

ATTITUDE OF STUDENT TEACHERS AND SCHOOL TEACHERS TOWARDS THE PLANNING AND IMPLEMENTATION OF B.ED. INTERNSHIP PROGRAMME

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Abstract:

The present research deals with the attitude of Student Teachers and School Teachers towards the planning and implementation of B.Ed. internship programme. Researcher used survey method to collect the data regarding to planning and implementation of B.Ed. Internship programme. The Sample consists of 50 Student Teachers and 50 School teachers. Questionnaire developed by the Researcher to understand the attitude of Student Teachers and School Teachers towards the various components of school internship programme. Internship provides the actual experience of school atmosphere. They got experience from senior teachers to conduct lesson and other activity. Internship not only provides the experience related to teaching but also administration and co- curricular activity. It also aware them about environment and team work as well as evaluation

Key Words: Student Teachers, School Teachers and Internship.

Introduction:

Teaching is an art where teacher has to play an important role. The teacher is the chief architect of our society and country. Teachers with the appropriate education and credentials lead their communities and nations to higher and better levels of living. Teachers are essential to the nation's efforts to prepare future citizens. So teacher needs to possess sufficient knowledge to carry out the duties. Pre-service and in-service teacher education serves as effective strategies to equip teachers with the necessary skills to fulfill their responsibilities.

Teaching work is a great and sacred work. For effective teaching there is a need of various skills. To get such experience such school based training programs are essential for teacher education. In school student teachers get training as well as an opportunity to complete all the tasks done by a regular teacher. One of the most important and essential elements of every professional course of study is the internship. An internship is a brief experience that allows us to gain knowledge and develop our abilities in a particular industry or profession. NCTE has recognized the field engagement as an essential component of any teacher education programme, which involves engagement over a period of time with the students and teachers in schools, known as 'school internship'. The purpose of school internship is to equip the prospective teachers to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching. In fact, it is this component of the teacher education curriculum which facilitates transformation of a student-teachers from being learners in the art and science of teaching to adequately-equipped teachers to perform the responsibilities of a teacher in actual school settings.

So school internship is require for students to get real experience of all activities run by the school. Internship training gives an opportunity for accounting students to obtain hands-on experience in the real world while also bridging the gap between theory and practice. Internship helps them begin their path into the teaching profession in a realistic setting with actual pupils. The NCTE Regulations, 2014 focus on the experience of all activities and programmes of the school to the student teachers. Regulations emphasis on the enhancement of the duration of school internship for all the pre-service teacher education programmes. NCTE regulation also suggested that school internship should be the part of a broader activity called 'Field Engagement'. The school-based program has been made a mandatory part of the curriculum.

Statement of the Problem:

Attitude of Student Teachers and School Teachers towards the Planning and Implementation of B.Ed. Internship Programme

Objectives:

1. To study the attitude of Student Teachers towards the planning and implementation of B.Ed. Internship programme.
2. To study the attitude of School Teachers towards the planning and implementation of B.Ed. Internship programme.

Methodology:

For the present study Researcher used survey method to collect the data regarding to planning and implementation of B.Ed. Internship programme. The Sample consists of 50 Student Teachers and 50 School teachers. Questionnaire developed by the Researcher to understand the attitude of Student Teachers and School Teachers towards the various components of school internship programme. The purpose was to find out the attitude planning and implementation of B.Ed. Internship programme.

The questionnaire covered the area like teaching, learning, administration, student's interaction, co-curricular activity and evaluation etc. The questionnaire consists of 15 statements with two alternative responses like agree and disagree. The obtained data interpret and analyzed using Percentile.

Analysis of Data

The data collected tabulated and percentage of responses under agree and disagree were calculated. The proportion of agree to disagree was used further for analysis and discussion.

Table No. 1 Attitude of Student Teachers towards the planning and implementation of B.Ed. Internship programme.

Sr. No.	Statements	Agree	Disagree
1	Duration of Internship is proper for Student Teachers.	49 (98%)	01 (2%)
2	The Quantity of Student Teachers was sufficient in your internship school.	42 (84%)	08 (16%)
3	Did you complete the teaching work properly?	41 (82%)	09 (18%)
4	Implemented different activities under the guidance of teachers in internship.	40 (80%)	10 (20%)

5	Observed the school lesson of senior teachers in the internship programme.	47 (94%)	03 (6%)
6	Observed the school lesson of your peer learner properly.	44 (88%)	06 (12%)
7	Implemented different school programme in your internship.	47 (94%)	03 (6%)
8	Did you complete the daily teaching as per planning?	49 (98%)	01 (2%)
9	Organized and planned the programme related to environment.	37 (74%)	13 (26%)
10	Recorded the administrative work of your school.	41 (82%)	09 (18%)
11	Organized and planned sport activity and yoga education.	43 (86%)	07 (14%)
12	Did you visit science laboratory, computer lab. And library?	48 (96%)	02 (4%)
13	Did you complete the work related to evaluation?	46 (92%)	04 (8%)
14	Did you plan for field visit?	43 (86%)	07 (14%)
15	Internship programme is essential for B.Ed. student teachers.	48 (96%)	02 (4%)

Table No. 2 Attitude of School Teachers towards the planning and implementation of B.Ed. Internship programme.

Sr. No.	Statements	Agree	Disagree
1	Duration of Internship is proper for Student Teachers.	46 (92%)	04 (8%)
2	The Quantity of Student Teachers was sufficient in your internship school.	50 (100%)	00 (0%)
3	Did you complete the teaching work properly?	41 (82%)	09 (18%)
4	Implemented different activities under the guidance of teachers in internship.	44 (88%)	06 (12%)
5	Observed the school lesson of senior teachers in the internship programme.	40 (80%)	10 (20%)
6	Observed the school lesson of your peer learner properly.	43 (86%)	07 (14%)
7	Implemented different school programme in your internship.	40 (80%)	10 (20%)
8	Did you complete the daily teaching as per planning?	42 (86%)	08 (16%)
9	Organized and planned the programme related to environment.	35 (70%)	15 (30%)
10	Recorded the administrative work of your school.	42 (86%)	08 (16%)

11	Organized and planned sport activity and yoga education.	40 (80%)	10 (20%)
12	Did you visit science laboratory, computer lab. And library?	41 (82%)	09 (18%)
13	Did you complete the work related to evaluation?	35 (70%)	15 (30%)
14	Did you plan for field visit?	41 (82%)	09 (18%)
15	Internship programme is essential for B.Ed. student teachers.	37 (74%)	13 (26%)

Findings:

1. Most of the student teachers and school teachers believed that the duration for internship was proper. Means it was sufficient to get the real experience of school.
2. 84% expressed the quantity of student teachers was sufficient but 16% were not satisfied. As well as all school teachers satisfied.
3. Near about 82% student teacher complete the teaching work properly. The same opinion expressed by the school teachers also. But 18% student teacher did not complete the teaching work properly. They face difficulty while teaching.
4. 80% student teachers organized various activities under the guidance of school teachers. Where 20% were unable under the guidance of school teachers. 88% school teachers guide the students. But 6% student teacher had not organized various activities under the guidance of school teachers.
5. 94% student teacher observe the teaching of senior teachers. 20% school teachers were not satisfied about observation. Means they were not ready.
6. More than 86% student teachers observed the school lesson of their peer learners.
7. More than 80% student teachers implemented different school programme. But few were unable.
8. Almost all student teachers complete their daily teaching as per planning where 16% didn't complete it as per the opinion of teachers.
9. Only 74% student teachers organized environment related programme. 30% student teachers were not eager according to school teachers.
10. Above 82% student teachers took the experience of administrative work but 18 % not able to get such experience.
11. Near about 86% student teachers arranged the activities like sport and yoga but 14% student did not complete it.
12. Almost all student teachers visit to laboratory and they got experience about it.
13. Almost all student teachers complete the work of evaluation. But 18% school teachers were not satisfied.
14. Above 80% student teachers organized filed visit and few were unable.
15. All student teachers expressed that internship gave real experience of school.

Conclusion:

Internship provides the actual experience of school atmosphere because of it student teachers co-operates each other through different programmes and activity. S well as it is group work also. They got experience from senior teachers to conduct lesson and other activity. Because of internship student teachers develop confidence among them and they follow discipline also. Internship not only provides the experience related to teaching but also administration and co-curricular activity. It also aware them about environment and team work as well as evaluation.

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