

## A STUDY OF INTERNSHIP PROGRAMME IN TEACHER EDUCATION

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### ABSTRACT

*Internship is a compulsory part of any teacher education programme. Internship plays a significant role in the overall development of the student-teachers (trainees). Like all other professional programmes, field engagement is an essential component of any teacher education programme (NCTE School Internship: Framework and Guidelines, 2016). Internship has a pivotal role in the teacher education professional courses which provides a complete experience of teaching-learning environments and other day-to-day happenings of the schools in real ground situations. For two years B.Ed. curriculum NCTE Curriculum Framework: Two-year B.Ed. Programme (2014) says that student-teachers should have at least 20 weeks internship divided in two parts.*

**Keywords:** Internship, Field Engagement, Education Programme, Pivotal Role, NCTE Curriculum.

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### Introduction

The first part of internship should have minimum 4 weeks in the first year of two-year B.Ed. programme and it can be spread over several days throughout the year. Micro-teaching and school observations including visits to innovative centres of pedagogy and learning etc are also done in the first year of the B.Ed. programme. This 4 weeks internship in first year of B.Ed. will include one week of school engagement and three weeks of other engagements such as observation of classes of regular school teachers, visits to innovative centres of pedagogy and learning-innovative schools, educational resource centres, etc. In the second year of two-year B.Ed. programmes, as suggested by NCTE Curriculum Framework (2014), the interns from B.Ed. would work as regular teachers in the schools and participate in all the various possible activities that are performed in the schools. The minimum period of internship and other field engagements/school engagements with community work etc will be at least 16 weeks. It has also suggested that before teaching in classrooms the student-teachers(interns) will observe the school and its classrooms etc for a week to understand the school and other practicing activities in totality, its philosophy and aims, organisation and management; the life of a schools, curriculum and its transaction; quality, transaction, and assessment of teaching-learning.

Internship builds professional competencies and skills, sensibilities, professional capacities, broad repertoire of perspectives in the student-teachers. The second year of the B.Ed. programme comprises of several tasks and activities during internship such as observation of schools and regular teachers' classes including peer observations, observations of interns' lessons by faculty, writing reflective journals during and after the internship, community works, small projects, seminars etc.

School Internship: Framework and Guidelines(2016) provided by NCTE has proposed that 80% of time for internship in government schools and 20% of time in private schools with several tasks such as understanding the internship and community around, analysis of school syllabus and textbooks, observing the classroom teaching of regular teachers, case study of internship schools and innovative

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activities that school undertakes, preparation of lesson plans and unit plans, undertaking case study of a child, community work and community survey, preparation of diagnostic tests and organisation of remedial teaching, maintenance of a reflective diary, writing a term paper on a selected theme.

### **Need and Significance of Study**

The present research aimed to study the internship programme of two-year B.Ed. course in the light of the NCTE framework and guidelines for school internship. During the Covid-19 pandemic, B.Ed. student-teachers had to face several problems regarding various aspects of internship programme. Jogan,S.(2019) conducted a study titled as "Evaluating the Effectiveness of School Internship" and researcher found out the status and challenges of trainee teachers perceived during school internship programme. The study shows that internship plays significant and prominent role in teacher education. Anand, V.(2020) examined a study on the topic "All About Online Internship for Indian Student" and he concludes that online internship has some benefits, but it has some drawbacks too such as students cannot understand the real-life situations and difficulties of real school settings. Rana,D.(2021) scrutinised a study on the topic "Problems and Challenges in Online Internship in B.Ed. during Covid-19" and found out that if the some challenges of online internship are encountered well, online internship could be a better option than traditional internship in some cases. The students also say that some teachers do not co-operate well with the students in the online internship. Chakrabarty, D.(2016) explored a study titled "Implementation of Internship in 2 Year B.Ed. Course- A Challenge or Routine Task" and the researcher explains the concept of internship and significance of internship programme. Researcher has also said that government or semi-government schools willingly accept or are persuasive for implementation of internship programme while as private schools are reluctant to offer classes to interens. Sahoo,P.K. and Kumar ,A.(2020) conducted a study on implementation of internship programme at B.Ed. level and study says that internship programme is very useful in giving real ground level understanding of different activities of schools such as preparation of time table, maintaining diaries, performing community activities, doing action research, developing appropriate teaching skills and methods, preparing TLMs& teaching aids etc.

In view of the various studies on many areas of internship and internship as a whole it can be said that internship has a major role in inculcating teaching behaviour and modifying teaching behaviour as well as providing real life experiences of day-to-day school environment. The present study is based on knowing the status and challenges of two-year B.Ed. programme and perception of B.Ed. students regarding internship.

### **Statement of the Problem**

In the view of the reviews of the related literature, the present study is titled as "A Study of Internship Programme in Teacher Education".

### **Operational Definitions**

**Internship/School Internship:** A sustained and continuous engagement with the school for a period of time in which student-teachers (interns) are exposed with various curricular and co-curricular activities of schools and community activities.

### **Objectives**

- To study the status of B.Ed. internship programme in the light of NCTE-2104 framework guidelines and NCTE-2016 farmework and guidelines of school internship for two year B.Ed. internship.
- To study the challenges and constraints faced by B.Ed. students (interns) during the internship.
- To study perception of B.Ed. students regarding internship programme.

### **Research Method**

For the present study Qualitative Approach of research had been used.

### **Sample of the Study**

In the present study one government and one self-financed colleges/university/education department/teacher education institutions were selected through purposive sampling method. The names of the institutions selected for the present study are: Ewing Christian College (Prayagraj) and Central University of Haryana. 35 B.Ed. interns (B.Ed. students) were taken in this study in which 20 students were from Central University of Haryana (government teacher education department) and 15 students were from Ewing Christian College (Self-financed B.Ed. department).

**Tools Used**

For the present study semi-structured interview (validated through experts) and focused group technique were used to collect qualitative data.

**Analysis Techniques**

Thematic content analysis and triangulation were used to analyse the qualitative data.

**Result and Discussion**

In the light of the aforesaid objectives the results of the study are as follows:

B.Ed. internship programme was being carried out and implemented almost as per the NCTE guidelines of 2014 and 2016 for school internship. However B.Ed. interns were engaged in government or semi-government schools only and they were not being provided chances of internship in private schools and thereby they are unexposed of the working conditions and status of private schools. It is also a hurdle in giving holistic experience in internship. In the Covid-19 pandemic period, B.Ed. interns had to face many problems as of supervision by guides/mentors/teacher educators, bad network problems, presentation of TLMs and teaching aids were difficult in online mode.

Students had very well performed activities of pre-internship by micro-teaching, seminars/webinars, contacting and visiting schools, preparing teaching aids and micro-teaching lesson plans etc. However, B.Ed. student-teachers had not sufficient command over Action Research and Psychological Tests and Guidance & Counselling activities. Although they had theoretical exposure of action research and some psychological tests (Intelligence Tests, Creativity, Achievement Tests etc) but in actual practical situations they could not use action research and also cannot administer psychological tests.

B.Ed. interns had also to face transport problems as schools allotted for internship were far away. Safety of female B.Ed. interns was also an issue due to remote allotted schools. B.Ed. interns had to face challenges in developing appropriate Teaching-Learning Materials at initial level, but this problem was overcome with the passage of time and continuous engagement with the teaching-learning activities, feedbacks by supervisors and some school's teachers. One of the problem was neutral and passive behaviour of school teachers in assisting interns because not every teacher was willing to assist and guide interns in their problems.

By internship B.Ed. students (interns) developed and improved so many skills such as communication skills, positive personality changes, seriousness towards teaching profession, improved subject content knowledge, teaching strategies, use of innovative teaching methods and teaching techniques, attentiveness, language proficiency, socialization, confidence, discipline etc. Most of the interns developed socialization through interacting with school stakeholders, teachers, students of the school and by community work, cultural programmes etc.

B.Ed. students had emphasized on the internship programme as most useful part of B.Ed. curriculum and have said that internship is the heart of the whole B.Ed. course. It has significantly changed their view and modified teaching behaviour. Internship provided so many practical and practicum work to the interns. Internship has a major role in inculcating teaching behaviour and giving overall experiences of the different works at school level such as maintenance of records, library work, classroom teaching-learning, organising cultural events/programmes, community work on different issues e.g. environment, health, girl child education, sports and games, guidance counseling etc.

B.Ed. students' perception about internship had been very positive. Internship helps in overall personality development of interns as a teacher. B.Ed. students were engaged in classroom teaching as full time teachers and had been active in all spheres of school environment wherever and whenever they were needed. B.Ed. interns developed problem solving attitude, mastery of content knowledge, management and administration of school etc.

**Educational Implications**

Internship has been very effective in development of B.Ed. interns as a full-fledged teacher. It has moulded the personality of B.Ed. interns positively. Internship has provided realistic experiences of different sorts of school activities and works. Internship gives chance of all around skills development of interns. Students learned how to work in various circumstances and how to handle pressure. B.Ed. interns learn time management and school management.

### Conclusion and Suggestions

The present paper is designed to study the status, challenges and perception of B.Ed. students regarding internship programme. The findings reveal that we cannot think of B.Ed. programme effective and useful without internship part. Internship gives opportunity to practically apply theoretical foundations taught and learned in theory courses of B.Ed.. Internship inculcates many attributes of a good teacher in the interns of B.Ed. Internship programme is being implemented almost as per the frameworks, guidelines of NCTE-2014 and 2016. The challenges and constraints such as transportation problems, allotment of schools in remote areas, skills of using and administering action research & psychological tests needs to be resolved for better outcomes of the internship programmes.

Community participation of the interns must be focused. Innovative and constructive feedbacks should be provided to the B.Ed. interns regularly by teacher educators, guides, and school authorities like principal, competent teachers etc. Internship programme must be done in private schools for some period of time to know about both private and government school. Internship can be made more effective by working on these issues.

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