary Indian society, its pluralistic nature, and issues of identity, gender, equity, livelihood, and poverty.

The overall number of teacher education institutions increased from 2051 TEIs in 2000 to 4550 TEIs in 2005. The number increased to 11712 TEIs in 2010, followed by 15013 TEIs in 2015, reaching 16754 TEIs in 2020, and slightly decreased to 16333 TEIs in 2022. Additionally, the specific education programmes or courses—B.EL.Ed., B.Ed., and B.P.Ed.—consistently grew in their numbers yearly. For example, the B.Ed. (Bachelor of Education) courses increased from 819 in 2000 to 2182 in 2005. The number increased to 6363 B.Ed. Courses in 2010, then further to 7966 in 2015, 9634 in 2020, and slightly dropped to 9361 B.Ed. Courses in 2022. Similarly, the B.EL.Ed. (Bachelor of Elementary Education) programmes increased from 2 in 2000 to 9 in 2005, rising further to 17 in 2010 and significantly increasing to 106 B.EL.Ed. Courses in 2022. Moreover, the B.P.Ed. (Bachelor of Physical Education) courses also increased from 148 in 2000 to 252 in 2005. The number continued to increase to 518 in 2010, rose from 564 in 2015 to 633 in 2020, and decreased slightly to 632 in 2022. (NCERT Annual Report)

NCFTE (2009) also mentioned the number of 104 Colleges of Teacher Education (CTEs) and 31 Institutes of Advanced Studies in Education (IASEs) received approval and were operational in December 2009. Out of 599 districts of the country, District Institutes of Education and Training (DIETs) were established in 571 districts, although only 529 were operational. 42 DIETs had not yet reached operational status. The lack of qualified professors was the most significant issue affecting DIETs. As market forces

took over, teacher education institutions grew exponentially in most regions because demand far exceeded supply. Teacher education had become a successful business venture due to the growing demand for qualified instructors and the perception that training certification was collateral against future unemployment. Additionally, it caused a massive mushrooming of institutions dedicated to teacher education.

Recently the National Education Policy (NEP, 2020) also stated that "the quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards." It also recommended that "all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030 since they will have to offer the 4-year integrated teacher preparation programme".

The post-independent era is when teacher education began to grow. Teacher education has increased in both quantitative and qualitative aspects.

## **1.2 Objectives of Teacher Education**

It has been remarked, "If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family; if you educate a teacher, you educate the whole community".

According to NCFTE (2009), the specific objectives of Pre-service Teacher Education are:

1. To enable prospective teachers to understand secondary education's nature, purpose, and philosophy.
2. To develop an understanding of the psychology of their pupils among teachers.
3. To enable them to understand the process of socialization.
4. To equip them with competencies relevant to stage-specific pedagogy curriculum development, transaction, and evaluation.
5. To enable them to make the pedagogical analysis of the subjects they will teach in the second stage.
6. To develop skills for guidance and counselling
7. To enable them to foster creative thinking among pupils to reconstruct knowledge.
8. To acquaint them with factors and forces affecting the educational system and classroom situation.
9. To acquaint them with the educational needs of particular groups of pupils.
10. To enable them to utilize community resources as educational inputs.
11. To develop communication skills and use the modern information technology.

12. To develop aesthetic sensibilities.

13. To acquaint them with research in education, including action research.

From the above objectives, a teacher education programme develops skills, communication skills, aesthetic sensibilities, and skills for using ICT. It enables student-teachers to understand the philosophy of secondary education, the psychology of students, the socialization process, and the pedagogical analysis of the subjects. It acquaints student-teachers with the educational needs of special children, action research, and factors that affect the classroom and education.

**The following are the objectives of Teacher Education at the Higher Secondary stage mentioned by Mangala (2010), Student-teachers:**

1. Understand the nature and objectives of higher secondary education and objectives specific to study subjects at this stage.
2. Understand the logical structure and methodology of the discipline.
3. Develop proficiencies in the pedagogical analysis of content and planning of units and sequence of instruction in the discipline concerned.
4. Develop communication skills, especially for effective expository verbal and nonverbal presentation teaching.
5. Develop proficiency in organizing interactive teaching, group discussion, work groups, individual projects, library-based and other supported self-learning activities, and tutorials.
6. Develop attitudes and proficiency for organizing and facilitating students' inquiry, discovery, active information processing, and self-appropriation.
7. Gain Knowledge, and develop attitude and skills that are necessary for offering guidance and counselling services on students' educational, occupational, and personal problems.
8. Develop an ability to structure learning situations to foster self-directed learning.
9. Understand the bio-psycho-social needs of the adolescent.

Teacher education programme develops proficiency in pedagogical analysis of content and in organizing interactive teaching, communication skills, skills for offering guidance and counselling services, and the ability to foster self-directed learning. Student-teachers understand the nature of higher secondary education, the objectives of subjects, the logical structure of discipline, and the bio-psycho-social needs of the adolescent.

### **1.3 Need and Importance of Teacher Education**

Teacher education is essential for teachers to plan and organize learning resources. Teacher education helps the student-teachers to use teaching-learning resources from the environment, community, and media. It makes them to understand the psychology of their students in schools and accordingly identify the suitable teaching methods for the students, such as projects, discussion, and assignment methods. Student-teachers can learn to interact effectively during classroom teaching to promote individual and group learning. Student-teachers will become competent to cater to the special needs of disabled and gifted children. Student-teachers will be competent enough to guide students in solving their academic and personal problems. They can develop the quality to organize community programme activities. Student-teachers will become proficient in developing qualities of democratic citizenship and social skills such as tolerance, concern for others, cooperation, and responsibility in the student. Teacher education educates the student-teachers in evaluating the learning outcomes by planning and conducting appropriate techniques of continuous comprehensive evaluation. Student-teachers can develop the skills of planning and organization of various programme. They can develop a good command over the subject matter and skills in schools. Teaching is not only to tell or impart knowledge of the subject to others, but the main aim of teaching is the wholistic development of the children.

There are many things to be taught to teachers, such as teachers' responsibilities and duties, classroom management, administrative work, and skills through systematic training. For systematic training, teaching skills require more practice. The practice is possible when the student-teachers are experienced in real classroom situations. Thus, the primary focus is now on the two-year B.Ed. programme where the internship duration has been made of twenty weeks. The twenty-week internship in two years B.Ed. programme has been made due to recommendations given by various commissions and committees on education. The recommendations were about the duration of B.Ed. programme, duration of practice teaching, and quality of training programme.

### **1.4 Recommendations of Different Commissions and Policies on Teacher Education**

Over a period of time, many commissions and policies have given recommendations for increasing the training period.



The duration of the training programme was suggested for two years after high school and one year for graduates; a close link between theory and practice and practicing schools attached to each college was recommended (Government of India Resolution on Education Policy, 1904). Teachers from rural areas were suggested to be inducted by persons close to rural society (Hartog Committee, 1929). The duration of training should be three years to enable the student-teachers to continue with general education and professional training (Abbott Wood Report, 1937). The training programme should be two years after high school and a three-year course for the senior basic schools. The first year of the two years of training should be devoted to studying general and professional subjects. It should be supported by school visits, discussions, and other experiences to kindle the trainee's interest in education (Sargent Report, 1944). The course should be remodeled, more time should be given to school practice and more weightage should be given to practice in assessing the student's performance; suitable schools should be used for practical training (University Education Commission, 1948-49). A graduate teacher should be trained in teaching methods in at least two subjects. Practical training should not consist only of practice in teaching, observation, demonstration, and criticism of lessons. However, it should include such subjects as construction and administration of the scholastic test, organization of the supervised study and students' societies, conducting library periods, and maintaining cumulative records (Secondary Education Commission, 1952-53). Practice teaching for teachers under training should be organized in active collaboration with selected schools named cooperating schools, and a special grant for equipment and supervision was to be given to them. Periodic exchange should be arranged between staff of these cooperating schools and teachers of training institutions. Student Teaching should be provided in two stages. The objective of the first stage should be to orient the student-teachers to the entire school situation and initiate them into actual teaching. They should know the kind of service provided in the school library, the workshop, the art room, and on the playground, as well as the roles played by teachers of different subjects and the career master or the counselor. The objective of the second phase should be to enable them to do continuous teaching for a specified period of at least eight weeks under actual school conditions by working as a teacher in a selected school (Education Commission, 1964-66).

The duration of the training course should be four years after senior secondary and a five-year course leading to graduation. Practice teaching should be replaced by the word

"Internship." The B.Ed. programme should be extended by two summer months, having a total of 220 days in a session with longer working hours, expressing the concern over the poor quality of teacher education (National Commission on Teachers-I, 1983-85). The duration of B.Ed. programme should be one year after graduation or four years after higher secondary. The contents of the programme should be restructured to ensure its relevance to the changing need for school education (National Policy on Education, 1986; Yashpal Committee, 1993). The pre-service teacher preparation curriculum should be relooked at, and despite it being revised, new concerns and issues should be incorporated therein (National Curriculum for School Education, NCERT, 2000). Apart from conceptual and pedagogical aspects, the existing programme must develop certain attitudes, dispositions, habits, and interests in a teacher (National Curriculum Framework, 2005). Thus, the recommendation emphasized on increasing the duration of the overall teacher education programme, the duration of practice teaching in the school, and the attributes to be developed in the newly trained teachers.

The commission pointed out the poor quality of the training provided in teacher education institutions (Calcutta University Commission, 1917). Too little time was given to practice teaching, and too little weight was given to practice assessing the student's performance (University Education Commission, 1948-49). Student-teachers were required to give a specified number of isolated lessons during the practice teaching; many lessons were often supervised or ill-supervised. The duration of practice teaching varied from two to six weeks (Education Commission, 1964-66). The duration of the B.Ed. was too short. There was no involvement of student-teachers in the working of the schools. There was a lack of reflection on observation and experiences by the student-teachers (National Commission on Teachers-I, 1983-85). The teacher Education Programme was theory-oriented. It was isolated from the schools, colleges, universities, and community, and the duration of the practice teaching was not adequate. There was no relevance to the teaching material prepared by student-teachers in school. Demonstration or Model schools were not controlled by the College of Education. An internship model for 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 skills by practice over a period of time (National Policy on Education, 1986). Teacher Education Programmes provided little scope for student-teachers to reflect upon their experiences. There was no opportunity for teachers to examine their biases and beliefs and reflect on their experiences as part of classroom

discourse and inquiry. Repeated practice teaching a specified number of isolated lessons was considered a sufficient condition for professional development. Pre-service training programmes must be more comprehensive and lengthier, incorporating sufficient opportunities for observing children and integrating pedagogic theory with practice through school internship. (National Curriculum Framework, 2005). The existing internship concept of teaching needs to be reformulated. Internship should focus on the methodology of school improvement instead of 40 or 50 lessons. There is a need for a more extended duration school attachment programme (for example, 5 to 6 months) in one year B.Ed. programme (Curriculum Framework for Teacher Education, 2006).

The above commissions and committees' recommendations also reflected the loopholes in the teacher education programme. However, the NCFTE (2009), Justice Verma Commission (2012), and Poonam Batra Committee (2014) focused mainly on teacher education curriculum and duration for school-related practical training.

#### **1.4.1 National Curriculum Framework for Teacher Education (2009)**

It was observed that the teaching practice was usually of short duration, not more than five to six weeks, and that too piece-meal in approach. Foundational knowledge, pedagogic understanding, and perspective and skill inputs were expected to be integrated and applied during this period. Lack of sufficient time for learning either the conceptual or the skill components of teaching and manifesting them in the individual's performance was also observed. Due to the scarcity of time, lessons were planned with virtually no reflection on the content of the subject matter and its organization. It also observed that theory dominates the curriculum. Practice teaching continues to suffer from inadequacies of different kinds, such as following a mechanical routine (observation, micro-teaching, teaching practice, and examination), operating with rigid lesson plan formats, inadequate mentoring, and supervision, exhibiting no original thinking, and lacking variety and context specificity in teaching. There was no attempt towards comprehensive, qualitative evaluation covering professional attitudes and values and a sustained engagement with schools. The significant drawbacks of the current model of practice teaching were:

1. Current practices in teacher education took the school curriculum and textbooks as 'given' and trained teachers to adjust to the needs of the existing school system through fastidious planning of lessons in standardized formats, that fulfilled the ritual of delivering the required number of lessons.

2. The repeated 'practice' in teaching a specified number of isolated lessons was a sufficient condition for professional development.
3. There was no opportunity for teachers to examine their biases and beliefs and reflect on their experiences as part of classroom discourse and inquiry.
4. Theory courses had no clear articulation with practical work and ground realities.
5. The evaluation protocol was too theoretical, excessively quantitative, and lacked comprehensiveness.

As a result, most products of teacher education programmes neither imparted proficiency in general pedagogic skills nor helped in reflecting on the subject content of school texts. NCFTE (2009) recommended that teacher education must engage with theory and field experiences to help student-teachers view knowledge not as external to the learner but as something actively constructed during learning. For this, it recommended the training of student-teachers in organizing learner-centered, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work, and developing potential teachers' social sensitivity, consciousness, and finer human sensibilities were also recommended. The following are recommendations for the School Internship programme.

The school internship should be 6-10 weeks for a two-year B.Ed. programme. The first week of the internship should be spent observing a regular classroom with a regular teacher. Student-teachers should develop unit plans and classroom-based research projects, maintain reflective journals, and create teaching-learning resources in the Internship schools. The internship was recommended to be a partnership model with the school rather than a model of practice teaching during which the trainees merely 'use' the school for their formal degree requirements.

#### **1.4.2 Justice Verma Commission (2012)**

Justice Verma Commission (2012) observed that the one-year teacher education programmes offered ritualistic exposure to fragmented knowledge, which was neither linked to the larger aims of education and disciplinary knowledge nor the ground realities of classroom practice. Student-teachers studied children's development, but the knowledge remained unconnected from the course on the methodology of teaching specific subjects. The Teacher Education programme curriculum did not effectively engage student-teachers with subject knowledge. School experience, based on the model of 'practice teaching,' provided piece-meal experiences of functioning as a

teacher because teaching was ‘practiced’ as a mechanical delivery of a given number of lessons rather than reflective practice. Student-teachers spent hours decorating their lesson plans rather than reading and reflecting on what to teach, why, and how to teach. This commission recommended increasing the duration of teacher education and redesigning the entire teacher education programme. It recommended that a teacher education institution have a dedicated school attached to it as a laboratory.

#### **1.4.3 Poonam Batra Committee (2014)**

It recommended that the duration of the school internship should be 16 weeks for a two-year B.Ed. Programme includes an initial phase of one-week classroom observation of a regular teacher and later should have peer observations, teacher observations, and faculty observations for the practice teaching lessons. It was recommended that the internship should be conducted in two phases. The first year would include four weeks of orientation, one week dedicated to classroom observations, one week for community experiences, and two weeks for unit planning and teaching in opted-teaching subjects. During the second year of school internship, student-teachers have to spend 12 weeks teaching at the secondary and senior secondary level in the school. Four continuous days of a week were to be spent teaching, and the remaining two days were spent on planning, developing materials, reflective journal writing, and interacting with faculty at the institute. One teaching faculty should support a maximum of 7 students in a school for feedback, support, guidance, and assessment. NCFTE (2009), JVC (2012), and PBC (2014) observed the insufficient duration of practical training in one year B.Ed. Programme. Hence, it was suggested that student-teachers should be engaged in school internship for extended periods. The increase in the duration of the school internship programme aspires to the interns’ development of professional skills, personal skills, and knowledge.

Due to the recommendation of many commissions and policies, NCTE (2014) changed the structure of the teacher education programme, added new subjects, and introduced the new concept of ‘internship.’ Following are the norms and standards laid by NCTE (2014) for two years B.Ed. Programme.

### **1.5 NCTE (2014) – Norms and Standards for B.Ed. and for the SIP**

#### **1.5.1 Duration**

The B.Ed. Programme shall be two academic years, and it can be completed within a maximum of three years from the date of admission to the programme.

### **1.5.2 Working Days**

There shall be a minimum of two hundred working days each year, excluding the periods of examination and admission. The institution shall operate for at least thirty-six hours per week, during which the physical presence of all teachers and student-teachers is required to ensure their availability for advice, guidance, dialogue, and consultation. The minimum attendance requirement for student-teachers shall be 80% for all coursework and practicum and 90% for school internship.

### **1.5.3 Curriculum**

The curriculum for the B.Ed. programme shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge, and communication skills. The programme shall consist of three primary curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field. The courses within these curricular areas will be based on a close reading of original writings, seminar and term paper presentations, and continuous involvement in fieldwork. The delivery of the course content shall employ a diverse range of approaches, including case studies, discussions in reflective journals, observations of children, and interactions with the community across various socio-cultural settings. Additionally, Information and Communication Technology (ICT), gender studies, yoga education, and disability/inclusive education will be integral components of the B.Ed. Curriculum.

#### **(I) Theory Course**

##### **(a) Perspectives in Education**

Perspectives in education shall include courses in the study of childhood, child development, and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education.

##### **(b) Curriculum and Pedagogic studies**

Courses in curriculum and pedagogical studies shall include aspects of the language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner and a course on the theoretical perspectives on assessment for learning.

## **(II) Engagement with the Field/Practicum**

The B.Ed. Programme shall facilitate sustained engagement with the self, the child, the community, and the school, operating at various levels while establishing close connections between distinct curricular areas. This particular curricular area will play a pivotal role in bridging those mentioned above two broad curricular domains through its three essential components:

- (a) Tasks and assignments that run through all the courses
- (b) School Internship
- (c) Courses on enhancing professional capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall incorporate field engagement through various tasks and projects involving the community, the school, and the child, both within and outside the school environment. These tasks and projects may encompass collaborative partnerships with schools to develop Continuous and Comprehensive Evaluation (CCE) practices and establish study circles/forums aimed at the professional development of in-service school teachers. Community-based engagement activities may involve initiatives such as oral history projects conducted with a community of artisans as part of the 'Contemporary India and Education' or "Pedagogy of Social Science/History" courses. Similarly, pedagogy courses that focus on science may include projects around environmental issues that address specific concerns of a particular village, city, or community.

Courses designed to enhance a teacher's professional and personal development will be structured to integrate theoretical and practical components, facilitated through focused workshops that provide specific insights into art, music, and drama. These courses will offer opportunities to study issues related to identifying interpersonal relations, bridging adult-child gaps, understanding personal and social constructs, recognizing schools as sites for struggle and social change, practicing yoga education, developing social sensitivity, and improving the capacity to listen and emphasize.

## **(III) School Internship**

School Internship is an integral part of the 'Field Engagement' and is designed to facilitate the development of professional competencies, teacher sensitivities, and skills. Student-teachers will be equipped to address the diverse needs of students in schools by actively engaging in teaching and organizational activities within upper primary, secondary, and senior secondary classes during the final year of the B.Ed.

programme. They will receive valuable opportunities to teach in schools under systematic supervision and constructive feedback from faculty members. The School Internship will have a minimum duration of 20 weeks for the two-year B.Ed. programme, comprising four weeks in the first year and sixteen weeks in the second year. In the first year, an initial one-week phase will be dedicated to observing a regular classroom with an experienced teacher, which will also include peer, teacher, and faculty observations of practice lessons.

NCTE (2014) did not specify the exact allocation of the sixteen weeks for internship practices in the second year; the programme implementation section outlined the overall activities to be undertaken in the first and second years. However, it did not provide a separate breakdown for the internship phases in the first and second years—the overall activities to be done in the two-year B.Ed. Programme, as per NCTE, 2014, is mentioned below.

#### **1.5.4 Programme Implementation**

The Institutions are required to adhere to the following specific requirements for the implementation of this professional programme of study:

1. Prepare a comprehensive calendar encompassing all programme activities, including the school internship. Ensure that the school internship and other school-related engagements align with the academic calendar of the respective schools.
2. Establish agreements with a minimum of ten schools to facilitate the internship and other school-based activities associated with the programme. These agreements must receive approval from the district education authorities. These designated schools will be the focal point for all practicum activities and related work throughout the programme.
3. The teaching of the Perspectives in Education and Curriculum and Pedagogic Studies courses should utilize a diverse range of approaches, including case studies, problem-solving exercises, discussions based on reflective journals, and observations of children in various socio-cultural settings. During their internship, students should maintain reflective journals and observation records, providing opportunities for reflective thinking.
4. Transaction of the perspectives in Education and Curriculum and Pedagogic studies courses should be done using a multiple and variety of approaches such as case studies, problem-solving, discussions on the reflective journal, and observations of children in multiple socio-cultural environments. Interns shall maintain reflective



journals and observation records, which provide opportunities for reflective thinking.

5. Teacher education institutions shall extend invitations to school teachers to engage with student-teachers, providing feedback and delivering extension or guest lectures.
6. In the context of school internship, Teacher Education Institutions (TEIs) and participating schools must establish a mutually agreed-upon mechanism for mentoring, supervision, tracking, and assessing student-teachers.

#### **1.5.5 Assessment**

For perspectives in Education and Curriculum and Pedagogic Studies, at least 20% to 30% of marks may be allocated for continuous internal assessment and 70% to 80% for external examination. The affiliating university will prescribe the specific distribution of marks, up to one-fourth of the total weightage. Candidates must undergo internal assessment throughout their engagement with the field, encompassing the entirety of the course and not solely based on the project or fieldwork assigned as part of their unit of study. The criteria and basis for assessment should be transparent to enable students to benefit from professional feedback. As part of this feedback, students will receive information about their grades or marks to enhance their performance. The criteria for internal assessment may encompass individual or group assignments, observation records, student portfolios, diaries, and journals.

The above points shows that NCTE (2014) changed the curriculum of the Teacher Education Programme. It has also modified the name of ‘practice teaching’ to ‘School Internship Programme.’

#### **1.6 School Internship Programme**

The term ‘internship’ has been borrowed directly from medical education, which applies the word to the hospital experiences where the medical doctor must have experience under the guidance of veteran practitioners before he/she is allowed to start a practice of his own. Thus, an internship is an integral part of the preparation of an individual and professional (Sharma, 2012). It can be conceptualized that “An intern spends a period of training in their field.”

According to the Oxford Dictionary, an internship is – “a period during which a student or new graduate gets practical experience in a job, for example, during the summer holiday.”

According to the University of Wisconsin-Madison, an internship is a work-based learning experience that involves on-the-job training to prepare for a future career in a given field, emphasizing the development of skills and knowledge about that particular field of work.

‘Internship’ is defined in the Teacher Education Programme as a “School Internship.” Interns are aware of the school atmosphere and understand the roles of teachers. Like all professional programmes, field engagement is essential to 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 a ‘school internship,’ which equips the prospective teacher to build professional understandings, competencies, and skills and a positive attitude to schooling and teaching. This component of the teacher education curriculum facilitates the 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. (School Internship Framework, 2016)

The NCERT, in its handbook, states that internship places the student teacher in the school situation as a full-time apprentice for eight to twelve weeks, in which he/she is initiated into the art of teaching. The student teacher works in the practicing school, a better-called cooperation school, as a full-time teacher and participates in other activities of the school because it is felt that teacher training can never become effective unless the schools become active partners in teacher education and student-teachers in these schools made to feel as regular teachers for, at least, the duration of his stay there. The cooperating schools link laboratory conditions (teacher-education institutes) and actual conditions (schools or colleges).

Kumar (2016) also said that the internship builds confidence among student-teachers. They can face the class with confidence. They can tackle many odd situations and do not run away from problematic situations; all these problems of teachers in education are solved by introducing an internship. An internship is a programme that reduces the complexities among teachers and helps the teacher face the class better than the teacher without proper training. It develops a positive attitude for continuous learning and keeps student-teachers updated with the latest content and methodology. It helps the teachers to build upon their existing skills to become autonomous, reflective, collaborative learning managers ready to enter the teaching profession.

Hence, student-teachers must spend a whole school day during the internship. They should perform all the teaching and administrative duties of teachers. They should be involved in all the activities of the schools. Teacher education institutions and schools need to work as a 'Partnership Model.'

### **1.7 Objectives of the School Internship Programme**

Internship in teaching includes practice teaching and a wide variety of field experiences under the guidance of a competent supervisor. The learners test their acquired theoretical understanding through pedagogy classes. The student teacher shares all the significant experiences in the total school environment and develops meaningful skills and attitudes towards the profession. Internship in teaching is a joint effort of the colleges, cooperating schools, cooperating teachers, students, and college supervisors. (Sharma, 2003)

**The following objectives of the School Internship are:**

1. To develop a functional understanding of educational psychology and methodology among student-teachers.
2. To develop skills in planning lessons and developing an ability to prepare instructional material and teaching aids.
3. To develop a positive attitude for continuous learning and keeping abreast with the latest content and methodology.
4. To understand and practice professional sincerity and professional ethics.
5. To develop a constructivist and cooperative attitude towards students and the community.
6. To prepare student-teachers to perform professional duties towards school, parents, and community.
7. To acquaint student-teachers with problems related to school situations and possible ways of dealing with them effectively.
8. To develop the ability of student-teachers to identify the high, average, and low-achieving students and how to assist them in meeting their needs.

It can be observed from the objectives that student-teachers get an opportunity to face actual situations and deal with different students. Student-teachers can develop teaching skills and a positive attitude toward their profession, and they can understand the psychology of students, the duties of teachers, and professional ethics.

**The following specific objectives of an internship in teaching are mentioned by Mangla (2010) for student-teachers:**

1. Learn to organize and manage a class for effective teaching and learning.
2. Select and define clearly the objectives to be achieved in instructional work.
3. Plan carefully for teaching following the objectives.
4. Select and organize the subject matter to be taught.
5. Adapt and relate the instruction material to the ability, interests, and needs of every pupil in the class.
6. Develop interest and desire to learn.
7. Obtain and utilize full participation by all pupils.
8. Select and utilize various appropriate teaching methods and techniques to meet individual and group needs, such as a. preparation and use of various teaching aids; b. effective use of the blackboard. c. utilization of instructional equipment, apparatus, and material; d. utilization of community resources.
9. Convey ideas and concepts concisely, consistently, and logically.
10. Present instructional materials in such a way that pupils learn effectively.
11. Prepare and use assignments effectively.
12. Evaluate pupil learning and organize necessary remedial work to overcome pupil difficulties.
13. Develop in the individual pupil the ability to think and work independently.
14. Guide and counsel pupils.
15. Plan and organize co-curricular activities.
16. Participate in the total school situation and cooperate with other teachers and administrators.
17. Participate in a total community situation.
18. Keep systematic records of all critical aspects of work.
19. Participate actively in educational experimentation.
20. Develop a high degree of self-confidence to teach effectively.
21. Develop the skill of classroom management.
22. Develop a high sense of professional responsibility to the cooperating school, its teachers and pupils, the college, and the profession.

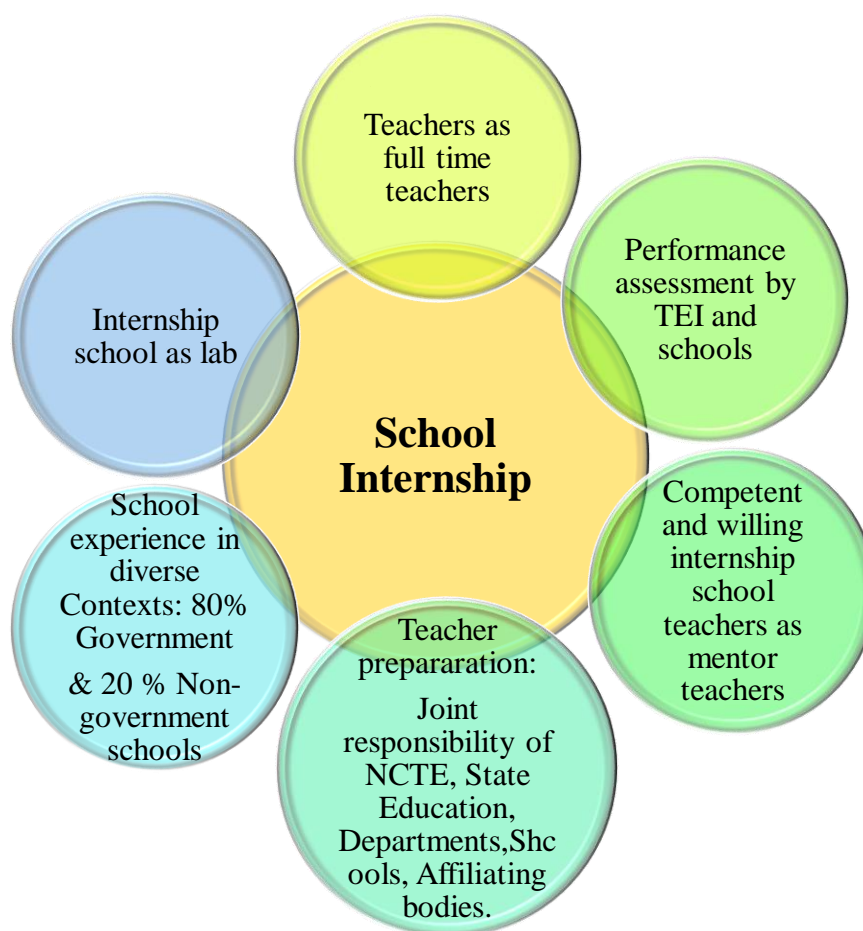
School Internship allows student-teachers to use the knowledge learned in teacher education institutions in practical work. Student-teachers get an opportunity to see how schools work, learn how to be disciplined, and attend teacher meetings. Student-

teachers can develop skills in planning and implementing lesson plans. They are associated with mentors so that they understand the school profile, how to maintain the school records, ways to improve their teaching, how to deal with students and classroom management. Student-teachers work as full-time teachers in internship schools to develop a positive attitude towards teaching and learn the responsibilities and duties of a teacher. Working with fellow students and school students develops communication skills and social skills. The internship provides scope for curricular and co-curricular activities and examinations and thus evaluates different activities and tests. Through internship, student-teachers learn about the community they are teaching. Observation of fellow students helps student-teachers to develop observation skills. NCFTE (2009) stated that the school internship programme provides a platform for student-teachers to express their learning while planning and reflecting on their practices. As a result of the revised two-year B.Ed. programme, the total credits assigned were 80. Out of 80 credits, 20 were for school internship, showing that 25% weightage was given to the school internship programme. In NCTE (2014), the year-specific activities were not prescribed for school internship; only a list of activities for both years was given, and the School Internship Framework (2016) main focus was on the school internship programme, which is discussed as follows:

### 1.8 School Internship Framework (2016)

The following figure describes the organization of the school internship Programme.

**Figure 1: Organization of School Internship Programme**



(Source: NCTE School Internship Framework, 2016)

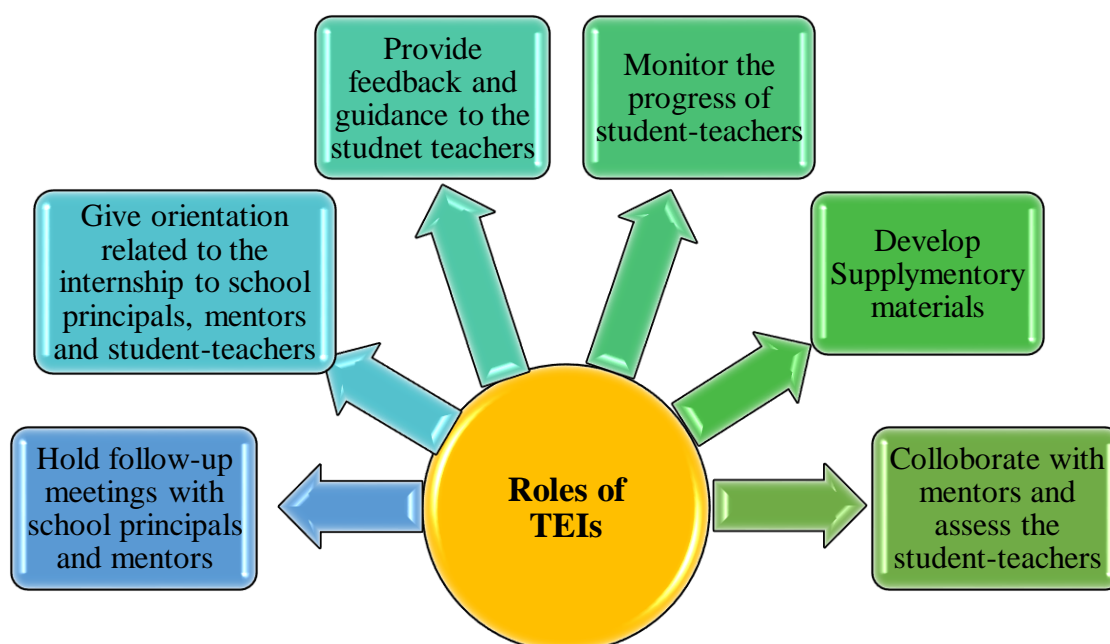
School Internship should be a minimum duration of 20 weeks for a two-year programme. Out of 20 weeks, the initial phase of two weeks in the second semester of B.Ed. is to be for a school visit, classroom observation, and individual and group assignments, and 18 weeks in the third semester of B.Ed. The full-time school internship, which is for two weeks, shall be for community work. The student teacher should be required to undertake tasks as regular school teachers perform. They should be provided opportunities to observe, participate, and contribute to all school activities in all curricular and co-curricular activities. Some competent and willing teachers of the ‘internship schools’ could be designated as “Mentor Teachers.” In an academic session, 3-4 student-teachers could be attached to a mentor-teacher, keeping in view his /her subject specialization. School Internship programme should be done 80% of the

time in government and 20% in private schools. The schools identified for hosting the internship ought to be treated as lab schools of TEIs to enable the faculty and the student-teachers to engage with the school students, teachers, and the local community in a sustained manner, which may lead to the understanding of the education system, self, students, community. These schools should be available to the faculty and students throughout the year for observation, experimentation, interaction, and information gathering. Initial teacher preparation, including the organization of school internship, shall be a joint responsibility of the Teacher Education Regulator at the Central level, State Education Departments, Affiliating Bodies, Teacher Education Institutions, and Internship or host schools. The assessment of the student teacher's performance and achievements at different stages during the school internship will be required for certification purpose as per the scheme of evaluation prescribed by the affiliating body. The assessment of student-teachers' performance in schools should be done jointly by the teacher education faculty, school principals, and mentor teachers.

### 1.8.1 Roles of Teacher Education Institutions

The following figure describes the roles of teacher education institutions.

**Figure 2: Roles of Teacher Education Institutions**



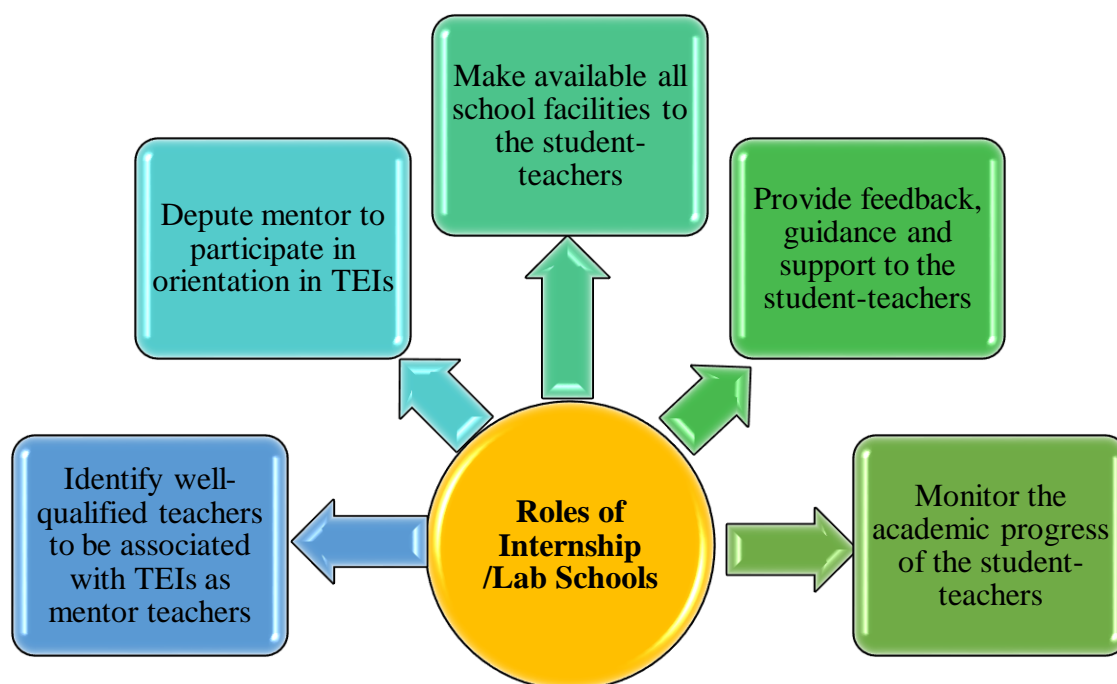
From the above figure, it can be understood that teacher education institutions should give orientation to the school principals and mentors about their roles, and the activities that student-teachers will carry out in schools. TEIs should conduct follow-up meetings

after every 15 days with school principals, mentors, and student-teachers, monitor the progress of the student-teachers, and also assess the student-teachers jointly with mentors during the school internship programme. Supervisors should also provide feedback and guidance to the student-teachers.

### 1.8.2 Roles of Internship /Lab Schools

The following figure explains the roles of internship/lab school.

**Figure 3: Roles of internship /Lab Schools**



The above figure shows that the school internship framework (2016) emphasizes that internship schools should identify mentors for providing feedback and guidance, monitoring, and assessing the student-teachers, and allow mentors to attend the internship orientation in TEIs. Internship schools should also ensure the availability of school facilities to the student-teachers and involve student-teachers in all activities.

### 1.8.3 Student-teachers' Tasks during Internship

Student-teachers must undertake different activities related to classroom teaching, classroom management, and the organization of school-based and community-based activities during the school internship programme. A few such activities are suggested below:

1. Understanding the Internship School and the community around it.
2. Analysis of school syllabus and textbooks.
3. Observing the classroom teaching of regular teachers.
4. Observation of classroom teaching of fellow students.



5. Preparation of a case study of the internship school and the innovative activities that the school undertakes.
6. Preparation of lesson plans and unit plans.
7. Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.
8. Teaching as a substitute teacher.
9. Mobilization and development of teaching-learning resources.
10. Preparation of question papers and other assessment tools.
11. Preparation of diagnostic tests and organization of remedial teaching.
12. Undertake a case study of a child.
13. Undertake action research project on at least one problem area of schooling.
14. Community work, community survey
15. Maintenance of a reflective diary or journal to record day-to-day happenings and reflections.
16. Writing a term paper on a selected theme.

According to NCFTE (2009), when the duration of a B.Ed. Programme was one year, and the working days were 180 excluding the period of examination and admission. The duration of the practice teaching was 40 days. Student-teachers had to complete forty lessons in schools, observe 20 lessons taught by fellow students, observe two demonstration lessons, prepare two teaching aids, and conduct one test by making a question paper in each method of the two subjects they taught as per pattern prescribed by the state board of secondary education duration of practice teaching. In practice teaching, life skill-related lessons, and multiple intelligence-related activities had to be done by the student teacher.

NCTE (2014) had not prescribed the total number of lessons to be given by student-teachers, the number of demo lessons to be observed, the number of fellow students observations to be done, the number of teaching aids to be made, and the number of tests/exams to be conducted in school. However, it introduced the concept of a mentor, the roles and responsibilities of a mentor, the concept of full-day work of student-teachers, conducting a community-related activity, case study, observation of teachers, organization co-curricular activities, and making a reflective diary and observing school teachers in the classroom. NCTE (2014) changed the curriculum and added these components. So, the researcher wanted to study how teacher education institutions follow these practices.

### **1.9 Rationale of the Study**

Teachers mould the students into responsible citizens of the country. The teacher's role is multi-dimensional and is for the all-round development of the students. A teacher is an important agent for changing society, so the teacher has to be more skilful. For this, teachers should be well-equipped. In this regard, teacher education has an essential role to play. So, teacher education should have enough strength to develop student-teachers' skills. There was a need to increase the duration of the practice teaching phase in the form of an internship phase. NCTE (2014) changed the curriculum of the teacher education programme. Many courses were introduced, such as Contemporary India and Education, Language Across Curriculum, Understanding Discipline and Subject, drama and Art in Education, Gender, school, and Society, Inclusive Education, reading and Reflective on Text, and self-development programme in the two-year B.Ed. programme. It also introduced the school internship that would help student-teachers to choose, design, organize, and conduct meaningful classroom activities, critically reflect upon their practices through observations, record keeping, and analysis, and develop strategies for evaluating students' learning for feedback into the curriculum and pedagogic practice. The schools would benefit from such an alliance in witnessing the possibilities of unconventional pedagogies. In this internship process, student-teachers develop new materials for teaching-learning, which can become a valuable resource for regular school teachers.

School Internship is the heart of the Teacher Education Programme. Due to the increased duration of the school internship programme, student-teachers can use the educational theories taught in their theory classes at teacher education institutions. The increased duration provides experiences to student-teachers about teaching in real classroom situations and the opportunity to understand the planning and management of the school's curricular, co-curricular, and administrative activities. The long internship period also provides opportunities to the student-teachers to deal with parents and the community. Student-teachers can learn how to deal with students as they observe the classes of school teachers.

Student-teachers may enhance their subject knowledge during their training period. However, the duration of practice teaching was only four weeks in one year B.Ed. Programme. If the internship programme for other professions, such as for doctors, it is for one year, and for engineers, it is for one semester, compared to that, the duration of the internship in teacher education was much less. The quality of the practice

teaching was poor and not helpful in achieving the objective of practice teaching. Cooperative teachers did not go to classes of student-teachers. They did not check the lesson plans of student-teachers or guide them.

Supervisors did not stay at the school for a whole day (Akbar, 2001). Supervisors observed only a few lessons and gave grades without observing other things. The duration of the school experience programme was very short (Patil & Kumble, 2013). Student-teachers spent hours decorating their lesson plans rather than reading and reflecting on what to teach, why, and how to teach. (Justice Verma Commission, 2012). Student-teachers could not get an opportunity to work with schools. During the short period, student-teachers could not understand the schools' administrative work, examination system, and planning related to teaching-learning and other co-curricular activities. Ultimately, the quality of practice teaching was not satisfactory. Due to this, many commissions and committees (National Curriculum Framework, 2009; Justice Verma Commission, 2012; Poonam Batra Committee, 2014) recommended the duration of the B.Ed. Programme should be two years, and more focus should be given to the school Internship. Thus, NCTE (2014) changed the structure of the teacher education programme and increased the duration of practice teaching, providing a concept of 'Internship' and guidelines for teacher education programme.

Now, the question was how all these teacher education institutions implement the NCTE (2014) guidelines related to the school internship. A researcher could see the need to study the School Internship Programme in a two-year B.Ed. Programme in particular concerning its school internship program since it is an essential part of the two-year B.Ed. Programme and researcher could not find any comprehensive study related to the school internship programme. So, the researcher was interested in studying which practices the teacher education institutions are conducting in school internship programme across Gujarat.

Additionally, the School Internship Framework (2016) provided details for implementing school internship, and the roles and responsibilities of school principals and mentors. The student-teachers spend more time with them in school during the internship. It shows that school principals and mentors are key in preparing future teachers. So, the researcher wanted to find out to what extent school principals and mentors were aware of their roles and performed their duties. Apart from this, the researcher was also interested in studying their expectations and experience during the internship.

Moreover, there were problems faced by student-teachers, supervisors, and school principals during the practice teaching. Student-teachers were exploited by school teachers, and they also faced problems related to classroom management (Alkhawaldeh, 2011), whereas school principals faced issues related to the organization of the internship as it was not organized at their convenient time, student-teachers did not complete their lessons, a more significant number of student-teachers with the same subject assigned their school during the practice teaching (Dekhtawala. Kothari, Patankar & Pradhan, 1991). Since, the duration of the internship increased, and student-teachers were assigned different activities that were to be carried out in school, it was essential to understand the problems faced by supervisors, school principals, mentors, and student-teachers. In this regard, a researcher was curious to find out whether the objective of the internship was achieved.

### **1.9.1 Research Questions**

1. How do teacher education institutions execute school internship in B.Ed. Programme?
2. What opportunities are given to student-teachers through different activities during the School Internship programme?
3. How can the school internship programme be improved?

### **1.10 Statement of the Problem**

A Study of B.Ed. School Internship Programme in Gujarat.

#### **1.10.1 Objectives of the Study**

1. To study the current practices of the School Internship Programme.
2. To study the roles of supervisors, school principals, mentors, and student-teachers during the School Internship Programme.
3. To study the experiences of school principals, mentors, and student-teachers during the School Internship.
4. To study the expectations of supervisors, school principals, mentors, and student-teachers regarding the School Internship Programme.
5. To study the problems faced by supervisors, school principals, mentors, and student-teachers during the School Internship Programme.
6. To suggest measures for improvement of the School Internship Programme.

### **1.10.2 Explanation of the Terms**

#### **□ Current Practices**

Current practices comprised the activities prescribed by NCTE (2014) guidelines, 2014 viz., Structure, Planning, and Organization of pre-school internship, internship duration, distribution of internship credit, group formation, type of schools, number of lessons, and format of the lesson plans, integration of prescribed activities (Curricular and Co-Curricular), assessment, feedback and guidance given by supervisors, school Principals, and mentors.

#### **□ Pre-School Internship**

It was the first phase of the School Internship Programme. Student-teachers were involved in activities like school visits, classroom observation, and individual and group assignments considered Pre-School Internship.

#### **□ Experiences**

Student-teachers gained knowledge or skills during the school internship programme. The evidence of knowledge or skills gained by the student-teachers was obtained from the data related to the organization and planning of curricular activities, organization and planning of co-curricular activities, and organization and planning of assessment of students.

#### **□ Integration of Prescribed Activities (curricular and co-curricular)**

Activities such as ICT-based lesson Plans, Art and Drama-based lessons, action research, case studies, and co-curricular activities such as debate competitions, quiz competitions, or others prescribed by Teacher Education Institutes for student-teachers to perform during the School Internship Programme were considered here.

#### **□ Assessment**

The criteria for which grades/marks were allotted to student-teachers and the practices conducted by supervisors, school principals, and mentors were considered for assessment.

#### **□ Feedback**

The comments given by supervisors and mentors for activities conducted by student-teachers during the School Internship Programme were considered feedback for the present study.

#### □ **Guidance**

The direction provided by supervisors, school principals, and mentors to student-teachers to conduct various activities and achieve their underlying objectives during the school internship was considered as guidance.

#### □ **School Internship Programme**

In the Teacher Education Programme, Field engagement involves engagement with the students and teachers in schools. The sustained engagement with the school over a period of time was known as a School Internship, which equipped the student teacher to build a repertoire of professional understanding, competencies, and skills and a positive attitude to schooling and teaching.

#### □ **Internship Schools**

The schools were identified for hosting the internship and treated as Lab Schools/ Internship Schools of Teacher Education Institutes.

#### □ **Mentor**

Competent and willing teachers of the internship schools were assigned duties for guiding and grading the student-teachers during the school internship programme.

#### **1.10.3 Delimitation of the Study**

The study was delimited to the state universities with affiliated secondary teacher education institutions, which conducted two-year B.Ed. Programme for secondary school teachers.