

# Re-envisioning

## SCHOOL INTERNSHIP FOR TEACHER EDUCATION



***Published by..***

***Institute of Lifelong Learning***

*Academic Research Center Building*

*Patel Chest Marg*

*(Opp Khalsa College)*

*University of Delhi*

*Delhi-110007*

✉ *(Office) illlearning@gmail.com*

*Copy Right © Director, ILL*

✉ *director@illl.du.ac.in*

*Graphics and Setting: Ravi Singh, ILL*

***ISBN- 978-93-90878-02-4***

***First Print - January, 2021***





## ***Institute of Lifelong Learning***

The Institute of Lifelong Learning (ILLL) is dedicated to the cause of those who believe that learning is neither age-bound nor classroom-bound; rather it takes place throughout life in all kinds of situations. The Institute has been striving to develop state-of-the-art infrastructure to help Delhi University's teaching faculty, administrative staff and students in capacity building for ICT skills. ILLL is continuously expanding the horizons towards achieving excellence in higher education. ILLL is a nodal agency for creation and uploading of e-Content for Undergraduate Students (UG) of the University of Delhi. The endeavor is an attempt to provide additional quality e-learning resources for students in the form of e-lessons, e-lecture videos, e-labs and e-quizzes for students enrolled in UG courses. Rich academic engagements at ILLL are the outcome of collective efforts of the academic community at Delhi University. The institute is committed to provide multiple pathways for lifelong learning and increased opportunities of access, equality and inclusion.

Dr. Yukti Sharma  
Academic Secretary

Dr. Jyoti Sharma  
Joint Director

Professor Pankaj Arora  
Director

## *Contents*

## *Page No.*

|  |    |
|--|----|
| Message from Vice Chancellor, Central University of Gujarat                | 1  |
| Message from Academic Director, Samskrit Promotion Foundation              | 2  |
| Foreword from Vice Chancellor (Acting), University of Delhi                | 3  |
| Preface  | 4  |
| The Backdrop   | 6  |
| Consultative Meetings  | 8  |
| Objective 1: Structure And Nature Of School Internship Programs            | 12 |
| Objective 2: Relationship Between Schools And Teacher Education Institutes | 13 |
| Objective 3: Modalities Of A Blended Model Of Teaching                     | 16 |
| Objective 4: Balance Between Theory And Praxis                             | 16 |
| Objective 5: Technology in Learning and Pedagogy vis-à-vis in SIP          | 17 |
| Objective 6: Role Of Different Stakeholders                                | 19 |
| Objective 7: Creating Reflective Teachers                                  | 21 |
| Proposed Framework Of School Internship Program                            | 22 |
| Concluding Notes With Futuristic Thoughts                                  | 27 |
| Annexure i :Some Crucial Points That Need Attention                        | 30 |
| Annexure ii: CIE Booklet   | 31 |
| Annexure iii: Assessment Criteria For SEP (CIE)                            | 39 |
| Annexure iv: List Of Experts   | 41 |
| Annexure v: Project Team   | 46 |



**PROFESSOR RAMA SHANKER DUBEY**

**VICE-CHANCELLOR**  
**Central University Of Gujarat**

### *Message*

**I**t gives me immense pleasure as I pen-down my message for the monograph entitled Re-envisioning School Internship for Teacher Education. In the realm of teacher education, it is a much needed and a meaningful initiative that has been taken up by a team of teacher educators at the Central Institute of Education (DU) under the aegis of Institute of Lifelong Learning (ILLL), University of Delhi.

School Internship Program is an integral component of Teacher Education Programs and it is heartening to see a monograph that has documented several contemporary concerns as well as creative ideas related to it from across the country. The monograph suggests a framework for SIP, which I am sure, will be referred to by many Teacher Education Institutions (TEIs).

I congratulate the team at CIE for proposing a framework that provides suggestive guidelines for various Teacher Education Programs that is an outcome of consultative meetings with more than 20 experienced faculty members from various universities from all over India.

***My Compliments & Best Wishes!***

***R. S. Dubey***





DR. CHAND KIRAN SALUJA

**ACADEMIC DIRECTOR**  
Sanskrit Promotion Foundation, New Delhi

## संदेश

### स्वाध्यायान् मा प्रमदः

(निरन्तर अध्ययन करते हुए अपने अध्ययन के प्रति आलस्ययुक्त न होना चाहिए।)

भारतीय शिक्षा की बुनियाद में समाए आजीवन शिक्षा के इस सिद्धान्त को अपने अन्तस् में समेटे हुए दिल्ली विश्वविद्यालय का गतिशील 'आजीवन सतत अधिगम संस्थान' (ILL) अपने नूतन उत्साहपूर्ण उत्साही समूह की निरन्तर नूतन गतिविधियों हेतु बधाई का पात्र है। इन्हीं उत्साही गतिविधियों के अंग के रूप में शिक्षक-शिक्षा कार्यक्रम को सार्थकता ही नहीं अपितु जीवन प्रदान करने वाले इसके महत्वपूर्ण घटक 'स्कूल इंटरशिप कार्यक्रम' के अन्तर्गत -

### "शिक्षक-शिक्षा कार्यक्रम में स्कूल इंटरशिप : एक पुनर्विचार"

के माध्यम से 'विद्यालयी जीवन' के सन्दर्भ में 'पुनर्विचार' के द्वारा इसकी सार्थकता को रेखांकित ही नहीं किया अपितु निरन्तर चिन्तन करते रहने के मार्ग को भी प्रशस्त किया है।

आपद्काल को कैसे रचनात्मक बनाया जा सकता है, यह इसका अनुपम उदाहरण है। यह उत्कृष्ट सङ्कल्प की उत्कृष्ट संकल्पना को चित्रित करना है। उत्तम शिक्षा के संस्थान को बच्चों की बगिया के साथ जोड़ने का सुन्दर उदाहरण भी।

इस सम्पूर्ण अनुपम कल्पना को आकार देने हेतु मैं 'आजीवन सतत अधिगम संस्थान' के उत्साही एवं कर्मठ निदेशक तथा इनके अभिन्न अंग के रूप में कार्यरत समिति के सभी कर्तव्यनिष्ठ सदस्यों को शुभकामनाओं से परिपूर्ण बधाई देता हूँ।

इस कार्य के प्रोत्साहक व प्रेरक के रूप में सभी सदाशययुक्त माननीय सदस्यों सहित दिल्ली विश्वविद्यालय के कुलपति की दूरदृष्टि, प्रेरणा व प्रोत्साहन विशेषतया प्रशस्य है।

पुनः हार्दिक शुभकामनाओं सहित

अभिनन्दन और शुभकामनाएँ

चांद किरण सलूजा





**PROFESSOR. P.C. JOSHI**  
**VICE CHANCELLOR (ACTING)**  
**Chairperson, ILL, University of Delhi**

### *Foreword*

Teacher education programs are the backbone of the education system of any nation as they prepare teachers who further educate and develop the young minds for all future endeavors. As has been rightly asserted in this monograph and to which I totally agree that the practicum component of any program is of utmost importance since it provides opportunities to translate all theories and discourses of a particular domain into reality. Similar is the case with the School Internship Program and hence it is very crucial to strengthen this component in all possible ways. One such initiative has been taken by my colleagues Professor Pankaj Arora, Dr. Yukti Sharma, Dr. Haneet Gandhi and Dr. Sunita Singh from the Faculty of Education[CIE]. They have not only voiced the major concerns regarding this component but have also made sincere efforts to address them by engaging experts from diverse contexts. It is worth mentioning that during the Covid-19 pandemic times when we all were facing the uncertainties, they voluntarily took up this endeavor. They managed the entire process through the online mode which today should not merely be seen as an alternative but also as an important means of communication especially for the long run. It is through several online meetings with faculty members of different universities that they could come out with certain thoughtful recommendations. Further, for the long sustainability of any initiative it is imperative to document it. It gives me immense pride to share that The Institute of Lifelong Learning (ILL) of our University which is at present headed by Professor Pankaj Arora provided the platform for representing and disseminating the ideas, discussions, deliberations and recommendations that transpired during the various meetings in the form of an e-book.

Another noteworthy outcome of this initiative is that the monograph would provide a Framework for School Internship Program that is derived from various consultative meetings with experienced experts from across the country and thus is representative of the diversity of our country to a large extent. I am sure that the monograph would provide a meaningful reference point for all Teacher Education Institutions and teacher educators engaged with SIP across the country.

I would like to congratulate and wish the best to all my colleagues for taking this process further as well as for many more of such initiatives!

***With Best Wishes***  
***P. C. Joshi***





## ***PREFACE***

Teacher education programs are specifically envisioned to prepare teachers for schools. It is expected that these programs should educate prospective teachers to understand the various existing pedagogies, think critically to develop an integrated comprehensive knowledge which is both progressive and reflective in nature. Even though the procedural-criterion of teacher education programs in any country could be remarkably diverse, there is no denying in accepting the fact that the school internship remains to be the essential component common to all such programs.

School Internship Program is one aspect of the teacher education program that provides opportunities to the interns or the student-teachers to establish linkages between theory and praxis as well as engage with the rhetoric gap that exists between the two. At the same time, it provides them avenues to interact with other members of the school community. The direct engagement and interaction with the learners further helps them to understand their unique needs vis-à-vis the diversity that exists within them.

The etymological understanding of the school internship program has evolved over a period of time. There have been various ways in which engagement of pre-service teachers have been referred to and conceived. It has been visualized and addressed at different times. For instance, the initial idea centered on School-Teaching Practice which later evolved to a broader aspect of getting experience of school, thus termed as School Experience Program. Recently, with the onset of the 2 year B.Ed Program, this engagement has taken a turn of being holistic continuous engagement keeping to the spirits of a professional degree program. Thus, aligning it to the concept of internship. Although there are debates and deliberations around these ideas, its influence on the ways it is implemented varies across the country.

In India, the teacher education programs have evolved in terms of rigour and relevance to different school levels. Along side the nature of school internship program was also re-visualised, but the proposed ideas have largely remained neglected and have been implemented in very ritualistic ways. NCFTE (2009) has voiced some of the concerns as, “theory dominates the curriculum and practice teaching continues to suffer from inadequacies of different kinds such as, following a mechanical routine, fastidious planning of lessons in rigid traditional formats, following the ritual of delivering a fixed number of isolated plans, inadequate mentoring and supervision, low participation of schools, and lack of connection between ground realities with theory courses”.

The deciphering of the concerns highlights that the school internship component is complex and multidimensional and has multiple aspects to it. Thus, it was felt that an understanding of the role of the school internship component as a practicum in teacher education programs has to be strengthened as envisioned uniquely for a professional course. Also, this understanding needs to be developed at both ideational as well as at implementation levels since it requires collaboration with schools.

At the same time, the diversity within India requires a broad framework that could be

representative of the multiple contexts. Considering that a framework for School Internship Program (SIP) was not available that could be a reference point for all teacher education programs across the country, a need for developing a framework was felt that could offer suggestive guidelines for a more inclusive and comprehensive approach to the school internship program.

With this in mind, we as faculty at the CIE, University of Delhi took this initiative of engaging in online consultative meetings with several faculty members from various universities who have been involved in school internship programs for a long time. A series of consultative meetings were organized across various themes emerging from the diverse aspects related to the School Internship Program. Some of the aspects that are covered in this monograph include the idea of SIP in teacher education programs and its evolution with time, blended idea of teaching practice consisting of offline and online mode, symbiotic relationship between schools and teacher education institutions, role of different stakeholders related to School Internship Program, and encouraging reflective thinking among teacher educators etc. The outcome of these meetings has been documented in the form of this monograph. The monograph attempts to present a framework for School Internship Program (SIP) developed on the basis of discussions and deliberations with experts from diverse contexts. It culminates with specific recommendations for school internship programs with a hope that it will serve as a guiding light for various teacher education programs across the country.

***With hope of making a difference!***

*Prof. Pankaj Arora, Dr. Yukti Sharma, Dr. Haneet Gandhi & Dr. Sunita Singh  
Faculty of Education (CIE), University of Delhi*

## ***THE BACKDROP***

Teacher education programs prepare teachers who are equipped to teach and understand the needs of the students and community so as to facilitate students' learning. Such kind of preparation demands activities that require multidisciplinary perspectives and knowledge. It provides both theoretical and practical inputs to prepare efficient teachers. Among the various practical inputs provided, School Internship is the most important and functional. It is an integral component of a teacher education program that is designed to provide hands on experience of teaching in classroom, classroom culture and challenges of school. Thus, it creates a symbiotic relationship between the prospective teachers and the schools. NCFTE (2009), proposes sustained engagement of learners and school as it envisages internship as a partnership model with schools. Schools provide a ground for connecting theory to praxis. These serve as spaces on which the prospective teachers get avenues for understanding the realities, getting informed about the real issues of school life, opportunities to rethink and reflect in order to hone their pedagogic skills. It is therefore expected from the pupil-teachers to do internships in the school thereby becoming a part of their ecology.

School Internship Programs (SIPs) have an aim to build professional capacities, student-teachers' dispositions, sensibility and skills to cater to the diverse needs of learners in the class. During the School Internship Program, pupil-teachers work like in-service regular teachers and participate in all school activities like planning, teaching, assessment, interacting with school teachers and building a community of learners. These engagements in schools, classrooms, and community matter. It shapes the social, psychological as well as pedagogical outlook of the interns and help them in developing their professional competencies to exhibit ethical responsibilities as a teacher. During the internship period, the interns also get opportunities to inculcate and demonstrate various skills and play different roles like that of a subject teacher, class-teacher, mentor, counsellor, leader so as to effectively equip themselves to respond towards any crisis and critical situations. School Internship even though being a crucial aspect in a teacher preparation program faces severe neglect. NCFTE (2009), has amicably stated how the theory dominates the curriculum and practice teaching in B.Ed. It points to suffering from various inadequacies that range from a mechanistic routine work to fastidious planning of lessons in rigid traditional formats. It often seems that the way such a program is conducted follows a ritualistic routine of delivering a fixed number of isolated plans regulated through inadequate mentoring and supervision, in turn affecting in low participation of schools and lack of connection between ground realities with theory courses. Their methods lack variety and context specificity in teaching. All these add to the low participation of interns and their lack in adjusting to the needs of the school system. In short, one sees a disconnect between interns' beliefs and in their optimum connection with ground realities, not to miss the disassociation with the theory courses. Even though NCFTE 2009 has laid emphasis on the importance of Internship Programs and raised the duration of 20 Weeks by increasing its percentage (25- 30%) of the total credits, in reality the quality of Internship is far from as envisioned. A pupil teacher has to meet certain requirements before they can enter a classroom. Following NCTE Regulations 2014, which have been further supported in NCTE 2016, School Internship Framework and Guidelines, the "Field Engagement" for 20 weeks duration should include school internship and community work. Internships should help in testing all the

skills that pupil-interns learn in their teacher-graduation program. It would help the interns to enhance the resume of the pupil-intern, after finishing their graduation course.

The structure of internship needs to be overhauled to restore the high status of the teaching profession. It is time we propose a practical model that would prepare our prospective teachers towards a more inclusive, practical approach for internships. There is a need to amalgamate the earlier offline internship with a new model that is more holistic, realistic and offers a wider perspective. There is a need to reinvent the School Internship Program (SIP) which prepares the student-teachers for multiple challenges. It is important to rethink the structure and paradigm of School Internship Program with a holistic approach.

With this background and concerns in mind, a series of online consultative meetings were organized with a various of stakeholders associated with teacher education program to raise the issues and concerns related to SIP, understand the views of various stakeholders and to look out for a more meaningful SIP module that would be accepted in larger contexts.

## CONSULTATIVE MEETINGS

A series of five consultative meetings were held. These meetings were held in a phase-wise manner to incorporate the views of all stakeholders. In the sessions, veterans and experts who have had more than 20 years of experience were invited.

The series was planned as:

**Consultative meeting I** was planned to brainstorm and refine the objectives for the forthcoming sessions. The meeting was planned to share the key challenges that were identified by the project team to know the viewpoints of the experts. It was envisioned that the meeting would help to elaborate on the need, nature, spirit and philosophy of a framework for School Internship Program in a teacher education program.

**Consultative meeting II** was kept to understand the idea of internship and to conceptualise its theoretical framework. The meeting was planned to identify the challenges and concerns associated with the idea of SIP.

**Consultative meetings III-IV** were planned with more Teacher Educators from across the country. In these meetings, each theme was undertaken at a time and concerns in the form of targeted questions, were placed. To make the meetings focused and crisp, the concerns and questions were shared with the experts prior to the meetings through emails. The experts were asked to share their opinions and suggestions in the form of a short writeup. This exercise made the meetings focused and comprehensive.

**Consultative meeting V** was planned with various school representatives. It included school Principals, Directors and Teachers. This meeting was planned to know their insights, vision and expectations related to internship.

### *Date/ Schedule of the meetings:*

| Consultative Meetings | Date                | Panelists*  |
|-----------------------|---------------------|---|
| I                     | 24th July 2020      | Professor: Shyam B. Menon<br>Professor Vandana Saxena   |
| II                    | 27th July, 2020     | Dr. C. K. Saluja<br>Professor Amit Kauts<br>Professor Vandana Saxena  |
| III                   | 13th August, 2020   | Professor Sunil Kumar<br>Professor Kaushal Kishore<br>Professor Navleen Kaur                                  |
| IV                    | 24th August, 2020   | Professor Saroj Sharma<br>Professor Asheesh Shrivastava<br>Professor Seema Dhawan<br>Professor Gopal K Thakur |
| V                     | 4th September, 2020 | Mr. Ashok Pandey<br>Ms Anjali Atri<br>Ms Sushma Meena   |

\*Project team members were present as interjectors and question initiators in all the consultative meetings.



## CONSULTATIVE MEETINGS

This session was planned to brainstorm and refine the objectives of the forthcoming sessions. The meeting was planned to share the key challenges that were identified by the organizing team to know the viewpoints of the experts. The main agenda of the meeting was to deliberate on the need, nature, spirit and philosophy of a framework for School Internship Program in a teacher education program.

### Following deliberations and discussions emerged:

#### Concern 1: Contemplation on proposing a National Level School Internship Model

**Question raised:** *Just on the onset of the meeting, a concern was raised if School Internship Programs can have a nationalised structured model. Is it possible for nationalised teacher education bodies to propose a centralised, national structure to streamline all experiences which pupil teacher should undergo during his/her internship?*

It was agreed that at the level of engagements, it is neither desirous of nor expected from NCTE or any other regulating body to give structures and delve into the micro-management of a Teacher Education Program. The concerns were largely related to the micro-management at the level of implementation of internship. However, if this exercise can be undertaken as an academic endeavour to provide insights for the preparation of a holistic approach, following could be the starting points:

- ✓ Build a rationale to develop a background for SIP. Along with, a methodical analysis of documents regarding internships developed by institutes that are running B.Ed (2 year/4-year) can be done. Some could be RIE-Mysore, CASE-Baroda, Sagar University, BHU, AMU. This will help to build cumulative understanding on the nature of SIP in various institutions. Henceforth, suggestions for a nationalized model for SIP can be proposed based on the common aspects drawn from these widely spread institutions.
- ✓ Consultation with various education departments and Teacher Education Institutions of India on the Position Paper of teacher education, which is being prepared by National Council of Educational Research and Training (NCERT) based on the recommendations of National Education Policy (NEP) may be done to have a comprehensive view on the prevailing practices related to Internship.
- ✓ Along with, opinions of various expert teacher educators can be sought through webinars for further deliberations.
- ✓ It was also suggested that the project report prepared by Department of Education, University of Delhi on 4-year and 2-year internship can be taken as a reference point.
- ✓ In addition, to build a holistic understanding while being in-site i.e. in schools have to be looked at for all practical purposes.
- ✓ The above mentioned will help build a background for the work. It will also build a focused plan of action

## **Concern 2: Integrating SIP under 4-year and 2-year Teacher Education Programs?**

**Question raised:** *How will the nature of SIP differ in 4-year and 2-year Teacher Education Programs? What aspects should be kept common or mandatory and which can be optional?*

### **Following deliberations and suggestions emerged:**

4-year Teacher Education Program is a regular program that deals with undergraduate students. The students studying under the 4-year Program have different orientations. These students must be provided varied exposure during internship by engaging them in different kinds of schools including Kendriya Vidyalaya, Government, Public and Private schools. The spectrum must include schools situated in different contexts (such as rural/urban).

2-year Teacher Education Programs deal with graduate and post-graduate students hence, must be conceptualized in a different way. Since these entrants already have understanding of content knowledge, from their graduate and post-graduate programs, the experience with schools may focus largely on integrating content with pedagogical experiences.

### **Certain crucial points that emerged in deliberations:**

- ✓ Differentiated experience needs to be provided for two-year B.Ed and four-year Integrated B.Ed. program internship. The objective may be the same, but duration is important factor in 4-year integrated B.Ed. program.
- ✓ During internship, interns have more opportunity to learn, relearn and unlearn. However, a mechanism to strengthen 2-year B.Ed. to relearn from their past experiences can be evolved. One must remember that school Internship is not about duration but about the rigour with which it prepares the interns to school life experiences.
- ✓ Full-time participation in all school activities would lead to holistic experience for the interns.
- ✓ Interns need to be prepared in a phased manner, akin to the way medical students are prepared for internships in hospitals.
- ✓ Relationship with core-discipline departments of the university will further strengthen the content-pedagogy engagement. In order to bring rigour in the content areas, it is essential to create a bridge with core-discipline departments of the university. For example, there is a need for reflection and integration of how a pure science department visualizes its subject at school level and its related issues. An initiative which was undertaken in the 1980s by many scholars from the Physics department of the Delhi University to work in elementary education is an indicative of their interest in education.
- ✓ It is often observed that core-subject teachers have significant observations on how the subject is taught at school. Their input for strengthening the classroom interactions can become a substantial part of pedagogical processes to enrich students' learning experiences.
- ✓ In relation to the different B.Ed programs, it was argued that in one-year B.Ed, SIP is a rigorous Program however in a 2-year Program there would be a problem of availability of schools and



casual supervision by the mentor teachers. It emphasised upon sincere efforts during the SIP program. In one-year, interns get ready for delivering 40 lesson plans while in 2-year B.Ed, they won't be able to achieve 80 lesson plans so it reflects that the two year Program is not working out efficiently.

- ✓ Co-scholastic activities such as music, community related activities , environmental activities, morning assembly, transactional modality etc. are also important components of SIP and cannot be ignored. A rigorous co-scholastic component is very important irrespective of the term of the Program whether its 1/2/4 yr. Program.
- ✓ In a 4-years Program it would become very challenging to have schools available. It was pointed out that in BHU, SIP diaries are maintained but no trainer readily accepts all the ideas of a diary.
- ✓ If the teacher educators are not willing to provide rigorous support and devotion then quality could not be attained whether it is 4-year or 2-year.

### **Concern 3: Multiple Levels of Interventions**

**Question raised:** *What could be the role of stand-alone departments/institutes and those of composite institutes in strengthening school internship programs?*

#### **Following suggestions emerged:**

- ✓ In University departments one should think of proposing multiple tiers of courses, involving M.Ed students. One could build on this by consulting the recommendations of the NCTE Regulations in 2014 which suggested a compulsory teacher education component in both 3-year B.Ed-M.Ed and 2-year M.Ed.
- ✓ Internship should include multiple levels of interventions in relation to B.Ed students in different years of program, M.Ed and inducting school teachers.
- ✓ Schools are places with unforeseen circumstances. We need to have futuristic suggestions while thinking about internship and there is a need to look at internship program from a new perspective
- ✓ Teacher education should anticipate the changes in school in relation to technology.

#### **Points/ questions for deliberation in the next meeting:**

- ✓ How do we visualise a new paradigm as well as the structure and nature of internship through the amalgamation of online and offline practice teaching that is, blended approach?
- ✓ Issue of looking at internship for interdisciplinary/ trans-disciplinary teacher preparation?
- ✓ Understanding the ideas and expectations at the ideational level between “Teaching Practice (TP)” to “School Experience Program (SEP)” to “School Internship Program (SIP)”
- ✓ Possibility of developing partnerships with subject specific research institutions.
- ✓ How to ensure that specific activities which are essential for Teacher Education program and Teacher Education Institutions be considered by the regulating bodies and weightage be given to such activities at the time of CAS promotions and other opportunities of professional growth.

Hence, the comprehensive framework would focus on challenging and breaking traditional approaches and search for something meaningful and creative which is the need of time.

- ✓ To rethink the structure and nature of school internship programs and to develop a comprehensive framework of internship in the light of existing diversities and multiple emerging contents.
- ✓ To redefine the relationship between schools and teacher education institution by creating a partnership model between the two based on a blended idea of teaching practice consisting of offline and online mode.
- ✓ To discuss and define the modalities of a blended model of teaching practice in terms of assessment and evaluation, off-school campus activities, developing record related to health, sports, parents, ICT application etc.
- ✓ To create a balance between theory and praxis, balancing pedagogical as well as non-pedagogical aspects
- ✓ To theoretically study the role, place and need of technology in learning and pedagogy vis-à-vis in SIP and critically analyse all perspectives related to offline-online SIP.
- ✓ To envision the role of different stakeholders related to SIP such as Internship director (ID), core group of SIP consisting of School Principals, Mentor School Teachers (MST), Mentor Teacher Educator (MTE), and pupil teacher in different stages.
- ✓ To create reflective thinking in teacher educators regarding a comprehensive School Internship Program and to encourage them to integrate constructive, critical, creative opportunities for pupil-teachers during SIP.

Outcome of the discussions in the first meeting guided the questions for the next round of consultative meetings that was aimed to restructure the theoretical framework of SIP. The forthcoming meetings were centred on the following objectives.

## *Objectives for SIP*

- ✓ **Objective 1: To rethink the structure and nature of school internship programs and to develop a comprehensive framework of internship in the light of existing diversities and multiple emerging context.**

**Questions raised:** *What structural changes can be brought in the existing SIP model?. Is there a scope to rethink SIP in the light of the proposed changes? How has the idea of partnership with schools evolved during the recent years? What are the expectations at the ideational level between the terms 'Teaching practice(TP)', 'School Experience Program(SEP)' and 'School Internship Program (SIP)'?*

In the consultative meeting, it was agreed that there is a need to understand and differentiate between the three phrases at the ideation and expectation level: "Teaching Practice (TP)", "School Experience Program (SEP)" and School Internship Program (SIP)". In the light of it, understanding the idea and vision of internship in the context of teacher education can be strengthened. We need a shift from traditional teaching practice model to SEP.

- ✓ To begin with, there was a concern about the term "internship". It was suggested that Internship is not a good idea as discussion after each day in school is very important. Hence, the plan should be such that pupil-teacher can spend one day in school and next in the teacher education institution. It should start with the School Experience model and can eventually end with the Internship model.
- ✓ There is a difference between structure and order. The focus should be on following the protocols of school which is structured during the implementation of the School Experience Program. Any structure can't be denied because the structure is based on some deep ideational understanding. So it is not possible to ignore structural implementation during planning of any program.
- ✓ Any model of SIP demands extensive engagement of teacher educators with pupil teachers that requires more time commitment on the part of teacher educators. As all Teacher Education Institutes follow UGC guidelines, credit must be given to teacher educators' career advancements under API scores.
- ✓ In a structured School Internship Program, roles and duties of stakeholders must be well-defined by the teacher education institution.
- ✓ In the current SIP there are many challenges, for example lack of structured SIP regarding planning and implementation, lack of structured feedback mechanism, gap in observation of perspective teachers practice teaching, lack of access to schools, artificial and least motivated behavior regarding SIP's implementation, planning and supervision and stable relation with the teacher education department and schools teachers.
- ✓ There is a need to build a sense of ownership and collaborative accountability amongst teacher educators for quality improvement in contemporary SIP.

**Objective 2: To redefine the relationship between Schools and Teacher Education departments /Institutes by creating a partnership model between the two based on a blended idea of teaching practice consisting of offline and online mode.**

**Questions raised:** *What do schools expect from the pupil teachers? How can a symbiotic relationship be established between the TEI and schools? How do we build a sustained partnership with schools? The generic question under this theme was - How can SIP be designed and executed to establish a synchronization between the TEIs and schools? For ensuring a symbiotic relationship between schools and TEIs, what structural and human resource do you foresee, for example the vicinity of school clusters and TEIs, role of M.Ed, and other scholars, school teachers etc. ?*

- ✓ There is a need to change theory and practical classroom exposure for symbiotic relationships that calls for accountability from both sides. During internship, some part of syllabus or activities must be assured to be completed by pupil teachers so that they become accountable and responsible for their duties.
- ✓ A pupil Internship must be exposing a student to all functionalities of school. A model of innovative school of DAVV, Indore may be discussed for its larger understanding. Mechanistic view towards internship is not going to solve our purpose. In our country, the majority of the time TEIs are involved in confronting schools and somehow getting it for teaching in classes only and therefore SoPs must be there from the Government side to conduct quality internships.
- ✓ School Internship Program is an integral component of any teacher education program during which the pupil teacher works under the supervision of an experienced person and becomes competent /develops associated skills with confidence. It is the process of providing practical experience to the pupil-teachers related to school life. It demands continuous engagement and involvement of pupil-teachers in all types of school activities. The internship activities provide varied and multiple experiences of professional understanding, skills, competencies, and most important positive attitude towards the teaching profession. The pupil Internship experiences are directly linked to the concepts of teaching, the ways of curriculum transaction, assessment techniques, organizing and evaluating various co-curricular activities and clear understanding of students' background. Also, the Internship Program should accommodate the requirements of the Society and the pupil teachers should be given the opportunity to engage with the community. They should understand that teaching is a service to the society and nation.
- ✓ NCTE regulations 2014 stated that, "Internship Schools" are "Lab Schools" where "mentor teachers" should help and guide pupil teachers in both academic and non-academic activities in schools, the pupil teachers should be provided with opportunities and given freedom to give flight to their creativity in curricular as well as in co-curricular activities. Schools being a living laboratory have both scholastic and co-scholastic aspects that make the education process holistic. No pupil teachers could be trained well without exposure and training in both aspects. Right from the early morning till the end of school hours each minute should be rigorous without flexibility. No one could understand the rigours and vigours of the school without

involving oneself in each and every activity of the school be it classroom, labs, fields, dramatics, reporting, PTA, office, hostels etc. Each pupil teacher should identify professional rigours by their own involvement however it was admitted that ensuring this would be rather tough and require honing the relevant skills of teacher educators as well as teachers and administrators. They should be made aware and trained about the mutual realities to mentor/train others.

- ✓ School Internship Program is a matter of team-work, therefore, there is a need for commitment, dedication, determination, and devotion in teacher educators regarding implementation and supervision of School Internship Program.

### **Further suggestions that evolved during the discussions were:**

- ✓ The discussion started by pointing out at some of the expectations that schools have from the pupil teachers. For example, participation in all activities of school during the full school hours, to proceed as per directions of school teachers/administration, only a limited number of pupil teachers of different subjects attend the school.
- ✓ School has to be considered as a dynamic place more than classroom teaching. School Internship program should focus or follow ever-evolving principles of inclusion, equality and excellence
- ✓ There is a need to establish a cooperative teacher education framework. Opting schools from different sectors such as government, private aided schools etc. so that in Internship program, B.Ed. pupil teachers get experience, not from one school but can benefit from the experience gained from different categorized schools.
- ✓ Schools act as a dynamic workshop for the implementation of teacher education pedagogical ideas and theoretical understanding in a practical sense, therefore a component of mentoring by school teachers can be added. Coordination between teacher education and schools can be established. There is a need to develop a good relationship and coordination between School Principals, Teachers and Teacher Education Institutions.
- ✓ There is a lack of recognition/respect by the school teachers/principals regarding their own TE degree, thus professionally mutual motivation and constant pursuance is needed. There is a need to create an affiliation kind of relation between schools which are in the vicinity of the Teacher Education Institution to have mutual relationship with schools and TEI's in which school principals and teachers would also have keen curiosity to suggest their expectation from the teacher education institution and critique them regarding their pedagogical practices and other parts.
- ✓ There is a need to provide full time exposure to pupil teachers in schools for this. In the last phase of their teacher education program, the pupil-teachers should go to schools completely rather than just focussing on theoretical concepts.
- ✓ In relation to 'Partnership with Schools', it was suggested that NCTE and Department of School Education and Literacy, MHRD to collaborate and frame a plan of action for TEI's and State Education Departments, making it mandatory for hosting internships in their annual schedule. This would include engaging competent and willing school teachers as mentor teachers and also considering pupil teachers as full-time teachers.
- ✓ Systematic training to government teachers are provided by CBSE and without completing



Faculty Development Programs the teachers cannot be promoted. The teacher education institutions should get the same opportunity for schools like CBSE.

- ✓ The school teachers and schools should follow the ethos of providing relevant opportunities to the learners in co-scholastic activities such as games. There should be a close link between scholastic and co-scholastic ideas so that a holistic and integral personality of the pupil teachers can be developed.
- ✓ Efforts must be put for establishing long term relationships with schools akin to an organic connection.
- ✓ Heads of schools should appreciate the moral obligation to prepare competent and dedicated teachers for the country. To provide resources and expertise to pupil-teachers as part of their moral and innovative leadership.
- ✓ Considering that we are gearing up for a four- year teacher education program, a minimum of 20 weeks Internship should be proposed.
- ✓ We need structuring the internship curriculum for the schools with options for flexibility and innovation by the schools.
- ✓ The Internship has to be rigorous, looped with evaluation, experiential and joyful activates .
- ✓ Concepts of pre-placement, post-completion opportunities, scholarship, extended internship even after completion of the course, specialization needed an introduction in the teacher education programs.
- ✓ Finally, it was advocated that partnership with schools in teacher education is not a one-way process that is in the form of adoption of school. It is a two-way process in which the school teachers and principal should also be involved in Teacher Education Institutions.

**Following suggestions were made to strengthen this two-way engagement:**

- ✓ It would be important that teacher education enrich the schools in relation to innovative pedagogical practices etc. TEIs to develop such relationships with schools that they support schools regarding assessment, rubrics formation and also ensure that the certificate given by the teacher education department helps them in their promotion.
- ✓ Some benefits for the school from TEIs may be in terms of money, seats for their school in TEIs, or like. Schools do not want to allow pupil teachers for longer months of stay in schools. To address all such limitations in an amicable way, an MoU can be signed between TEIs and schools to establish symbiotic relationships. This should be mandated by State/Central administration that every school must have a linkage with a TEI in the area and vice-versa. The MoU may include issues like exchange of teaching aids, use of facilities of two institutions in mutuality, in-service training of school teachers by TEIs etc. The sustained partnership can be through MoU and facilitation by the state and central governments.
- ✓ Benefits and privileges to the school principals can be worked out as per stature of the school ( KVs, Sarvodayas, Pratibha, MCD, DPS etc.).
- ✓ Nature of partnership needs to be well defined for an Internship model to work successfully.
- ✓ Hierarchy in the school system/ administration needs to be addressed.
- ✓ Coordination board can be established, school principals being part of it.

- ✓ Regularise the rules in the annual academic calendar of schools about the duration/ work completed by a pre- service teacher education. A collaborative action plan with the teacher education department (MHRD) and state authorities which would make it mandatory for schools that the teacher education department act as a support system to attain these objectives.



**Objective 3: To discuss and define the modalities of a blended model of teaching practice in terms of assessment and evaluation, off-school campus activities, developing record related to health, sports, parents, ICT application etc.**

**Questions raised:** *How do we visualise a change in the paradigm, structure, and nature of pupil Internship through the amalgamation of online and offline practice teaching that is a blended approach?*

There were two kinds of teachers: one who sees technology as a goal, and another who uses technology as a medium. The teacher remains to be at a central position of teaching learning practices. It is, therefore, important that teachers learn technology for asynchronous purpose for effective delivery of the content.

**Following suggestions emerged from the discussions:**

- ✓ Theory burden and delivery of lesson plan are the hangover in Internship so flipped models of pupil Internship can be proposed in which pupil teachers would first go and observe the things in schools and then gradually focus towards acquiring skills.
- ✓ TEs need to gear-up their own infrastructure and human resources then only they would be able to proceed. Skills of ICT integration in all aspects of school should be known to the pupil teachers.
- ✓ The teacher's role has changed from 'Facilitator' to 'Digital Mentor'. To engage students through online mode in brainstorming, buzz quizzes, and using different softwares like Kahoot, Quiz etc must be given.
- ✓ In response to the change in lesson plan in online mode, it was mentioned that there is a need to have a flexible and liberal approach and there is a need to change the attitude i.e. conventional approach in which teaching is done. A change of mind set in accepting blended mode is required.



#### **Objective 4: To create a balance between theory and praxis, balancing pedagogical as well as non-pedagogical aspects**

**Questions raised:** *What constitutes a holistic engagement and how to ensure a holistic engagement of the pupil teachers? What makes pupil teachers holistic and what is the relationship between pedagogical and non-pedagogical aspects of teacher education program in Internship?*

#### **Following discussions took place:**

- ✓ The gap between theory and praxis needs to be built. Assumptions related to pupil Internship are that the pupil teachers were ready for working in the field and they understood the theory as well as the gap between theory and practice. However, this is not true in the real world. Application aspects of the foundation papers should be strengthened, were as pedagogy should involve understanding the child, various philosophical thinkers should be aligned to pedagogy.
- ✓ There is a need to integrate content and pedagogy in the school internship program. Most teacher educators during supervision or orientation of the pupil internship program focus on pedagogical practice and ignore content so there is a need to focus on deep disciplinary and interdisciplinary understanding in prospective teachers.
- ✓ Emphasis was made on the importance of merging or considering all activities as pedagogical activities because in the present era, the idea of interdisciplinary and multi-disciplinary are welcomed.
- ✓ Foundation and perspective development is important during an pupil internship program in the form of profile formation of children. Having information about the socio-economic status of learners. General perspective building about a student's pre-pupil internship program implementation is quite a relevant stage. So it is important to know about the context of learner before using pedagogical perspective.

**Objective 5: To theoretically study the role, place and need of technology in learning and pedagogy vis-à-vis in SIP and critically analyse all perspectives related to offline-online SIP.**

**Questions raised:** *How to manage the distant learner and identify the content to be taught through online mode? What types of apps can be used to deliver the content? How to engage the learners while online education? How can they promote different learning paradigms, what kind of activities can be conducted? How to assess the learning of their students? How to manage the different situations arising due to the challenges of technology?*

- ✓ Technology is the soul of any effective teaching. It increases the efficiency of the teachers. Pupil teachers are trained to use technology during their teaching. In contemporary times, it helps them to prepare them for the proper engagement of the learner. There is a need to change the mental set up or attitude towards use of technology. It is important to know the use of technology and its importance, how we present the content, deliver lessons, engage the learner, assess the learner, for stimulus variation, for motivation etc. Hence, technology raises the efficiency of the learner as means only and is not an end in itself. Technology offers flexibility that is online, offline, video or audio recording, ppt. etc. that makes learning interesting also But, till a few months back, emphases were given on to use the available resources, computer, LCD etc. during teaching periods. In today's period, the whole educational system turned towards online mode. This is a forced stage when teaching learning is continuing online. This compelled the teacher community to think towards a blended mode of learning when a portion of the curriculum should be transacted through online mode. Now, the pupil-teachers should be trained to curate the available learning materials and to develop the content required for teaching. They should be made aware about the various apps and tools which can be used effectively to develop the content. They should be informed about the modalities of online learning.

**Following suggestions emerged from the deliberations:**

- ✓ Since, the time forced us to think for e-school, the discourse is to modify the school internship program to fulfil the demands of e-schooling and making our pupil-teachers competent to develop, teach and evaluate through online mode. Also, to organize various online activities and to maintain the records. Therefore, the situation demands for a blended model of SIP for pupil-teachers, combining the offline and online modes of internship. It should be the joint responsibility of school personnel/authorities and teacher educators to help the pupil-teachers to realize the related competencies.
- ✓ It was reminded that no technology can replace the need of teachers and online teaching should be used only as a support system in a synchronous way for a blended or formal mode of teaching. If online video lessons would be used in flipped classrooms then there won't be any need to repeat content and students would be able to learn concepts as per their own pace.
- ✓ Pupil-teachers should be provided with the opportunity to strengthen the learning of students

with face to face mode. For varied school activities, they should be exposed to understand their students in a holistic manner. They may be skilled to maintain the portfolio of their students which may include their background, the family, the physical, social, and other aspects including their strengths, creativity and potential to do in future.

- ✓ There is a need to welcome self - directed learning for lesson plan approach. There is a need for continuous observation of the lesson plan and monitoring. Better connectivity, immediate feedback and continuous evaluation are easily possible in online mode rather than offline mode. It was suggested to have online integration in SEP.
- ✓ Significance of TPACK framework, which focuses on Technological Knowledge (TK), Pedagogical knowledge (PK), and Content knowledge (CK) were discussed
- ✓ In the context of assessment of pupil teachers in online mode, it was suggested that as our pupil teachers are now familiar with ICT, it is important to use certain criteria related to technology, such as, source of the content used, how to manage the classroom environment, how many examples or illustration used, how learning space is provided, stimulatory experiences, kinds of activities, connection to the content, kind of content, how to make classrooms lively. As we are going through the technology era, it is important to have an interest-oriented classroom and provide experiential learning approach etc.
- ✓ A suggestion emerged for enriching pupil teachers in the form of simulated teaching workshops to orient them in becoming techno-savvy pupil teachers capable of using the Google classrooms and other online platforms. In contemporary times the best approach would be to integrate both online and offline methods in School Internship Programs.
- ✓ All lessons must be supported by all possible traditional & technological gadgets.
- ✓ Any kind of identification or intervention must be supported by reasons written in a reflective diary followed by a peer discussion under supervision. Comprehensive cumulative record must be maintained by each intern.
- ✓ Technology is a means and not an end, must be clear to all pupil teachers and therefore personal reflections & pedagogy having sound content knowledge coupled with judicious use of technology will lead to a meaningful Teaching -Learning process.

**Objective 6: To envision the role of different stakeholders related to SIP such as Internship Director (ID), Core group of internship School, Principals, Mentor School teachers (MST), Mentor Teacher Educator (MTE).**

**Questions raised:** *How do you envision the role of different stakeholders in creating a nexus between schools and TEIs? How would you define the role of Internship Director (ID), Core group of pupil internship School, Principals, Mentor School Teachers (MST), Mentor Teacher Educator (MTE)? What are our expectations from Departments of Education of different States?*

The SIP framework envisaged active roles and joint responsibilities of NCTE, state education departments, district level authorities of education departments, schools, school principals, mentor teachers, pupil-teachers, teacher education institutions and affiliating bodies of TEIs. This framework sees participating schools as laboratory schools for TEIs where theoretical knowledge of pupil-teachers would get testing ground to convert the theoretical elements of pedagogy into practical hands-on experience of teaching and conducting all school related activities. The SIP framework also proposed 80 % of the time of internship in Government schools and 20 % of the internship time in private schools.

The NCTE articulated a plan to roll out its well defined SIP framework by stipulating a timeline for preparing internship guidelines for states, SCERTs, experts, TEIs and others. Prima facie, this framework looks really apt, and it is so. However, the mechanism of coordination between different stakeholders of the proposed SIP framework needs to be examined seriously. The federal of our country has so many loose ends when it comes to implementation of a program like this, especially when the teacher education program is at the lowest level of preference and priorities for the government machinery. In absence of perfect coordination amongst the NCTE, state education departments, district education officers, schools and teacher education institutions, no plan can be successful whatsoever the quality of it be. Besides, the one component that this framework needed to elaborate was community work or community engagement.

Unless and until the different stakeholders of SIP such as Internship Director (ID), core group of internship school, Principals, Mentor School Teachers (MST), Mentor Teacher Educator (MTE), pupil teachers, school education departments in different states own up their roles and responsibilities, the purpose of the SIP will remain unachieved. It is necessary that every stakeholder should work to ensure the implementation and quality of the activities under the Program in collaboration with other stakeholders. The roles of the stakeholders as outlined by the NCTE need to be elaborated and redefined further, with due delineation of community work, and some sort of mechanism needs to be in place for adequate coordination and realistic implementation of the SIP.

### **Following suggestions emerged from the discussions:**

- ✓ Role accountability, and self -responsibility play a vital role. There is a need to provide the collective mutual understanding of school teachers, principal and mentor teachers. There is a need to develop attachment between school and education department for ownership and responsibility. It is important to consider internship seriously.
- ✓ There is a need to involve experts, parents, community people for assessment of SIP.
- ✓ There should be a contextual mode to TE so rather than others, the seriousness of assessment and feedback and training will be the joint-responsibility of the entire community.

**Objective 7: To create reflective thinking in teacher educators regarding a comprehensive School Internship Program and encourage them to integrate constructivist, critical, creative opportunities for pupil teachers during SIP.**

***Questions raised:*** *What are the essential parameters needed to achieve the objective to create reflective thinking in pupil schooling teachers during SIP? How reflective thinking is assessed? Is there a need to go beyond lesson plan approach and use other creative ways for attaining the objectives? Suggest creative and critical activities necessary for professional development of pre-service teachers?*

The concept of reflective thought was introduced by John Dewey in 1910 in his book “How we Think”. In this the most basic assumption was that learning improves to the degree that it arises out of the process of reflection. As time went on terminology concerning reflection proliferated, sprawling a host of synonyms such as; critical thinking, problem solving; and; higher level thought. In sum we can say that it is the cognitive, enquiry process that contains analysing and finding ways which will lead to production of new knowledge and experiences in the context of previous knowledge and development of alternative ways.

With the onset of New Education Policy 2020, we need to explore ways and means to answer the following questions before designing and developing the pedagogy and module for pupil- teachers at different levels of schooling. In tune to the basic principles of this policy we have to find out the answers of the following questions-

- ✓ What they know?
- ✓ What they need to know?
- ✓ How do they transact this knowledge and their experience into the classrooms in most cohesive and constructive ways?

With this reflective approach teachers who explore their own teaching through critical reflection will be able to develop changes in attitudes and awareness which they believe can benefit their professional growth as teachers as well as improve the kind of support they provide to their students. It is well said that “Experience alone is insufficient for professional growth but that experience coupled with reflection can be a powerful impetus for teacher development.”

### **Following suggestions were made:**

- ✓ There is no need to compartmentalise teacher education in sections that it is reflective, critical, creativity etc. So it is important to change the attitude for better reflection in the internship program.
- ✓ There is a need to associate research and school education programs in the form of action research and school-based projects for M.Ed. and Ph.D. scholars.
- ✓ M.Ed and Ph.D. scholars keep doing research on school issues and this would eventually help the



relationship to be strengthened. Action research can be undertaken on school issues to develop some new models. For this, M.Ed. and PhD. scholars must be involved to enrich this process of internship.

- ✓ Case studies is another way to strengthen school research. During internship there should be a provision of case study after knowing the ethnicity of the school and its learners.
- ✓ Teacher Education curriculum and syllabus must be constructed in such a way that reflection integrates automatically.
- ✓ For reflective teaching it is important to engage the interns in different contexts deeply. For example, in Wardha medical internship every doctor gets associated with 8 families of the rural area. So likewise there is a need to engage interns with a sense of responsibility where there is a sense of attachment developed with the community and this make them reflective teachers.

## **Proposed Framework of School Internship Program for Teacher Education**

In the light of discussion notes of various consultative meetings, it has clearly been established that the School Internship Program is an integral component and professional need of the teacher education program. The School Internship program has gradually evolved from teacher training, practice teaching, and school experience program; thus we can call it a contemporary version of the same. The school internship program provides ample opportunities to the pupil-teachers to explore and try out the interface of theory papers with the practicum aspect of the teacher education program. Theoretical papers- philosophy of education, sociology of education, theories of learning, classroom management, scenario of Indian education system including problems and challenges associated with them- give a comprehensive understanding to the budding teachers and help them to be ready for the professional career which they have chosen. Theoretical discussions and insights which have evolved during theory part will be complementing the ground realities in school. Internship is very helpful to bridge this gap and provide guidance to the pupil-teachers for experimentation and learning. This very significant phase of school internship, which can be called the heart and soul of the teacher education program encourages pupil-teachers to experiment their theories of pedagogy, classroom management, learning psychology along with their reflective insights and provide a strong foundation during the inception stage of their professional life.

Ultimate goal and aim of the school internship program is to prepare and empower pupil- teachers for their larger role and responsibility in the real school situation. It will be helpful for pupil-teachers to take an overview of all the experiences and learning in the school, consolidate their understanding and develop their own meaning and framework of 'what it means to be a school teacher?'

### **Following objectives will help us appreciate the specific importance of a meaningful school internship for Teacher Education program:**

1. to provide a platform to the pupil-teachers for experimentation and deeper understanding of the theories, which pupil-teachers have learnt at teacher education institutions.
2. to allow pupil-teachers exercise their understanding of inclusion in the classroom situation.
3. to help pupil-teachers acquire teaching competencies and life skills which are essential for a school teacher in the 21st century.
4. to nurture pupil-teachers' potential to use educational technology effectively, creatively and meaningfully.
5. to provide an opportunity to the pupil-teachers to learn from their peers, mentors, research scholars and teacher educators, who will be available with them in the field.
6. to sharpen their skills for reflective writing, academic writing and research writing.
7. to develop critical understanding about the ground level issues and challenges in the school.
8. to provide pupil teachers an opportunity to apply their psychological understanding to



conduct case study with a student.

9. to help them prepare unit plans and lesson plans .

10. to enable them identify the need of teaching resources and, use it judiciously and effectively.

11. to provide opportunities to try out various evaluation techniques and understand their role and significance in the profession of teaching.

**I. Field Immersion-Orientation Phase:** This is a 6-week (4 weeks in one year and 2 weeks in the subsequent year) preparatory phase that is spread across two consecutive years of the teacher education program. This orientation phase will provide the opportunity to prepare the pupil teachers in order to develop an integrated understanding and perception of schools along with providing an experience for observing teaching and witnessing other events of the school. This is basically a familiarisation or initiation phase which gives procedural understanding of the internship program.

**Rationale:** Quite often the pupil teachers enter a teacher education program with their personal experiences and memories of their student-life. Their perception of learning and teaching needs to be broadened in terms of using various resources such as community, cinema, museums etc for enhancing classroom experiences. Before joining a school, the orientation phase should help them in facilitating a better understanding of theoretical concepts such as conceptual understanding of education and schooling, teaching and learning etc. such an orientation will strengthen by visiting innovative centres of pedagogy and learning, educational resource centres etc. This phase should also enable the pupil teachers to question their personal biases and existing stereotypes to develop multiple perspectives. Some modes through which this vision can be achieved is by visualising theatre, cinema, ICT, museums etc. as innovative pedagogical centres. The orientation phase must provide avenues to broaden the thinking horizon of pupil teachers by discussing and deliberating the different issues of the society. It should also lead them to think critically, and develop sensitization and awareness towards being an intellectual member of a society.

### **Components of the phase:**

- ✓ Field Observations
- ✓ Observations of School Environment in holistic way
- ✓ Workshops related to integrating ICT, Theatre, Museum, Community etc.
- ✓ Visiting Innovative and diverse Schools
- ✓ Orientation to Reflective Writing
- ✓ Observing children in-situ
- ✓ Developing Student Diversity Report

This is a six-week phase through which the interns get prepared for the real classroom experience as a teacher and mentor. This phase will provide experience with the child, school and community. The activities during the phase are related to the observation of the school environment in totality, to reflect on the school philosophy, its aims and objectives.

During the first and second week of field immersion-orientation phase, the pupil teachers will observe the school in a holistic way in terms of its morning assembly, infrastructure, administration, ethos of the school, teacher-student interaction, classroom environment, transaction of knowledge, preparing student diversity report, assessment processes and compile all observations in the form of school record activity followed by discussion with the respective supervisor.

During third and fourth week of field immersion-orientation phase, the pupil teachers will be oriented to the various activities like heritage walk, theatre sessions, innovative school visits, resource development, ICT workshops etc. which will provide an integrated and comprehensive understanding of innovative pedagogical practices that can be adopted such as museum pedagogy, studio learning, heritage walks, and drama techniques.

During the fifth week of this phase, the pupil-teachers will practice demo lesson by including blended approach. It will also include discussions, feedback and suggestions from their pedagogy teachers and peers.

During the sixth week of the phase, the pupil- teachers will practice at least three lesson plans in a real classroom situation to have a glimpse of the actual internship. This will serve as a hand-holding phase wherein feedback will be provided by regular supervisors as well as school-subject teachers.

By the end of the orientation phase, the teachers will be oriented towards the goals and objectives of internship, reflective writing, peer observation, action research and other activities related to the actual internship phase.

## **II. The Internship Phase:**

This is the 13-week phase when the interns are actually allocated to schools and are expected to participate as well as contribute to various activities in the school. It is this phase when the interns should get several opportunities to apply their theoretical understanding that they have gathered during the teacher education program and establish appropriate linkages through continuous discussions as well as reflection. It should give them ample experiences to sharpen their teaching abilities and skills as well as develop insights about the school as a formal system of education.

**Rationale:** The internship phase should thus provide a holistic understanding of a school system and should develop a comprehensive understanding of the role of a teacher as a professional in school. It should enhance their teaching proficiencies and abilities in their subject areas. It should provide them experiences with learners and diversity amongst them in various ways as well as offer opportunities for interaction with learners at various levels. They should engage in depth case study of a learner to understand the diverse yet unique nature of each learner. They should get ample opportunities to experiment with innovative pedagogical approaches and creative ideas

relevant to the contemporary context. They should also be involved in developing multiple assessment strategies and implementing them throughout the phase in meaningful ways to get feedback for the entire process. Last but not the least, they should be engaged in practitioner's/ action research by facilitating them to problematize the given situation and learn to generate their own insights.

### Components of the phase:

The interns should be involved in the following activities:

- ✓ Development of unit plan and lesson plans
- ✓ Classroom teaching
- ✓ Use of resources / community resources/ technological resources
- ✓ Organization co-curricular activities in schools
- ✓ Engagement in administrative related task in school
- ✓ Examination related work of the school
- ✓ Formative/Continuous and Comprehensive assessment (student profile and portfolio)
- ✓ Summative Assessment : Development and execution of tests/ assessment tasks
- ✓ Comprehensive Report on assessment: Based on Quantitative and Qualitative analysis
- ✓ Peer observation
- ✓ Reflective Journals
- ✓ In-depth project on one of the aspects of school
- ✓ Psychology based project, taking the case of a learner
- ✓ Practitioners' action research
- ✓ Any other responsibility given by the school

### Nature of Supervision: Supervision would be guided by a team of following people:

- ✓ Regular and rotation supervisor in a cluster
- ✓ Mentors (extended faculty of teacher education program) from Directorate of Education
- ✓ School subject teacher/ school principal
- ✓ Ph. D. Scholars from TEIs

### Minimum Requirements/ Expectations:

| S.No | Component  | Minimum Requirement  |
|------|--|--|
| I    | No. of lesson plans/unit plans to be prepared/taught | 30 lesson plans + 5 unit plans   |
| II   | No. of lessons transacted in Online mode             | 5-7 lesson plans   |
| III  | Subject teacher consultation                         | 8 lesson plans and 2 unit plans  |
| IV   | No. of lessons to be supervised and discussed        | <b>10 lesson plans</b> <ul style="list-style-type: none"> <li>• Teacher Educator/s: 2</li> <li>• PhD Scholar: 2</li> <li>• Mentor: 3</li> <li>• School subject teacher: 3</li> </ul> |

### III. The Consolidation Phase:

This one-week phase marks the culmination of the school internship program. Thus, it should be focussed towards consolidating the experiences of the interns and gathering the insights as well as concerns emerging from the analysis. It should involve them at various levels to give them a holistic understanding of the process and learn from other experiences.

**Rationale:** The practical experiences require adequate consolidation for making it a learning experience. In the process of documenting their school experiences along with their peers, the interns would get an opportunity to discuss and critically reflect on the same. It would help them to realize the existing gaps between the theory and praxis as well as ways in which they could be negotiated within the system. They would also provide feedback about the school internship program of their TEI and emphasize on the major issues, challenges, concerns as well as learnings during the process. It would provide them opportunity to learn from school experiences of other interns and would help them develop insights about the diversity that exists with the schools.

#### **Components:**

- ✓ Meetings through educational gatherings : At various levels
  - A. Cluster level: The interns of a cluster of schools would document as well as reflect on their experiences, issues along with the supervisor and the scholars. They would specifically identify the learnings, concerns, experiences and give specific suggestions for the future.
  - B. Institutional level : It would involve formal presentations cluster-wise in which interns of each cluster would report their experiences and share their document with others in the institutions. The exchange of experiences, learnings, concerns and issues would take place between members of different clusters of school coming from diverse contexts. This is followed by identifying specific concerns and recording suggestions that should become the beginning point for the next academic year
- ✓ Report on SIP Experience: The culmination of the above meetings should be in the form of a comprehensive report that has suggestions and insights from meetings held at both the above-mentioned levels. The documentation of the suggestions emerging from these meetings should help the teacher education institutions for planning for the school internship program in the following year.

Thus, this phase should help the teacher education institutions (TEIs) in revisiting their school internship Program each year and building up on the previous year's feedback. This would help in making the school internship program an evolving component responsive to the changing contexts rather than being a ritualistic process!

## Concluding notes with futuristic thoughts :

The work expressed in this monograph emerged from a simple idea which was to encapsulate diverse viewpoints related to the concept of 'internship' in a teacher education program. Through the discussions with experts and veterans, many insights were gained with respect to the existing challenges and issues of internship and relationship of schools with TEIs. Certain leading and promising points also emerged that can serve to strengthen the school experience of an intern.

One of the objectives of these deliberations was also to prepare ourselves and our Programs so as to embrace the spirits of the new national education policy 2020. The national education policy (2020) re-visualises school education as it offers a new structure based on global and futuristic goals. Along with that, it also stresses on revamping the preparation of teachers. Only a progressive teacher who understands the pedagogy of 'promoting thinking' will be able to guide her students to raise thoughts on “why” of a concept rather than on “how” of a concept. To inculcate such a mindset, we need teachers who are open to hold discussions and share authority with their children. This calls for a change in the mindset. Teacher preparation has to be looked at as game changers with potential to lead their children to being creators of knowledge.

The national education policy (2020) also suggests several landmark aspects to strengthen the engagement of TEIs and schools. Each of those will have to be considered while framing the internships of the prospective teachers:

- 1. Experiencing the re-structured model of school education:** The proposed structure of school education would now be divided into four curricular cohorts under the 5+3+3+4 structure termed as Foundational (3-8 years), Preparatory (8-11 years), Middle (11-14 years) and Secondary (14-18 years). Since the curricular goals of each cohort will be largely the same, our prospective teachers can be given a chance to work with children of every stage so as to get an orientation to the nuances of every curricular stage. Experiences in schools can structure in a way that may pave ways for the interns to teach at least one class of each group. Such an experience will be holistic for the pupil teacher to gain an insight of all levels across schooling.
- 2. Placement in School Complexes:** The National Education Policy advocates the idea of clustering the schools falling under geographical vicinity. It emphasizes having school complexes for sharing of resources such as libraries, science laboratories and equipment, computer labs, and sports facilities as well as human resources such as social workers, counsellors, and specialized subject teachers. It is envisioned that such school complexes would bring greater resource efficiency, better functioning, coordination, governance, and better management of schools in the schooling system.

In the light of the above, it can be stated that the TEIs may also be associated with school complexes rather than being associated with one school in particular. Till now, the interns are allotted to schools which may be in diverse spread. By collaborating TEIs with school complexes, the interns will also get work towards enhancement of human resources as well as to the experiences of the



intern. The interns will avail the opportunity to utilize the resources of a complex as a whole rather than being limited to any one particular school premise. A system of rotation of interns can be evolved for engaging the interns with all schools under a complex.

**3. Productive teacher for contextual Flavor:** Schools will need teachers to teach in multiple languages to reach out to children from various backgrounds and milieu. An orientation to deal with children of diverse backgrounds need to begin from the early training period. The interns can be given experiences to deal with children from different contexts and backgrounds. A flavor of addressing multi-lingualism, diverse contexts, localized experiences and multi-specialization should be a part of the internship period.

**4. Multidisciplinary pedagogy:** One of the key terms emphasized at all levels of education is “multidisciplinary” approach. The national education policy keenly promotes creating an interdisciplinary perspective in school life so that avenues of wider thinking can be built up in the children. Definitely, it urges for a mindset which thinks beyond the rigid demarcations of the disciplines. The teacher interns will have to be educated to develop lesson plans which follow a multidisciplinary approach. The experts of different disciplines will have to work in collaboration to help interns to develop lesson plans that are based on project-based, thematic pedagogy. The need is also to include vocational aspects in the education.

**5. Digital and Global Teaching:** Technology revolution is sweeping in all fields, including education. The National Education Policy 2020 acknowledges the influence of technology in all realms of life and therefore promotes teaching in a blended online-offline mode. To reach out to the students from far end backgrounds, which are physically inaccessible, the policy promotes digitalization of teaching. Undoubtedly, the preparation of a teacher will have to follow the paradigms of blended teaching. They would need to develop acumen to distinguish between the need and use of online teaching to the situations where offline teaching is preferred. The School Internship Program can become the most fruitful phase to experience the nuances of blended teaching. SIPs can help the interns make decisions on situations and adopt online/offline teaching mode. On similar lines, the interns must also be given training to imbibe ODL platforms in their teaching. ODL and online education will provide a natural path to increase access to quality higher education. In order to leverage its potential completely, the prospective teachers will have to imbibe its norms and standards.

**6. Preparation of vocational teachers:** Vocational subjects will now be included in school life as a part of academic experience. This means that schools will have to recruit teachers who are specialized in some vocation. The TEIs will have to adopt a procedure to bring in vocation education also into their ambit of training teachers. An pupil teacher should be provided various experiences to amalgamate curricular, co-curricular as well as vocation courses into their training modules.

**7. Tenure of Internship in different B.Ed Programs:** The National Education Policy (2020) provisions. One-year, two-year and four-year B.Ed. options to be available for teachers' preparation. It envisions the two-year-B.Ed. for candidates having a Bachelor's degree, and the one-year BEd Programs to be offered only to those who have completed the equivalent of four-year multidisciplinary Bachelor's degree or who have obtained a Master's degree. Indeed, the nature of an internship will have to be adjusted accordingly. Although one agrees that the components defined under an internship experience should remain the same, the time duration may be reduced proportionally in a one-year B.Ed. Program. The internship should have all the components that necessitates for a meaningful engagement with schools, however care can be taken to reduce the duration of every component. This arrangement will ensure that every teacher education Program makes provisions for a holistic engagement and experience of the prospective teacher irrespective of her preparation duration.

The excerpts drawn from NEP reflect the vision of education at large, which this document also covers through its recommendations in the context of school internship experiences of a teacher. It is with this hope that the monograph may serve as a reference point for TEIS in diverse contexts across the country, a framework along with recommendations is being presented. The framework is purely suggestive and will have to be tweaked keeping in mind the local and contextual needs of the school complexes. At this juncture when the National Education Policy 2020 is paving its ways for the betterment of school and teacher education, the above framework can serve as an exemplar model to guide us for a better teacher education Program.

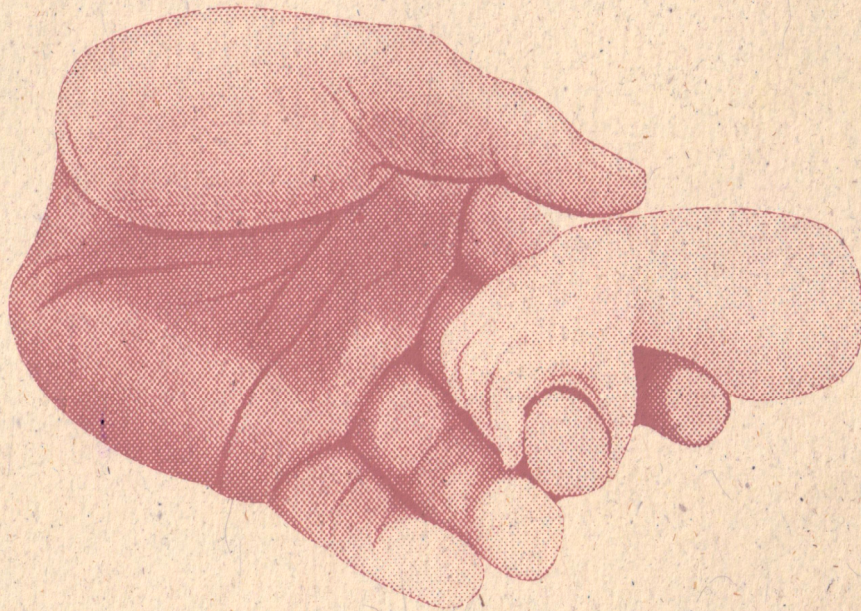


## **SOME CRUCIAL POINTS THAT NEED ATTENTION**

- ✓ For implementing symbiotic relationship between TEIs and schools:
  - o Contribution of teacher education institutions to schools should be well defined.
  - o The teachers should be invited for an orientation to pupil-teachers about the dynamics of the school.
  - o To build a sustained partnership, the teacher education institutions should invite teachers for workshops/ seminars/ conferences.
  - o The schools should invite the faculty members as resources persons for interaction with teachers and students.
  - o As an incentive to the working teachers and school leaders, their career management, professional growth may be tied up with the mentoring role and assignments.
- ✓ Insights for TEIs regarding paid Internship and other issues.
  - o Context of pupil-teachers including students with impairments or coming from low economic backgrounds should be included. As far as possible, teaching must be encouraged in one's own language.
  - o It's needed to restructure SEP programs as the annual program of the School system and to implement practical, flexible and Structured SEP keeping in view the needs of both schools and TEIs
  - o In order to sustain and retain professionalism in teachers and to attract the best talent in the teaching profession, the internship system for pupil-teachers should be made a paid internship.
  - o The quality of Internship would improve with quality feedback and assessment.
- ✓ For Collaborative and Innovative approach in Internship -
  - o Other than internships, practical training opportunities to work with social, developmental organizations, NGOs, educationists, researchers, and overseas engagements can be explored.
  - o To provide contextual exposure to interns, curriculum analysis and course development in the internship program can be encouraged.

# **School Experience Programme**

## **Bachelor of Education (B.Ed.)**



**CENTRAL INSTITUTE OF EDUCATION**  
**DEPARTMENT OF EDUCATION**  
**UNIVERSITY OF DELHI**



## The Concept

The programme Bachelor of Education, popularly known as B.Ed., is the cultural identity of Central Institute of Education, established on December 19, 1947, with the objective of "training teachers for higher and secondary schools and also (to) carry on research on the problems of basic and secondary education." (Maulana Abul Kalam Azad, April 18, 1949). The legacy has been passed on from generation to generation with the spirit to extend and enrich the programme in order to accommodate the dynamics of social change. One of the most exciting experiences of this nine-month programme is the practical component of the course.



Known as 'Practice Teaching' for a long time, it is a compact and enriching experience for the student-teacher. Over the recent years, it has been reviewed and enriched so as to incorporate the emerging trends in the field of teacher education. The emphasis now is on the need to give the student-teacher an opportunity to explore all aspects of school life, and hence the new name, *School Experience Programme*.

Planned in phases for a total of 32 to 35 working days, the programme aims to provide an active experience of different aspects of school life. The key aspects are discussed ahead.



## Teaching and Classroom Interaction

Every student teacher is required to teach twenty lessons in each of the two teaching subjects. The student - teachers opting for the teaching of subject at A-level are supposed to teach classes VI - IX (X - optional). Those offering the teaching of the subject at B-level will teach in Classes XI (XII - optional).

Subject experts and others from foundation courses ensure as supervisors that the student-teacher acquires and conveys a feel for the subject and for children's learning strategies. Preparation of lesson-plans is expected to reflect theoretical inputs derived from foundation courses. Regular supervision is provided with a view to giving each student-teacher the opportunity to reflect on his or her classroom experience. The supervisor acts both as a source of feedback and as a guide responsible for monitoring the young trainee's growth as a teacher.



## Evaluation Reports

Taking into account the formative nature of evaluation, individual learners are assessed over a period of time. Learner profiles are prepared and discussed with subject experts in the faculty. To assess the effectiveness of one's own teaching strategies and methods, the student - teachers will give an achievement test to their learner group and prepare an extensive, analytical Evaluation Report for each of the two teaching subjects.



## Psycho-Practicals

Psychology practicals constitute an essential component of the B.Ed. Practical Sessional Work and the School Experience Programmes. Their aim is to enable students to apply the concepts, ideas, skills and methods which they acquire in their theory course on Educational Psychology. The main activities consist of designing and using different tools and techniques to understand children better. These include observation schedules, interviews, questionnaires, checklists, anecdotal records, sociometry and simple paper-and-pencil tests. The idea is to develop a holistic understanding of children. Basically, aspects like children's motivation, interests and aspirations, perceptions, adjustment patterns, values and attitudes, emotional and developmental needs are dealt with. Issues related to self-concept and gender identity, etc. are given special attention. The objective is to enable B.Ed. trainees to develop sensitivity towards children and to define their role as teachers in as broad a manner as possible.



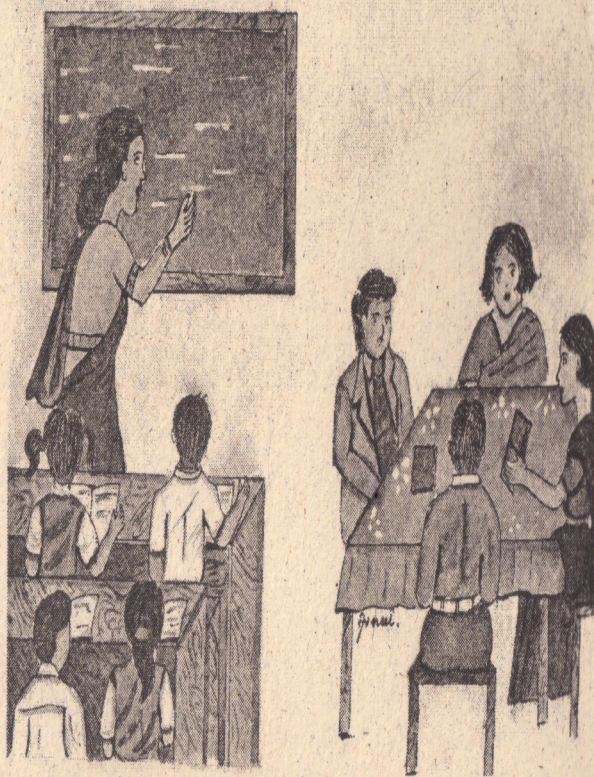


## Peer Observation

Every student-teacher is required to observe twenty-five lessons given by peers. Recorded pointwise or in a descriptive manner, peer observations are supposed to be discussed regularly. These follow-up discussions enable the student - teacher to enhance his/her own performance and potential. The idea is that the student-teachers assigned to a school should work as a group, benefitting from each other's experience.

### Peer-group Interactive Sessions

To develop an insight in to all different aspects of school life, the students-teachers assigned to a school are required to meet once a month and discuss their observations at length. The ideas generated during these sessions are to be recorded. A copy of the notes should be preserved by each student - teacher and submitted to the supervisor alongwith their peer - observations.





## School Project

To understand the functional aspects of school life in terms of administrative, organisational, academic and evaluative procedures, students - teachers are required to make an in-depth, study of any one aspect of the school life. An illustrative list of school - aspects which can be studied is as follows :

- ☐ Administrative structures in the school
- ☐ School transport
- ☐ School canteen
- ☐ First Aid/Medical facilities in the school
- ☐ Organisation of co-curricular activities
- ☐ Counseling activities
- ☐ Enrichment workshops
- ☐ Time-table planning
- ☐ Evaluation system and techniques
- ☐ School ambience
- ☐ Science laboratories
- ☐ Social science laboratories
- ☐ Linguistic ethos of the school
- ☐ School building

It is expected that the techniques applied for data collection e.g. observation/ questionnaire/ interview/ checklist etc. will be discussed in the report.

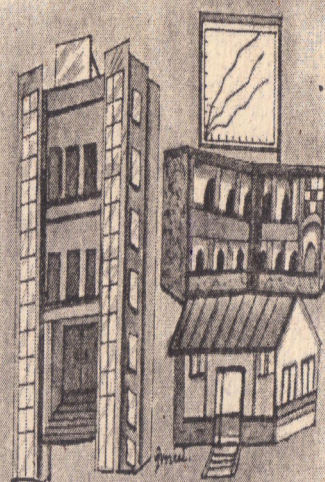




## Comparative Study

The purpose of this component is to allow student-teachers to recognize the diversity of school arrangements prevailing in the system of education. Each group of trainees is required to visit another school belonging to their cluster. Observations and interactions made during the visit are expected to enhance the student-teachers' awareness of the variation they may find in the different aspects of school life. An illustrative list of aspects that deserve to be noticed during the visit is given below :

- ☐ Classroom life
- ☐ School assembly
- ☐ Co-curricular activities
- ☐ SUPW activities
- ☐ School ambience
- ☐ Building and other infrastructure
- ☐ Student-teacher ratio
- ☐ Library, laboratories and other facilities
- ☐ Textbooks and teaching aids.



Observations made during the visit are to be recorded and analysed in a comparative perspective, taking into account the differences between the school visited by the trainees and their own school. The comparative report should be discussed with the peer group and the supervisor before it is submitted to the supervisor.



## Organisation of Co-curricular Activities in the School

Each student-teacher will organise at least one co-curricular activity with his/her own learner group in the school. These activities may be planned at any point of time during the period of the School Experience Programme. It is expected that the co-curricular activity organized by individual trainees will be attended by the supervisor and some members of the teaching staff of the school. Each student-teacher will submit a report of the activity he/she has organized.

Suggested activities :

- ☐ *Literary activities*  
(debate/ quiz/ declamation)
- ☐ *Cultural activities*  
(group/ solo performance)
- ☐ *Wall magazine*
- ☐ *Science fair*
- ☐ *Social science exhibition*
- ☐ *Bulletin board displays*
- ☐ *Theme-day celebration*





The assessment of teaching during SEP will take into account a student's performance across three domains: 1. Planning; 2. Execution; 3. Reflection. These three domains are explained and elaborated below.

**Domain 1: Planning**

**30 Marks**

Planning for teaching includes a range of tasks each of which demands attention. To begin with, it involves preparation of a unit plan which is to be executed over more than one period. We suggest that lesson plans should be prepared unit-wise, rather than period-wise in order to allow and encourage the student-teacher to engage with the syllabus and the textbook by planning an overall approach for a unit of the subject matter and working out salient details of the strategy to be followed in the classroom. All lesson plans should, therefore, be prepared with reference to the unit of subject matter a student will handle over a certain number of days and periods. Unit plans ought to reflect the nature of the subject matter and the skills to be focused on, the teaching strategies that will be adopted, and the teaching-learning material (TLM) to be used. Assessment of the planning domain will take into account the following factors:

- a. Overall relevance, variety and appropriateness of the teaching strategies indicated in the lesson plans;
- b. Knowledge of the content of each unit, acquired from different sources;
- c. Time-estimation for execution;
- d. Clarity of purpose and age-appropriateness of the TLM planned to be used;
- e. Quality of questions framed.

**Domain II: Execution**

**50 Marks by main supervisor &  
15+15 by Rotation Supervisors**

In this domain, the focus will be on the execution of the lesson plans the student has prepared. The assessment of this process will take into account the following:

- i. Clarity of communication and rapport with students;
- ii. Quality of questions asked and the responses given to students' questions and comments;
- iii. Care shown in the organization of activities and the use of TLM in terms of establishing its usefulness for a particular activity or concept and by giving access to all students to benefit from the TLM;
- iv. Classroom management, assessed in terms of the capacity to maintain focus and structure of the lesson;
- v. Ability to attend to all students and to distribute opportunities for participation;
- vi. Evidence of benefitting from the supervisor's suggestion by incorporating them in subsequent lessons;

### **Domain III: Reflection**

### **30 Marks for both the subjects**

Students will be required to maintain a weekly reflective journal where they record their observations on their own teaching in both subjects, the observations made by them in the lessons taken by their peers, and on different aspects of school life. Their reflective journals should draw insights on the basis of the theoretical knowledge acquired from the foundation and pedagogy papers. Each student shall maintain only one reflective journal for both the subjects.

1) **Amit Kauts** is Dean, Faculty of Education, Guru Nanak Dev University, Amritsar. He is a postgraduate in Education as well as Geography and Ph.D. in Education. He served as a Teacher Educator and has 25 years experience of teaching at both undergraduate and postgraduate level. His research focuses on educational development, ICT based pedagogy and various dimensions of Teacher Education. He has mentored one postdoctoral research sponsored by ICSSR, 16 doctoral researches and has authored and co-authored over 85 research papers, 14 book chapters and authored/ edited two books. He successfully coordinated three UGC and ICSSR sponsored Research Projects. He is also serving for Ministry of Human Resource Development, Government of India funded project "School of Education" at GNDU under PMMMNMTT scheme of MHRD as Coordinator. He is Prof Incharge, Central Library, GNDU Amritsar.

2) **Anjali Atri** Principal, Kendriya Vidyalaya, Shalimar Bagh M.Com, B.Ed (CIE) (Delhi University) with an experience of 13 years as PGT(commerce) and 05 years as Principal. Email id: [anjliatri@gmail.com](mailto:anjliatri@gmail.com)

3) **Asheesh Srivastava** is a well-known academician in the field of education, he is an alumnus of University of Lucknow, Lucknow, Uttar Pradesh & Devi Ahilya Vishwavidyalaya, Indore, Madhya Pradesh. A very popular figure among his students since the beginning of his career as a teacher, Prof. Srivastava has served under University of Lucknow, Amity University Uttar Pradesh (Lucknow Campus) before getting appointment simultaneously in prestigious universities of India viz. Banaras Hindu University, Varanasi, Uttar Pradesh & Visva-Bharati: A Central University & An Institution of National Importance, Santiniketan, West Bengal in 2010. Prof. Srivastava chose to serve the Ashram of Nobel Laureate Gurudev Rabindranath Tagore i.e. Visva-Bharati and served in different capacities for almost a decade before joining Mahatma Gandhi Central University (MGCU), Motihari, East Champaran, Bihar as Professor of Education. Prof. Srivastava has vast & rich experience of traveling and delivering lectures to different prestigious Universities/Institutions of education of different strata across India. Prof. Srivastava has plenty of presentations and publications to his credit and his area of interest is 'Educational Policies & Programs'. Prof. Srivastava is a Founder Dean of School of Education here in Mahatma Gandhi Central University.

4) **Ashok K Pandey** is listed by the Forbes India, 2020, among the 100 Top People Managers, Mr Ashok Pandey is a post graduate in Physics from Allahabad university and in Consultancy management from BITS, Pilani. Presently Director, Ahlcon Group of Schools in Delhi, India, Mr Pandey has been a successful school principal, author, speaker, researcher and facilitator. He received the National Teachers Award by the President of India, 2012. Ashok sits on the Governing Body of the National Council of Teacher Education (NCTE).

5) **Chand Kiran Saluja** is the Academic Director, Samskrit Promotion Foundation. He had also been associated with the Department of Education [CIE], University of Delhi.. Dr. Saluja specializes in the field of Language education, Indian culture and values. He has to his credit Masters degree in

five subjects. He is a renowned name in the area of Education as his contributions are referred to and valued by many. He has been accorded with distinguished scholars' award in Sanskrit Language by the President of India.

6) **Gopal Krishna Thakur** Prof. Gopal Krishna Thakur, an educationist with over three decades of experience, is an alumnus of Institute of Advanced Studies in Education (IASE), Jamia Millia Islamia, New Delhi and Central Institute of Education, University of Delhi, is at present the Head of the Department of Education & Department of Psychology at MGAHV (Central University), Wardha, Maharashtra. He has been associated with various reputed academic and research institutions in different teaching and administrative capacities. His research interests include Educational Management & Administration, School Education, Teacher Education, Science Education, Curriculum Development and Evaluation, and Philosophy & Sociology of Science. His previous research activities include evaluation of the primary education Program of 'Eklavya' – an NGO based in Madhya Pradesh, working with the 'Korku' tribes of Madhya Pradesh. He has also been associated as resource person for various Programs of FICCI & Care India, Save The Children, India; Jamia Millia Islamia, New Delhi; University of Delhi. He has written several books on education and has published a number of research papers in national and international journals. He has participated and presented his research papers in a number of national and international seminars/conferences held in India and abroad and has delivered over 100 invited lectures in universities all over India.

7) **Kaushal Kishore** is presently working as a Professor and Head, Department of Teacher Education and Dean, School of Education, Central University of South Bihar, Gaya (Bihar). In his 16 year plus journey as a teacher educator he has worked in different organisations in different states of India (To name, GG Central University, Bilaspur, Chhattisgarh, JRH University, Chitrakoot, Uttar Pradesh). During this, he has been instrumental in planning and executing internship in different teacher education Programs of varied nature like, BEd, MEd, Four Year Integrated BA.BEd/BSc.BEd.

8) **Navleen Kaur** is a professor in the Department of Community Education and Disability Studies, Panjab University, Chandigarh. She is Masters in English, Sociology and Education and a Doctorate in Education. Her areas of specialisation are Educational Psychology, Guidance and Counselling, Inclusive Education, and Learning Disability. She has served as Chairperson of the department, warden of a Women Hostel, Program Officer of NSS Campus Unit, and an Executive Member of Panjab University Teachers Association (PUTA). She has to her credit many awards and honours; first prize The Best Research Study In Literacy in National Literacy Mission, MHRD, GOI being one of them. She has written books on vast areas that include fields of Guidance Counselling, Environment and value education, empowering youth, higher education, inclusive education, disaster management, gender sensitization, youth entrepreneurship, E-learning, declining sex-ratio.

9) **Saroj Sharma** is a senior faculty member, University School of Education, Guru Gobind Singh Indraprastha University and is presently on deputation as Chairman, National Institute of

Open Schooling (NIOS). She has been the first Dean of the University School of Education. She is actively involved in various projects of UNICEF, UNESCO, NCERT, ICSSR and empanelled as Evaluator in different leading National Universities, NUEPA, NCERT, NIOS, SCERT, IGNOU and with other Higher Education bodies in India and abroad. She is a subject expert and Resource Person of various educational Programs on Radio-Counselling and Teleconferencing through EDU-SAT, SWAYAM and SWAYAMPRAKHA digital portals of MHRD, Govt. Of India. She is associated with Indian Council for Social Sciences and Research (ICSSR) as an expert in Education. Recently she has been awarded with the 'Radhakrishnan Award' for showing excellence in the field of Education. She has been a member of the committee constituted by NCTE for the formulation of New Education Policy-2016 and is member in a few other educational Program implementation committees (PICs) of MHRD. She was the chairperson of Open Educational Resources Committee (OER), NCTE and is presently a member of the standing committee of NCTE. E mail- dr.sarojsharma@yahoo.in; [professorsarojsharma@gmail.com](mailto:professorsarojsharma@gmail.com)

10) **Seema Dhawan** is a professor in Department of Education, Birla Campus HNB Garhwal Central University, Srinagar, Uttarakhand. She is Masters in Zoology, PhD in Forestry and Education. She is a recipient of eight awards in the Educational field viz. Prof. Satya Pal Ruhela Best Educational Sociologist Award, 2014; Women Educationist Award, 2014; Gyan Jyoti Award, 2017. In a experience of almost 25 years of she has supervised more than sixty-five students for Dissertation and Ph. D. works, developed 13 psychological tools for research work, 7 Programd Instructional Materials and has published 4 books, 21 chapters in different books and up to 127 papers in National and International journals. She is a part of many renowned bodies such as NCTE, NIOS-CEE, expert for ARPIT courses and Swayamprabha 32 Channel. She has organised a close to 46 Workshops/ Seminars/Conferences and has delivered almost 127 lectures as Resource person, Plenary Speaker and shared views on various aspects at National and International forums. (World Science Congress, NIEPA, CEE, Ahmedabad, NCERT, Savitribai Phule University, Pune; AMU; HP University, Kurukshetra University, Allahabad University, University of Calcutta, Kumaun University, FDC, HNBGU, SCERT, Uttarakhand). Professor Dhawan is an editor in The Teacher Educator, Taylor & Francis Group.

11) **Shyam B Menon** has been the Vice Chancellor, Ambedkar University Delhi. He has also held the position of Proctor and Dean (Department of Education) in the University of Delhi. He has been a Fulbright Postdoctoral Fellow and has held the Commonwealth of Learning Study Fellowship. He is known for his leadership as well as academic endeavours.

12) **Sushma Meena** Principal, Rashtriya Pratibha Vikas Vidyalaya, IP Extn. She is a professional and a seasoned academician. She joined the directorate in the year 2006 as Lecturer History and her ascend has been scintillating. She was promoted as Vice Principal in the year 2014.

13) **Sunil Kr Singh** is a D.Litt. He is currently teaching at Faculty of Education, Banaras Hindu University, Varanasi since 1997. He has special interest in contemporary issues and Indian perspectives of education. Internship of Teacher trainees has been his special professional focus.



He has authored 10 books , 03 research surveys, 80 research papers/articles ,delivered 125 resource lectures and supervised 12 Ph.Ds.in Education.

14) **Vandana Saxena** is currently working as a Professor at CIE, Delhi University. She has been diligently promoting the case of equal opportunities for all, symbolized by the conscious use of lowercasing for the writing her name. In her academic persuasion to cultivate all-encompassing learning environments, she is engaged with teaching, training, research & consultations focusing upon developing research-based thought-provoking pedagogical designs addressing issues of Diversity and Inclusion.

Email id: [vsaxena@cie.du.ac.in](mailto:vsaxena@cie.du.ac.in)

1. **Haneet Gandhi** is a faculty at the CIE, Department of Education, University of Delhi. She obtained her Ph.D. in Mathematics Education from Lucknow University and Masters in Mathematics Indian Institute of Technology (I.I.T. Delhi), and Masters in Education from Jamia Millia Islamia. Her specializations are in Mathematics Education and Quantitative Methods in Educational Research. She has also held many important positions in the University of Delhi such as Deputy Dean, Admission Branch, University of Delhi and Co-Convener in Under-Graduate Curriculum Revision Committee of the University of Delhi. She has to her credit many publications in national and international Journals. She is also in the policy making bodies of many organisations of the Government of India.

Email id: [haneetgandhi@gmail.com](mailto:haneetgandhi@gmail.com)

2. **Pankaj Arora** has been serving in the CIE, Department of Education, University of Delhi for around twenty-three years. He is also serving as Director, Institute of Life Long Learning, University of Delhi. Prof. Arora has authored numerous articles, and presented research papers in various national and international conferences. He has Seven books to his credit. He was invited for Keynote address/ Inaugural Address/ Eminent Speaker for various Webinars/ workshops/ FDPs on different aspects of National Policy of Education-2020.

His Administrative responsibilities include: Member, National Education Policy Implementation Committee, University of Delhi (NIC-2020); He was appointed Dean Admissions, University of Delhi, 2019-20; He was Convener for the Under-Graduate Curriculum Revision Committee-2019 and had successfully completed the colossal task in time-bound manner; Professor Arora has been appointed Visitor Nominee to the Executive Council of Central University of Gujrat, Gandhi Nagar since 2016; He is also appointed as Mentor, School of Education, Central University of Gujarat, Gandhi Nagar, since the inception of the school.

Email Id: [panklajcie@yahoo.com](mailto:panklajcie@yahoo.com)

3. **Sunita Singh** is a faculty at CIE, Department of Education, University of Delhi. She obtained her Ph.D. in philosophical perspective in Education from Banaras Hindu University and M.ED & M.Phil in education from Guru Ghasi Das Central University, CG. She completed her masters in organic chemistry (MSc., MJP Bareilly University) and in philosophy (MA, MGKVP Varanasi). Her specializations are in science education, philosophy of education and gender in education. She has published more than 20 research papers in national and international journals and also possesses credit as a co-authors in 4 books in education. She has taught as an assistant professor in Banaras Hindu University from the period of 2010-2018, during this period she was involved in an enrichment Program for secondary education by coordinating and organising Malviya Free Coaching Center for rural and needy students. She was also a part of administration in the capacity of administrative warden of various girls' hostels at BHU. Currently she has acclaimed a major research project funded by ICSSR, IMPRESS on the quality of secondary education in rural areas of Eastern UP.

Email id: [nitivasudev@gmail.com](mailto:nitivasudev@gmail.com)

4. **Yukti Sharma** is faculty at the CIE, Department of Education and Academic Secretary at the Institute of Lifelong Learning, University of Delhi. She is involved in teaching and guiding research in the area of inclusive education and science education at the department. She has conducted several research projects and has presented papers in national and international conferences. She has publications in acclaimed international journals and has authored textbooks on education and science education. She has been invited for various workshops in NCERT for research projects and development of curricular materials including e-learning modules as well as in other organizations and schools. She has developed courses in science education and inclusive education for post graduate students. She has also contributed for development of MOOCs and OERs for several organisations such as NCTE, NIOS, IGNOU, NCERT and CBSE.

Email: [ysharma@cie.du.ac.in](mailto:ysharma@cie.du.ac.in); [academicsecretary@illl.du.ac.in](mailto:academicsecretary@illl.du.ac.in)



**ISBN NO: 978-93-90878-02-4**

This monograph is a culmination of ideas and insights that emerged after the profound deliberations on the concept of internship. It shares the contemporary concerns and possibilities related to School Internship Program and provides a suggestive framework for engaging interns in school life.

The experts and veterans who shared their views through online meetings expressed a pressing need to amalgamate Internship in a symbiotic form with the schools. The professionalism of teachers and enrichment of their experiences have to be synchronised with the tenets and recommendations of the National Education Policy 2020.

The monograph encapsulates these concerns and proposes a holistic, integrated, progressive and interdisciplinary vision which is immersed in the essence of research.

**Project Team:**

**Professor Pankaj Arora, Dr. Yukti Sharma, Dr. Haneet Gandhi, Dr. Sunita Singh**



**Institute of Lifelong Learning**  
**University of Delhi**

