

# A Study of Internship Programme in Two Year B. Ed. Course

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## Abstract

*In the recent years all over India there has been a drastic change in B.Ed. course. The switch over to one year course to two year B.Ed. course is quite interesting and challenging task. Any teacher education course seeks to train teacher having requisite teaching skills. Practicum approach adopted in the modern teacher education course is to place a student teacher in a classroom situation under the supervision of a qualified teacher. The concept of Internship introduced in the two year B.Ed. course throughout the country is quite challenging one for all the teacher education institutions. The aim of internship program is to incorporate teaching skills among the student teachers. Internship program is an effective way to give training to the student-teachers about real world of work. It give them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyse their own and peers teaching styles and improve them in the light of feedback given by supervisors. Through this program they understand the role and responsibilities of professional teachers. Internship program also give them opportunity to understand different aspects of school program and improve their skills and abilities in teaching profession. An effective and improved internship program is required in developing student-teachers personalities as true professionals in field of education.*

**Keywords:** Internship Program, Teacher Education Institution, Professional Teacher.

## **Introduction:**

Teaching is an exciting and rewarding activity but like other professions. It requires that its practitioners clearly understand what should be done to bring about the most desirable learning in the pupil and be highly proficient in the skills necessary to carry out these tasks. A professionally trained teacher can use different methods of teaching successfully. All the teachers training institutions are not only imparting theoretical but also practical knowledge and skill in teaching different subjects to prospective teachers. It is one of the most important activities of teaching for development of any country. The quality of coming generation depends on the qualities of teachers. Therefore they need rigorous training in quality teacher education program and that quality teacher education program should include extended duration of teachers field based training.

The teachers in the new teacher training program (NCFTE, 2010) requires to undergo a six month internship program that exposes them to wide range of professional experiences prior to becoming a full-fledged teacher. Internship in teaching includes practice – teaching and wide variety of field experiences under the guidance of a competent or expert supervisor. The learner test his theoretical understanding acquired through pedagogy classes. The intern shares all the significant experiences going on in the total school environment and develops meaningful skills and attitudes towards his profession. Internship provides opportunities to the interns so that they could consolidate links between theory and practice.

**Background and Need of the Study:**

The researcher has study on the Internship Program in Two Year B. Ed. Course. The following study given bellow. Walia (1992), Mishra (1992), Dana (1998), Beggs, Ross and Goodwin (2008), all have suggested about the need of Internship program. Salha (2012), founds that student-teachers view internship program as a real opportunity to refine and improve their teaching skills in actual school setting.

The history of student internships (or cooperative education) originated in the U.S. in the early 1900s (Driscoll, 2006). The history of internships is intimately intertwined with that of experimental learning and experimental education, school-to-work programs and initiatives, career academies and career-exploration programs and service-learning programs (Michigan Canter for Career & Technical Education, 1995). Voluntary apprenticeships for youth originated in Europe in the early nineteenth century and remain a central component of many European training systems (Olson, 1993; Snell, 1996). In the U.S., apprenticeships have declined over the past 30 years and few high school students are involved in apprenticeship programs. There are questions whether the apprenticeship model can be reinvented to meet the needs of the contemporary workplace (Unwin, 1996). Some high schools are combining internships with career themed academies. Internships have also been key elements of the educational programs set up in the small public high schools pioneered by the “Big Picture” founders Dennis Littky and Elliott Washor (Hendrie, 2004). The growth of internship programs in U.S. high schools can best be explained by the positive effects they have on the quality in pupil teachers.

In India, after independence, country has made various leaps in the field of teacher education and formulated policies and programmes for achieving the national goals. In 1966-64, the Education Commission recommended professionalization of Teacher Education, Comprehensive Colleges of Internship and focused on the development of integrated programmes. The National Policy on Education (NPE,1986) recommended centrally sponsored scheme of Teacher Education by which District Institutes of Education and Training (DIETs), Institute of Advanced Studies in Education (IASEs) and Colleges of Teacher Education (CTEs) were established.

Recently, Justice Verma Committee had given some important recommendations in August 2012 Report regarding the reformation of Teacher Education. Justice Verma Committee demanded two year meticulous training of pre-service education for the professionalization of Teacher Education in line with National Curriculum Framework (NCF,2005) and National Curriculum Framework for Teacher Education (NCFTE,2009). Some Drastic changes regarding the duration of B.Ed. course were notified by NCTE in the Gazette of India,2014. In the new Curriculum for the B.Ed., There are 20 weeks for the Assignments and School Internship in the field which are spread in the duration of two year B.Ed. programme.

NCERT implemented two year B.Ed. course in the four Regional Institutes of Education since 1999 as per NCTE guidelines. According to Panda “The two-year B.Ed. programme introduced by NCERT in its RIEs has certain special features/characteristics. It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee teachers. Some of the value related objectives that two-year B.Ed. intends to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. It conducted on practical activities like internal assessment, project works, session works, internship in teaching, practice of microteaching skills, community works, practical works relating to work experiences innovative ways for practical activities and fieldwork with community etc.”

On the ground of review of literatures it can be stated that the several researchers have investigated on teaching programme. But Internship Program in Two Year B. Ed. Course is an important role in the development of the skills of prospective teachers. Many studies have been done in different field of teacher training, but the researcher did not found any study on Internship Program in Two Year B. Ed. Course. Researcher has seen the major gap of knowledge on the basis of above Review of Literature.

**Internship Program:** Internship program refers to the part of B.Ed. course in which the Teacher Intern has to engage with some school for an extended period of time.

**Teacher Education Institution:** In present study, the Teacher Education Institution refers to those institutions where the B.Ed. programs are running as per NCTE norms.

**Objectives of the Study:** These following objectives have been discussed in this paper through the collected information from the difference sources and institutions.

- Roles and Responsibilities of NCTE
- Roles and Responsibilities of State Education Department
- Roles and Responsibilities of Affiliating Bodies.
- Roles and Responsibilities Teacher Education Institutions.
- Roles and Responsibilities: Internship /Lab School.
- Tasks of Prospective Teachers' during Internship.

Before going to core part of this paper we have to understand the current scenario of the internship program in the institutions holding B.Ed. courses.

**Changing Scenario of School Internship Programme:** The relevant stipulations of NCTE Regulations, 2014 regarding duration of school internships are summarised below: Bachelor of Education (B.Ed.)

S.No.		1st Year	2nd Year	Total
1.	Internship Duration	2 weeks (2nd Sem)	18 weeks (3rd Sem)	20 weeks
2.	Total Programme Credit	40	40	80
3.	Internship Credits	4	16 (14+2)	20
4.	Total Marks assigned	1000	1000	2000
5.	Marks assigned for Internship	100	400	500
6.	Weightage in terms of credits	10%	40%	25%
7.	Weightage of Internship in terms of marks	10%	40%	25%

### **Roles and Responsibilities of NCTE:**

According to the NCTE, Central and State Education Departments, affiliating bodies, teacher education institutions and schools have to share the responsibility of preparing future teachers. The roles and responsibilities of different organizations of teacher education are elaborated as follows.

- Formulate and notify Internship Policy (already given in Regulations 2014).
- Develop Internship Handbook for the use of Teacher Education Faculty, Student Teachers, School Principals and Mentor Teachers.
- Elaborate Internship Tasks and Assessment Framework in the Handbook.

**Roles and Responsibilities of State Education Department:** The roles and responsibilities of State Education Department are summarised in the given below:

- Maintain database of TEIs in the State.
- Work out the requirement of Internship/ Lab Schools @10 schools per 100 student-teachers (5 per 50 student-teachers).
- Formulate internship policy of the state and issue guidelines for the District Education authorities concerning identification and monitoring of internship schools.

- Compile monitoring reports received from the districts and forward the consolidated report to the NCTE. District Level.
- Prepare internship calendar in consultation with affiliating bodies.
- Allocate schools to TEIs in the district.
- Monitor internship periodically and send reports to the state headquarters.

**Roles and Responsibilities of Affiliating Bodies:** The roles and responsibilities of Affiliating Bodies are summarised in the given below.

- Prepare a calendar of school internship in consultation with the state education department.
- Develop, notify and circulate the scheme of evaluation for the internship component.
- Suggest procedures to be followed by TEIs and internship schools for assessing student-teachers' performance.
- Undertake periodical monitoring of TEIs (along with DEOs) and of internship and send consolidated report to NCTE.

**Roles and Responsibilities of Teacher Education Institutions:** The roles and responsibilities of Teacher Education Institutions are summarised in the given below:

- Provide Internship Handbooks to the internship schools.
- Organise orientation-cum-consultation meetings with the school principals and mentors teachers.
- Develop supplementary material for additional activities in collaboration with mentor teachers.
- Hold fortnightly review meetings with mentor teachers.
- Hold follow-up meetings with student-teachers at regular intervals in the TEI.
- Monitor implementation of internship including observation of practice teaching.
- Assess, in collaboration with school mentor-teachers, the internship performance of student teachers.

**Roles and Responsibilities of Internship /Lab School:** The roles and responsibilities of Internship /Lab School are summarised in the given below:

- Identify well-qualified and adequately-motivated teachers to be associated with TEIs as mentor teachers.
- Depute the mentor-teachers to participate in the orientation meetings in the TEI.
- Make available all school facilities to the student-teachers such as library, laboratories, playgrounds etc.
- Permit the student-teachers to participate and contribute in all activities of the school such as school assembly, cultural activities, PTA meetings, games, inter-house competitions, etc., and guide in the subject practice teaching by student-teachers.
- Participate in the assessment of students' performance.
- Address promptly the problems and difficulties of student-teachers.

#### **Tasks of Prospective Teachers' During Internship:**

During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and community-based activities of teaching. The student-teachers are required to develop a repertoire of understandings, competencies, and skills. They have to undertake some activities in the first part of the internship and some other in the second part. A few such activities are suggested below:

- Understanding the Internship School and the community around.
- Analysis of school syllabus and textbooks.
- Observing the classroom teaching of regular teachers.
- Observation of classroom teaching of peer student-teachers.

- Preparation of case study of the internship school and the innovative activities that the school undertakes.
- Preparation of Lesson Plans and Unit Plans.
- Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.
- Teaching as a substitute teacher.
- Mobilisation and development of teaching-learning resources.
- Preparation of a question papers and other assessment tools.
- Preparation of a diagnostic tests and organisation of remedial teaching.
- Undertake case study of a child.
- Undertake action research project on at least one problem area of schooling.
- Community work, community survey etc.
- Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.
- Writing a term paper on a selected theme.

### Conclusion:

Organizing internship for extended period is a challenging task where college personnel and prospective teachers are bound to come across some problems if they are not envisaged in advance and necessary preparation or arrangements are not being made. No programme or scheme can be successfully implemented, unless all the stakeholders at the very outset are perfectly clear about the objectives i.e. to prepare an “effective” teacher. Though, internship is challenging but perhaps most relished experience by prospective teachers as prolonged internship enriched them as a human being. Besides being a teacher of subject matter, they learned to be more patient, to admit mistakes more easily and above all, they find a “Teacher” in themselves who is always ready to learn and helping others to learn.

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