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# SCHOOL INTERNSHIP PRACTICES IN INDIA

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# **School Internship in Pre-Service Teacher Education: A Case of Guru Ghasidas Vishwavidyalaya, Bilaspur**

*Payel Banerjee*

## **Introduction**

India is one of the youngest developing nations of the world. It has wonderful fresh and young minds who make up a large share of its population, to serve the largest democracy in the world. Being an important developing power it has its own challenges in transforming such a huge mass of people into a meaningfully productive workforce. In this world where there is disproportionate socio-cultural development within the society, a strong need of the hour is to prepare a physically, mentally, culturally and technically healthy workforce that is ready to live together in a state of flux, amidst constantly changing ideas and technologies.

Teacher education in this context is, therefore, pretty much important and challenging than ever before. The thoughts and practices of education in gross are also striving for a suitable change, which is reflected in the efforts of various agencies to reform through various policies and regulations in the last decades. With the NCTE regulations 2014, the course of teacher education had a major facelift, changing over from the one-year programmes to the structure of a formally declared professional programme with uniform mandates and structure all across the country. This emphasized field experiences to equip the student teachers with more authentic life experiences of a 'human' teacher, constantly evolving herself to become a more 'humane' and reflective teacher in the most noble profession of the society.

In the Indian scenario, the teaching-learning situations in teacher-learners education across the geography are characterized by a variety of directions and practices with respect to learners' intake, institutional climate and stature, and the consequences of the location. Hence, the modalities of the teacher education shall definitely be different in an institution that is advantaged than the one stuck in a disadvantageous environment. The desirable changes can only be conceptualized within a context that is well understood, and through persistent efforts towards realistic goals, however incremental. School Internship is a programme whose depends on many human and situational factors, like the practicing schools, their management, the university administration, the office of District Education Officer, including the socio-economic and geographical consequences. At the same time, a successful and meaningful practice of school internship also brings about changes in the way the school works and builds up a kind of synergetic relationship among the higher education institutes as a whole, teacher education institutes, the school education system as a whole, and the schools along with their various participants. The school internship programme, though an exclusive part of the B.Ed. curriculum, is influenced by and influences many related systems.