

A Study Of Internship In Teaching/SEP/Practice Teaching/Field-Based Experience Of Four Year Integrated B.Ed. Programme

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Abstract

Internship in teaching as visualized in the Plan and programme (NCERT 1963) for which an alternative terminology “School Experience Programme” (SEP) has also been used by Secondary Teacher Education Curriculum (NCERT 1991) is to be designed to provide opportunities to develop high level of competence in all aspects of the teacher’s work. The objective of this study was “To study the Internship in Teaching/SEP/Practice Teaching/Field-based Experience of Four Year Integrated B.Ed. Programme”. The population of the study was Four Year Integrated B.Ed. programme of Three Regional Institutes of Education at Bhopal, Ajmer and Bhubaneswar. The sample consisted of 3 Principal/Teacher Educators. The tools used was Questionnaire on Internship in Teaching/SEP/Practice Teaching/Field Based Experience Programme.

It was found that the training provided on micro teaching in Four Year Integrated B.Ed. Programme was mostly 100% on skill of questioning, blackboard work, stimulus variation, probing questions, introduction, closure/recapitulation, explaining, reinforcement, illustration with examples, classroom management and discipline. The internship in teaching included, skill Training, talent search, induction programme of trainees and Orientation for literary activities, cultural activities, lesson planning, practice on lesson planning, unit planning, lesson notes and models of teaching for 3 weeks of Pre-internship programme, 2 month for Internship phase, and Post Internship activities which consisted of the post-internship meeting, viva-voce and exhibition of teaching aids organised very systematically. The number of lessons was 20 lessons in each teaching subject. The duration of observation of practice lesson by supervisors was found 10-15 minutes in general lesson and 20-30 minutes in criticism lesson. The co-curricular activities organized by trainees during internship or school experience programme included games and sports and other student related activities.

Introduction

The *Acharya Ramamurti Committee Report* (1992) in its review of the NPE (1986) observed that an internship model for teacher training should be adopted which is based on the primary value of actual field experience in a realistic situation, on the development of teaching skill by practice over a period of time. The *Yashpal Committee Report* (1993) on ‘Learning without Burden’ noted that the content of teacher training programme should be restructured to ensure its relevance to the changing needs of school education.

Internship in Teaching includes all the experiences and training which are provided to Interns/Teacher Trainees during the Teacher Training Programme. Internship in teaching is organized in three phases viz. The **first-phase** of *Pre-internship* encompasses all the orientation for various assignments, field activities, projects which a trainee has to complete during his school placement programme; all the training in skills of teaching, lesson planning, unit planning, classroom evaluation, community participation, school improvement programme, various school activities, library arrangement and laboratory establishment etc.. The **second-phase** of

Internship comprises of all the experiences provided to the intern during school placement programme which includes all the school experiences, practice teaching, classroom interaction, students' evaluation, completion of field assignments and projects, supervision of interns' activities by the supervisors and by peers, working with community, school improvement programme, organization of student activities (Co-curricular activities) evaluation of student performance and report writing on various activities etc.. The **third-phase**, the *Post- Internship* Programme includes the sharing of experiences by the interns/trainees, supervisors, cooperating teacher and others. In this phase suggestions for the improvement of internship are also invited from trainees, teacher educators, Principals and others associated with the Teacher Training Programme.

The Four Year Integrated B.Ed. Programme was introduced during the 1960's in Four Regional Colleges of Education (RCEs) now known as Regional Institutes of Education (RIEs) at Ajmer, Bhopal, Bhubaneswar and Mysore run by the NCERT.

Objective of the Study

To study the Internship in Teaching/SEP/Practice Teaching/Field-based Experience of Four Year Integrated B.Ed. Programme.

Research Methodology

The research method of the present study was exploratory to find out the present scenario of secondary teacher training in various teacher training institutions of Four Year Integrated B.Ed. Programme.

Population and Sample

The population of the study was institutions of Four Year Integrated B.Ed. programme of three Regional Institutes of Education (NCERT) located at Bhopal, Ajmer, and Bhubaneswar.

Tools and Techniques

Questionnaire on "Internship in Teaching/SEP/Practice Teaching/ Field Based Experience Programme" developed by Prof. G.N.Prakash Srivastava, Head Deptt. of Education, Regional Institute of Education, Bhopal was used for data collection. The tool was based on his national project on '*Restructuring Internship in Teaching*' sponsored by NCERT.

The questionnaire had 36 items which encompass all the aspects of internship in teaching beginning with induction-cum-conceptualization (Orientation Programme) to the Post-internship Programme. The items were related to Pre-internship, internship and Post-internship Programme. The data was collected by the personal visits and correspondence by the researcher in 2010-2011-2012-2013-2014 academic sessions.

Scoring and Analysis of Data

The with open ended questionnaire was administered on Principals/Teacher Educators (N=3). The responses of Principals/Teacher Educators were collected on Internship Programme of respective Institutes.

For scoring the data the frequencies of responses on each item were counted and their percentage was calculated. On those items through which factual information was sought, were scored and calculated separately. On most of the open ended questions the frequencies of each response were counted and percentage was calculated. But in case of un-relevant responses given by the Principals and Teacher Educators it was denoted by dash(-) marks.

Findings

The findings on Internship in Teaching/SEP/Practice Teaching/Field-Based Experience of Four Year Integrated B.Ed. Programme were as follows:

- The training provided on micro teaching in Four Year Integrated B.Ed. Programme was 100% on skill of Introduction, Questioning, Blackboard Work, Stimulus Variation, Probing Questions, Introduction, Closure/Recapitulation, Explaining, Reinforcement, Illustration With Examples, Classroom Management and Discipline.
- Principals/Teacher Educators' response, on internship in teaching programme was 100% on Micro-Teaching, Skill Training, Talent Search, Induction Programme of Trainees and Orientation for: Literary Activities, Cultural Activities, Lesson Planning.
- The Pre-Internship programme of Regional Institute of Education, Bhopal included Orientation, Core Training Programme, Preparation of Achievement Test (one in both the school teaching subject), Preparation of Diagnostic Tests (one in each teaching subject), Practice of Unit Planning and Lesson Planning (2 Lesson plans in each teaching subject), school experience for 5 days through school visits.
- The training and practice on lesson planning, unit planning, lesson notes and models of teaching in Four Year Integrated B.Ed. Programme was found in 100% cases reported in 3 weeks of Pre-internship programme; 66.67% reported through lesson plan book, demonstration, lesson plan and unit plan formats, training of teaching aid preparation, practice lesson plans checked and discussed with supervisor and subject experts.
- The duration of Micro Skill training ranged from 14 to 24 days and the duration of training on Micro Teaching was between 5 to 10 minutes.
- The orientation to Internship was provided in the Third Year i.e. after two years of graduation classes. Post-Internship Meeting, Viva-Voce and Exhibition of Teaching Aids were organised very systematically.
- The training in the method of teaching school subjects was found rigorously and seriously done. Training in Guidance and Counselling, and Orientation to Case Study were also significant points.
- At some RIEs, M.Ed. students were also assigned to supervise and observe B.Ed. trainees' lessons apart from peer observation by B.Ed. trainees themselves.
- The orientation of faculty supervisors were done very seriously sincerely and for longer duration in three RIEs.
- The month and duration of internship/practice teaching was found between (10 to 40 days) in Four Year Integrated B.Ed. Programme at RIE (Bhopal) Pre-internship for 30 days in IIIrd year and Internship for 40 days in IVth year and at RIE, (Bhubaneswar) Pre-internship for 15 days in IIIrd year and Internship for 30 days in IVth year and at RIE, (Ajmer) along with Pre-internship for 30 days and Internship for 40 days.
- The evaluation system of internship in teaching of RIE (Bhopal) total marks were 175 and 150 at RIE, Bhubaneswar.
- The training and practice on lesson planning, unit planning, lesson notes and models of teaching was provided through subject wise workshop (66.67%) in all the three RIEs.
- The number of lessons was 20 in each teaching subject. The duration of observation of practice lesson by supervisors was found 10-15 minutes in general lesson and 20-30 minutes in criticism lesson.

- The Post-internship activities for consolidation and assimilation of internship/SEP experiences in Four Year Integrated B.Ed. Programme included post-internship seminar, exhibition of teaching aids, organizing exhibition of audio-visual aids, interview and discussion on interns experiences, presentation by interns group wise on the significant experiences and suggestions for improvement of internship, sharing of internship supervision experiences by supervisors along with interview and discussion on interns experiences (66.67%).
- The training for peer supervision was provided through format/observation schedules (100%) in all the three RIEs. The peer supervision was organized for 10 lesson plans in each teaching subject in three RIEs.
- The co-curricular activities organized by trainees during internship in school experience programme included games and sports (100%). Cultural programme, fancy dress competition, and organization of prayer(66.67%).
- The feedback on internship in teaching was provided by Trainees (66.67%).
- The training/orientation for Library and Lab Management was provided by Librarian and Lab Technician(100%).

Conclusion

The training provided on micro teaching in Four Year Integrated B.Ed. Programme was mostly found on skill of questioning, blackboard work, stimulus variation, probing questions, introduction, closure/recapitulation, explaining, reinforcement, illustration with examples, classroom management and discipline. The internship in teaching programme was mostly on micro-teaching, skill training, talent search, induction programme of trainees and Orientation for literary activities, cultural activities, lesson planning. The training and practice on lesson planning, unit planning, lesson notes and models of teaching was found in 100% cases and 3 weeks of Pre-internship programme. The post-internship meeting, viva-voce and exhibition of teaching aids were organised very systematically. The number of lessons was 20 in each teaching subject. The duration of observation of practice lesson by supervisors was 10-15 minutes in general lesson and 20-30 minutes in criticism lesson. The co-curricular activities organized by trainees during internship or school experience programme included games and sports.

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