

Internship programme in teacher education is very important to shape the trainees into an effective teacher of tomorrow. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. The Acharya Ramamurti Committee (1990) in its review of the NPE 1986 observed that an internship model for teacher training should be adopted because the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time. If we think about the internship programme of our teacher education colleges, certain questions arise in our mind. Do our trainees involve in all activities of the schools? Do teacher educators evaluate internship programme in well manner? To get answers of these questions present study was carried out. The main objective was to study the opinions of teacher educators and pre-service teachers with respect to internship programme. For the present study five B.Ed. colleges were randomly selected and from each college four teacher educators and twenty pre-service teachers were selected using random sampling technique. Result reveals that for improvement in internship programme we should consider all 3 stages - (1) Pre-internship (2) Internship (3) Post-internship for evaluation. We should include practice teaching, observation record, evaluation record, preparation & presentation of teaching aids, record of participation in school activities & presentation of internship report for evaluation.

Education is a noble profession, through this profession teacher can give shape to his country & the world also. Teachers are not born but they can be made by teacher education. Teacher education is divided into pre-service teacher education programme and in-service teacher education programme. Internship is an important component of pre-service teacher education programme to provide field experience to the trainees. It provides not only practice teaching but opportunities to participate in activities of the school like a regular teacher. Internship is very important to shape the trainees into an effective teacher of tomorrow. Internship programme has the following components. 1. Visits to Innovative Centres of Pedagogy and Learning. 2. Action research. 3. Developing Unit Plans in advance than teaching. 4. Creating and maintaining resources for teaching-learning in the internship schools. 5. Co-curricular activities. In teacher education internship has three stages. (1) Pre-internship, (2) Internship, (3) Post-internship. The pre-internship activities include selecting school for the internship, making groups of trainees, arrange time table, write unit plan, planning of activities ect.

The internship is a field experience for trainees, which includes practice teaching and all activities of the school. The post-internship activities cover final report of internship and evaluation.

Internship model for teacher training should be adopted because the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time. We know that if internship programme is done with complete involvement of trainees, it may be useful in evaluating teacher's ability. It supports socialization within the profession, stimulates development of teaching-learning concepts, provides a protected field of experimentation, allows insight into new perspectives and enhances motivation to continue learning and reflecting. Internship would help trainees to choose, design, organize and conduct meaningful classroom activities, critically reflect upon their own practices through observations, record keeping and analysis and develop strategies for evaluating students' learning for feedback into curriculum and pedagogic practice. If we think about the situation of our teacher education colleges, certain questions arise in our mind. Does our internship programme include such types of components? Do our trainees involve in all activities of the schools? Do teacher educators evaluate internship programme in well manner? To get answers of these questions present study was carried out.

DEFINATIONS

Teacher Educators: The Teacher Educators are those who are qualified with the degree of Masters of Education engaged in training the students who have joined the B.Ed. colleges with the aim of becoming a teacher.

Pre-service Teachers: Pre-service Teachers are those students of B.Ed. colleges who have joined the institution to be trained to become a successful teacher in future.

Internship Programme: Student teachers stay for full day in the schools during the working hours and participate in the school processes is called internship programme.

OBJECTIVES

The main objective of the opinions of teacher educators and pre-service teachers with respect to following components of internship programme is

- Practice teaching
- Evaluation of student performance
- Participating in school activities
- Observing lessons of the peers
- Conducting action research
- Organizing co-curricular activities in the school
- Maintaining the dairy
- Writing a report of the internship