

STUDY OF OPINION OF STUDENT TEACHERS REGARDING B.ED INTERNSHIP

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Abstract

Teacher education curriculum also includes B.Ed. in order to develop professional understanding, competencies, skills and appropriate attitudes, and to provide adequate time for school experience. (First Year) and B.Ed. Provision for internship has been made in (second year). Through this research, an attempt has been made to find out to what extent the intention with which the internship program has been recommended by NCTE is being achieved.

Keywords: Internship Programme, StudentTeacher, Continuous and Comprehensive Evaluation

Introduction

For professional efficiency, it is very important to have theoretical knowledge as well as practical knowledge. Theoretical knowledge develops ideological outlook in a person, whereas practical knowledge provides him with experience through which the all-round development of the person is ensured. For professional efficiency, it is necessary for a person to have professional and practical knowledge. Many types of programs are run for positive attitude and practical knowledge towards business, one of the important programs among them is place-based training. In the place-based training program, the trainee gets acquainted with every aspect related to the selected business and learns to conduct various educational and professional activities.

Internship programs are already being conducted in various fields like medical field, engineering field etc. Thus, place-based training program is an important time period in professional courses. Keeping this in mind, place-based training programs have been made mandatory in teacher education to upgrade the teaching competency of future teachers. So that a positive attitude towards the profession of education can be developed among teacher learners.

To develop the capacity for self-learning and independent thinking of teacher trainees, Yashpal Committee (1992) laid main emphasis on making the teacher training program relevant and practical as per the changing needs of education. To upgrade the teaching competence of the future teachers, they have to be made aware of every component, because the conduct of school activities depends on the teaching

competence of the teachers present in them, imitation of their classroom behavior is reflected in the results of the students.

Every person is directly or indirectly aware of the pitiful and weak condition of teacher training. Which was legally certified by the Justice Verma Commission (2012) constituted by the Supreme Court in its report that some parts of knowledge are used interactively in teacher training. Which has no connection with classroom and practical situations. In the current challenging and unstable times, some teachers are discharging their responsibilities with dedication and hard work with dedication and decency. Such teachers are contributing with their creative attitude in giving direction to the children in the society.

In order to improve and streamline the training of future teachers, NCFTE. Apart from the Regulation (2014), RTE. The Act (2009) also emphasized the requirements of teaching competence. At present, in the restructuring of the teacher training curriculum, in the new training program, the trainees have to observe the circumstances of the teaching-learning process, considering the philosophy of school experiences and the impact of the emotional needs of children on the components of the curriculum, so that they can prepare lesson plans. Be able to actively participate in planning, teaching and evaluating among students and community members.

In the same sequence, the placement training program in teacher training program (B.Ed) in teacher education was also approved by NCTE in the year (2014). In the two-year course, place-based training program was kept for 24 days in the first year and 96 days in the second year. Many types of components have been included in this program to

help future teachers achieve educational goals and generate positive attitudes towards the educational profession through place-based training programs.

Through various activities of the place-based training programme, the trainees get acquainted with the school environment as well as complete their practical work, which increases their educational achievement and also acquire various skills of the teaching profession.

- **Teacher Education** - Teacher education is related to such education or knowledge given to pre-service trainees, after receiving which they get complete information about all the methods, techniques and teaching skills of teaching. The process of education is related to the all-round development of the child's personality, whereas the word training is used in relation to acquiring skills in a specific field.
- **B.Ed. Student Teacher** - B.Ed. Student Teacher is a person who enrolls in an educational institution to take the required degree to become a teacher and completes the prescribed course in the prescribed time and obtains a degree in teacher education. According to the Education Fund, B.Ed means graduate degree in education. A two-year course is prescribed to obtain a bachelor's degree in education. In these two years, the trainees are provided with the theoretical and practical information of a pre-service teacher. In the two-year course of B.Ed, the trainee prepares to become a future teacher by learning various skills of teaching.

- **Internship Program:-** In any professional education, it is an experience-based educational program through which the trainees have to receive training by staying in the actual work area (school) for a fixed period of time. It is a program to receive training by staying at a particular place (school). This is conducted in the two-year course of B.Ed.

Objective of the Study

To study the opinion of student teachers towards the second year B.Ed. internship program in the following context-

- Internship Orientation Program
- classroom teaching
- Organizing co-scholastic activities
- therapeutic program
- maintenance of office files
- Role of school mentor teacher

Research Method

Survey method has been used in the presented study.

Research Tool

A self-made questionnaire has been used in the present study.

Statistical Technique

In the present study, the data obtained through self-made questionnaire has been analyzed by percentage.

Sample used in the Study

40 student teachers (B.Ed. second year) from four teacher education colleges were selected through random selection method.

Analysis and Interpretation

B.Ed. Analysis of information and facts received from student teachers (through questionnaire) in the context of internship program (in percentage)

Sr. No.	Statement	Yes	No	Some times
1	Internship introduction took place in college	37.5	62.5	-
2	Taught self-selected subject in classroom teaching	32.5	67.5	-
3	Taught in primary level classes	62.5	-	-
4	Taught at upper primary level	20	-	-
5	Taught at secondary level	17.5	-	-
6	Before teaching the class, the lesson plan was approved by the director/mentor teacher.	25	75	-
7	Observation notes written in lesson plan book	5	75	20
8	Teaching-learning materials used	17.5	47.5	35
9	Adequate availability of time to complete assignments during school hours	27.5	55	17.5
10	Adequate opportunity to study files/documents	22.5	30	47.5
11	Availability of opportunities to organize co-curricular activities	40	20	40
12	Cooperative attitude of school mentor teacher	32.5	12.5	55
13	Community work			
	• Rally	30	-	-
	• Cleanliness campaign	62.5	-	-
	• Other tasks	7.5	-	-
14	Case study conducted	25	42.5	32.5
15	There was a need regarding guidance of college teachers.	92.5	7.5	-

According to the above table it is clear that-

- According to 37.5 percent of student teachers, internship orientation program was held in the college while according to 62.5 percent it was not.
- In classroom teaching, 32.5 percent student teachers got to teach their own subject while 62.5 percent taught other subjects.
- B.Ed curriculum prepares secondary level teachers. 62.5 percent student teachers were given primary level classes, 20 percent were given upper primary level classes and only 17.5 percent were given secondary level classes.
- According to 25 percent of the student teachers, approval/direction of the lesson plan was taken before classroom teaching. 75 percent said that approval was not taken.
- Regarding observation comments in the lesson plan booklet, according to 5 percent of the student teachers, the mentor teacher gives oral and written comments, while according to 75 percent, they do not do so, according to 20 percent, it is received sometimes.
- According to 27.5 percent students, according to the teachers, they got time to do the assignments in the internship school, according to 55 percent they did not get time while according to 17.5 percent they got time sometimes.
- Adequate opportunity/assistance to study school files/documents was given according to 22.5 percent of students, not given according to 30 percent and given

sometimes according to 47.5 percent. In schools where there were office assistants, student teachers got the opportunity to study the files.

- Opportunities for organizing co-curricular activities were available as per 40 percent of student teachers, not as per 20 percent but sometimes as per 40 percent. In this context, student teachers are of the opinion that co-curricular activities and sports are not given importance in schools.
- According to 32.5 percent of student teachers, support was received from the school mentor teacher in organizing internship activities, according to 12.5 percent, support was not received, while according to 55 percent of student teachers, support was received sometimes.
- During the internship period, under community work, 30 percent student teachers took out awareness rally, 62.5 percent student teachers organized cleanliness work and 75 percent organized other activities.
- 92.5 percent of the student teachers are of the opinion that during the internship period, there was a need for guidance from the teacher teachers, due to which they were deprived. According to 5 percent, they did not need the guidance from the teacher teachers.
- B.Ed. Analysis of the problems faced by the student teachers during the internship period of (second year)
- According to 70 percent of the student teachers, there was lack of time for

internship related activities due to the load of extra classes in the school.

- 55 percent of student teachers are of the opinion that school teachers have neglectful behavior regarding co-curricular activities. School teachers do not consider these activities important, according to them they waste study time.
- 80 percent of the school administrations are indifferent towards giving students exposure to practical work and local resources, the reason for this according to them is that indiscipline increases, taking them outside is not right from safety point of view and parents do not give permission.
- According to 57.5 percent, schools are unable to provide the minimum necessary learning materials like graph paper and common tools of cartography to the students.
- According to 47.5 percent student teachers, there was difficulty in studying the records available in the school because there were no office assistants and teachers were non-cooperative.
- According to 67.5 percent of the student teachers, mentor teachers were not made in the school, hence there was a lack of direction for lesson planning, supervision in the classes and proper background nutrition.
- According to 62 percent of the student teachers, they were given primary classes to teach. Therefore, there was a lack of coordination between the lesson plans of classroom teaching and the diary.
- 37.5 percent of student teachers were of the opinion that there was no library system in

schools. Where even the library system did not allow students to use it.

- According to 32.5 percent of student teachers, school teachers do not accept innovations. He considers traditional teaching to be effective because it gives primary place to the examination system in the teaching-learning process.
- According to 85 percent of student teachers, internship honorarium should be given because commuting to remote village schools has put additional financial burden.

Feedback received from student teachers

- Internships in teacher education colleges require intensive orientation. This orientation is necessary not only for student teachers but also for school mentor teachers.
- Student teachers should be given classes from class 6-10 or above and classes 11-12 (if any post-graduation) for teaching.
- During the internship period, classes should be held in the college for one or two days at regular intervals so that continuous guidance can be received.
- Minimum availability of resources for practical work should be at the school level.
- Positive attitude of school teachers will have to be developed towards practical work and field experience.
- While fulfilling its responsibility, the college should make continuous and comprehensive arrangements for guidance and evaluation of student teachers. There cannot be validity of evaluation based on record of written work and oral examination.

- Instead of taking grades from student teachers, qualitative comments should be obtained from the school so that the ticking tendency of the mentor teacher can be controlled.
- Honorarium should be given for internship because despite being in the home district, due to the school being far away, the student teachers are burdened with additional financial burden.
- In the school, not all the eight periods should be given for classroom teaching; some period should also be for organizing and planning other activities.

Conclusion

- An internship handbook should be developed.
- There should be intensive orientation of student teachers and school mentor teachers. By providing a separate identity to the mentor teacher, a connecting link will have to be created between the school and the teacher education college.
- The thinking, ideas and viewpoints of teacher educators and school teachers will have to be brought on the same level.
- The parameters of the internship evaluation process will have to be decided in which the mentor teacher, teacher teacher and external examiner should participate.

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