



## STUDENT TEACHERS AND TEACHER EDUCATORS PERCEPTION TOWARDS INTERNSHIP AND EVALUATION PROCESS IN B.ED PROGRAMME

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**Paper Received On:** 25 MAR 2022

**Peer Reviewed On:** 31 MAR 2022

**Published On:** 1 APR 2022



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Teacher education programmes have been restructured to strengthen the quality of school system. NCTE has emphasised the process dimension of curriculum with longer duration of different programmes to develop professionalism among student teachers of different stages. It insisted on a holistic perspective of teacher education programme. NCTE regulation(2014) highlighted major reforms in teacher education in India. The UGC has endeavored to improve the nature of teacher education and education of teacher Educators accordingly. Justice Verma Commission (2012) on NCTE prescribed that B.Ed. Program ought to be ,multiyear with satisfactory arrangement to branch out into specialization in educational program considers,academic examinations,strategy,account and essential investigations. The curricular practices of teacher education have emphasized on prolonged internship activities and practicum in real school situation. This reform aims at teacher preparation. This reform aims at teacher preparation activities to be grounded in real school situation. While process aspects have been given priority in teacher preparation, continuous evaluation of learners as an inbuilt component have been focused in teacher education programmes at B.Ed. It is pertinent to explore perception of students and teachers of university departments of Education to know the extent of benefits earned through internship cum practicum adopted in B.Ed programmes.

### **Rationale of the study:**

There have been studies which in reveal meaningful findings about structural reform in teacher education curriculum. GERALYN E. STEPHENS (2011) conducted study on teacher

internships can provide a viable option for ensuring teachers participate in this level of professional development. This article explores how CTE teacher internships, in occupationally related workplaces can be used to satisfy the requirement. A review of related activities that incorporate Advisory Committees and Cooperative Education placements is discussed. The concept of work-based teaching teams that include academic teachers is also explored. Barua (2015) revealed favourable response of students towards learning enhancement through 2 years B.Ed programme. Public-funded trainees from rural background, and economically weaker sections of society had favourable perception regarding their learning enhancement through B.Ed programme. Public-funded institutions students expressed more favourable perception than that of their private funded institution counterparts. Nimbalkar, S.J.(2015) in his research paper entitled '20 Weeks Internship: Opportunities, Challenges and Measures' proposed ways to conduct healthy internship programme a) Orientation of all students b) provide internship hand book c) scholarship/stipend for the student d) appointment of teacher incharge / group leader e) arranging guest lecture f) Conduct interview at the end of internship. Adhikary (2017) reported about teacher trainees mixed perception towards the two-year B.Ed programme in Assam. Rajendra Chavan (2017) conducted study on internship programme is helpful to gain feedback about the classroom behavior of student teacher educators and 'got chance to observe new teaching techniques, strategies, ideas & resources. M.Ed. internship programme was helpful to enriched student teacher educators with knowledge and experience of innovative teaching technique like Brain storming, activity based learning, etc. and innovative evaluation technique like story completing, puzzles, concept mapping etc. Sahoo and Sharma (2018) found student teachers appreciation of teacher education programme, in RIE, Bhubaneswar and IASE, Cuttak, Odisha. These studies have focused on general issues concerning teacher education. Very limited has been made in the area of reforms on the basis of on internship and practicum activities at B.Ed. level.

It was thought appropriate to explore student teachers and teacher educators perception towards internship and evaluation process adopted in the B.Ed programmes offered by teacher education institutions of U.P. The empirical study on student teachers and teacher educators of Education Departments of BHU, Varanasi and DIE, Agra of UP have been conducted to provide feedback on internship and Evaluation process carried out as per NCTE norms.

## **OBJECTIVES OF THE STUDY**

- 1.To study the perception of student teachers of B.Ed. programme on different aspects of internship and evaluation process.
2. To study the perception of teacher educators of B.Ed. programme on different aspects of internship and evaluation process .
- 3.To study the association between B.Ed. student teachers perception with teacher educators perception towards internship and evaluation process.

## **HYPOTHESIS OF THE STUDY**

- 1.The perception of student teachers and teacher educators towards different components of internship and evaluation process are not significantly associated with each other.

### **Population of the study:**

All the teachers and students at B.Ed. level in the university teaching departments of universities of UP are considered the population of the study.

### **Sample of the study:**

One Central University, BHU, Varanasi and one Deemed University ,DIE, Dayalbag ,Agra of UP were included as the sample units of the study.100 B.Ed. students (50 each from BHU & DIE) and 50 teacher educators (25 each from BHU & DIE) were selected as sample respondents of the study purposively.

### **Methods and procedures of the study:**

Descriptive survey method was used to conduct the study. Questionnaire for student teachers and teacher educators developed by Sahoo & Sharma,2018 was used for data collection process. This study is delimited to the teacher educators and student teachers enrolled in. B.Ed. programmes of one central university and one deemed university of UP.

### **Data analysis procedure:**

Since the sample respondents were selected purposively, descriptive statistics and  $\chi^2$ -test of independence was used for analysis of data.

## **ANALYSIS AND INTERPRETATION OF DATA**

The analysis and interpretation of the study have been presented item wise in the following .

**Table-1:  $\chi^2$ -test of independence between B.Ed. Students and Teacher Educators perception towards Collaborative learning is encouraged through internship**

course				Total	$\chi^2$ -value
	Agree	Disagree	Not Decided		
<b>Students teachers</b>	88(88%)	11(11%)	2(2%)	100	<b>1.37</b>
<b>Teacher Educators</b>	45(90%)	3(6%)	2(4%)	50	<b>N.S.</b>
<b>Total</b>	133(88.6%)	14(9.3%)	4(2.6%)	150	

Note: \*= Significant at .05 level.

: N.S. =Not Significant.

: Figures in Parenthesis indicate percentages

It can be noticed from Table-1 that the calculated  $\chi^2$ - value of independence between response is found 1.37. The obtained value is lesser than the table value (5.99) at .05 level of significance with df: 2. Thus the observed value is not found significant. Hence the perception of student teacher and teacher educators are not significantly associated with each other. A large majority of B.Ed students and teacher educators (88.6%) agreed about collaborative learning is encouraged through internship.

**Table-2:  $\chi^2$ -test of independence between B.Ed. Students & Teacher Educators perception towards Enough resources support is provided for practice teaching.**

Course				Total	$\chi^2$ -value
	Agree	Disagree	Not Decided		
<b>Students teachers</b>	65(65%)	30(30%)	7(7%)	100	<b>4.56</b>
<b>Teacher Educators</b>	40(80%)	7(14%)	3(6%)	50	<b>N.S.</b>
<b>Total</b>	105(70%)	37(24.6%)	10(24.6%)	150	

Note: \*= Significant at .05 level.

: N.S. =Not Significant.

: Figures in Parenthesis indicate percentages

It can be noticed from Table-2 that the calculated  $\chi^2$ - value of independence between response towards students is found 4.56. The obtained value is lesser than the table value (5.99) at .05 level of significance with df: 2. Thus the observed value is not found significant. Hence the perception of students and teacher educators are not significantly associated with

each other. A majority of teacher educators(80%) agreed about Enough resources support is provided for practice teaching B.Ed students(65%) agreed on this point shows reflection on this point on the part of TEIs and practicing schools.

**Table-3:  $\chi^2$ -test of independence between B.Ed. students & Teachers Educators perception towards teachers allot research projects to students of their own interest in different specialization areas.**

course				Total	$\chi^2$ -value
	Agree	Disagree	Not Decided		
<b>Students teachers</b>	78(78%)	18(18%)	4(4%)	100	<b>3.35</b> N.S.
<b>Teacher Educators</b>	40(80%)	5(10%)	5(10%)	100	
<b>Total</b>	118(78.6%)	23(15.3%)	9(6%)	200	

Note: \*= Significant at .05 level.

: N.S. =Not Significant.

: Figures in Parenthesis indicate percentages

It can be noticed from Table-3 that the calculated  $\chi^2$ - value of independence between response towards students is found 3.35. The obtained value is lesser than the table value (5.99) at .05 level of significance with df: 2. Thus the observed value is not found significant. Hence the perception of students and teacher educators are not significantly associated with each other. A majority of students and teacher educators (78.6%) agreed that teachers allot research projects to students of their own interest in different specialization area

**Table-4:  $\chi^2$ -test of independence between B.Ed. Students & Teacher Educators teachers perception towards Students involvement in the projects and assignments are well designed.**

course				Total	$\chi^2$ -value
	Agree	Disagree	Not Decided		
<b>Students teachers</b>	78(78)%	15(15%)	7(7%)	100	<b>2.41</b> N.S.
<b>Teacher Educators</b>	38(76%)	5(10%)	7(14%)	50	
<b>Total</b>	116(77.3%)	20(13.3%)	14(9.3%)	150	

Note: \*= Significant at .05 level.

: N.S. =Not Significant.

: Figures in Parenthesis indicate percentages

It can be noticed from Table-4 that the calculated  $\chi^2$ - value of independence between response towards student is found 2.41. The obtained value is lesser than the table value

(5.99) at .05 level of significance with df: 2. Thus the observed value is not found significant. Hence the perception of students and teacher educators are not significantly associated with each other. A majority of B.Ed. students and teacher educators (77.3%) agreed, that Students involvement in the projects and assignments are well designed. However, around 13 percent respondents expressed disagreement on this point.

**Table-5:  $\chi^2$ -test of independence between B.Ed. students & Teachers Educators perception towards weightage given to practice teaching and internship is appropriate.**

course				Total	$\chi^2$ -value
	Agree	Disagree	Not Decided		
<b>Student teachers</b>	79(79%)	16(16%)	5(5%)	100	<b>2.47</b> N.S.
<b>Teacher Educators</b>	45(90%)	2(4%)	3(6%)	50	
<b>Total</b>	124(82.6%)	18(12%)	8(5.3%)	150	

Note: \*= Significant at .05 level.

: N.S. =Not Significant.

: Figures in Parenthesis indicate percentages

It can be noticed from Table-5 that the calculated  $\chi^2$ - value of independence between response towards student is found 2.47. The obtained value is lesser than the table value (5.99) at .05 level of significance with df: 2. Thus the observed value is not found significant. Hence the perception of students and teacher educators are not significantly associated with each other. A very large majority of B.Ed students and teacher educators(82.6%) agreed that weightage given to practice teaching and internship is appropriate.

**Table-6:  $\chi^2$ -test of independence between B.Ed. Teacher & Teachers Educators perception towards there is not enough scope for teachers to provide feedback for Internship.**

Respondents				Total	$\chi^2$ -value
	Agree	Disagree	Not Decided		
<b>Students teachers</b>	52(52%)	38(38%)	10(10%)	100	<b>2.13</b> N.S.
<b>Teacher Educators</b>	20(40%)	25(50%)	5(10%)	50	
<b>Total</b>	72(48%)	63(42%)	15(10%)	150	

Note: \*= Significant at .05 level.

: N.S. =Not Significant.

: Figures in Parenthesis indicate percentages

It can be noticed from Table-6 that the calculated  $\chi^2$ - value of independence between response towards B.Ed. students and teachers of is found 2.13. The obtained value is lesser than the table value (5.99) at .05 level of significance with df: 2. Thus the observed value is not found significant. Hence the perception of B.Ed students and teacher educators are not significantly associated with each other. Almost average number of B.Ed. students and teacher educators(40-52%) agreed about there is not enough scope for teachers to provide feedback for Internship Almost 42 percent of student teachers and teacher educators disagree on this point. It reveals a mixed response towards supervision work of internship.

**Table-7:  $\chi^2$ -test of independence between B.Ed. students& Teachers Educators perception towards School internship in teaching help student teachers learn and enhance their professional role in real school situation**

Respondents				Total	$\chi^2$ - val ue
	Agree	Disagree	Not Decide d		
<b>Students teachers</b>	58(58%)	37(37%)	5(5%)	100	<b>2.9 7</b>
<b>Teacher Educators</b>	22(44%)	23(46%)	5(10%)	50	<b>N.S .</b>
<b>Total</b>	80(53.3%)	60(40%)	10(6.6%)	150	

. Note: \*= Significant at .05 level.

: N.S. =Not Significant.

: Figures in Parenthesis indicate percentages

It can be noticed from Table-8 that the calculated  $\chi^2$ - value of independence between response teachers and B.Ed students of is found 2.97. The obtained value is lesser than the table value (5.99) at .05 level of significance with df: 2. Thus the observed value is not found significant. Hence the perception of teachers and B.Ed students are not significantly associated with each other. A average number of teachers and B.Ed students(53%) agreed about School internship in teaching help student teachers learn and enhance their professional role in real school situation. While a sizable number of respondents(40%) expressed negative response on this item, hazy picture of school internship.

**Table-8:  $\chi^2$ -test of independence between B.Ed. students & Teachers Educators perception towards a minimum of 20 weeks of internship in school during the course does not enables student teachers to reflect on school practices**

Respondents				Total	$\chi^2$ -value
	Agree	Disagree	Not Decided		
<b>Student teachers</b>	58(58%)	37(37%)	5(10%)	100	<b>1.26</b> N.S.
<b>Teacher Educators</b>	27(54%)	22(44%)	1(2%)	50	
<b>Total</b>	85(56.6%)	59(39.33%)	6(4%)	150	

. Note: \*= Significant at .05 level.

: N.S. =Not Significant.

: Figures in Parenthesis indicate percentages

It can be noticed from Table-8 that the calculated  $\chi^2$ - value of independence between response teachers and B.Ed students of is found 1.26. The obtained value is lesser than the table value (5.99) at .05 level of significance with df: 2. Thus the observed value is not found significant. Hence the perception of teachers and B.Ed students are not significantly associated with each other. A large majority of teachers and B.Ed students and teacher educators (56.6%) agreed about the internship did not enable student teachers to reflect on school practices. It indicates a set back to internship practices.

**Table-9:  $\chi^2$ -test of independence between B.Ed. Students & Teacher Educators perception towards Students teachers are engaged at two levels upper primary and secondary to deal with both levels of teaching.**

Respondents				Total	$\chi^2$ -value
	Agree	Disagree	Not Decided		
<b>Student teachers</b>	85(85%)	13(13%)	2(2%)	100	<b>4.95</b> N.S.
<b>Teachers Educators</b>	40(80%)	5(10%)	5(10%)	50	
<b>Total</b>	125(83.3%)	18(12%)	7(4.6%)	150	

Note: \*= Significant at .05 level.

: N.S. =Not Significant.

: Figures in Parenthesis indicate percentages



It can be noticed from Table-9 that the calculated  $\chi^2$ - value of independence between response towards teachers and B.Ed student is found 4.95. The obtained value is lesser than the table value (5.99) at .05 level of significance with df: 2. Thus the observed value is not found significant. Hence the perception of teachers and B.Ed students are not significantly associated with each other. A large majority of teachers and B.Ed. students and teacher educators(85-80%) agreed about the Students teachers are engaged at two levels upper primary and secondary to deal with both levels of teaching.

**Table-10:  $\chi^2$ -test of independence between B.Ed. students & Teacher Educators perception towards Visits to innovative centers of pedagogy and learning, innovative school., educational centers, teaching-learning centers develop acquaintances of student teachers with ideal institutional system**

Respondents				Total	$\chi^2$ - valu e
	Agree	Disagree	Not Decided		
<b>Student teachers</b>	88(88%)	9(9%)	3(3%)	100	<b>0.83 N.S.</b>
<b>Teacher Educators</b>	42(84%)	5(10%)	3(6%)	50	
<b>Total</b>	130(86.6%)	14(9.3%)	6(4%)	150	

Note: \*= Significant at .05 level.

: N.S. =Not Significant.

: Figures in Parenthesis indicate percentages

It can be noticed from Table-10 that the calculated  $\chi^2$ - value of independence between response towards teachers and student of is found 0.83. The obtained value is lesser than the table value (5.99) at .05 level of significance with df: 2. Thus the observed value is not found significant. Hence the perception of B.Ed. students teachers are not significantly associated with each other. A large majority of teachers and B.Ed. students (88-84%) disagreed about the item that Visits to innovative centers of pedagogy and learning, innovative school., educational centers, teaching-learning centers develop acquaintances of student teachers with ideal institutional system.

**Table-11:  $\chi^2$ -test of independence between B.Ed. Students and teacher educators perception towards the schools provide full co-operation for practice teaching activities.**

Respondents				Total	$\chi^2$ -value
	Agree	Disagree	Not Decided		
<b>Student teachers</b>	83(83%)	14(14%)	3(3%)	100	<b>0.50</b> N.S.
<b>Teacher Educators</b>	43(86%)	5(10%)	2(4%)	50	
<b>Total</b>	126(84%)	19(12.6%)	5(3.3%)	150	

Note: \*= Note: \*= Significant at .05 level.

: N.S. =Not Significant.

: Figures in Parenthesis indicate percentages

It can be noticed from Table-11 that the calculated  $\chi^2$ - value of independence between response towards teacher and student is found 0.50. The obtained value is lesser than the table value (5.99) at .05 level of significance with df: 2. Thus the observed value is not found significant. Hence the perception B.Ed students and teachers educators are not significantly associated with each other. A large majority of teachers and B.Ed. students(84%) agreed on this item while very few of them(14%) disagreed about the schools provide full co-operation for practice teaching activities.

**Table-12:  $\chi^2$ -test of independence between B.Ed. Students and teacher educators perception towards Continuous internal assessment as encourage active learning.**

Respondents				Total	$\chi^2$ -value
	Agree	Disagree	Not Decided		
<b>Student teachers</b>	64(64%)	32(32%)	4(4%)	100	3.62 N.S
<b>Teacher Educators</b>	31(62%)	13(26%)	6(12%)	50	
<b>Total</b>	95(63.30%)	45(30.00%)	10(6.60%)	150	

Note: \*= Note: \*= Significant at .05 level.

: N.S. =Not Significant.

: Figures in Parenthesis indicate percentages

It can be noticed from Table-12 that the calculated  $\chi^2$ - value of independence between response towards teacher and student is found 3.62. The obtained value is lesser than the

table value (5.99) at .05 level of significance with df: 2. Thus the observed value is not found significant. Hence the perception B.Ed students and teachers educators are not significantly associated with each other. A large majority of teachers and B.Ed. students(64%) agreed on this item while very few of them(4%) disagreed about Continuous internal assessment as encourage active learning.

### **CONCLUSION:**

The study revealed that student teachers had positive appreciation towards Internship programme in B.Ed. The student teachers and teacher educators programmes of the university teaching departments in UP had high opinion on the experiences provided though internship at planning stage, implementation stage and evaluation stage. The teacher educators, expressed favourable opinion on different areas of internship such as collaborative learning resources support provided for practice teaching, projects and assignments etc. Majority of student teachers and teacher educators highly agreed that internship activities encouraged active learning, evaluation of marks of individual and group assignments were done judiciously, engagement of the learner with field works were evaluated properly, weighage given to internship and practicum were appropriate. However a large majority of student teachers and teacher educators expressed that there was not enough scope for teachers to provide feedback for Internship. A sizeable number of student teachers were critical on some points like internship does not enable student teacher developing professional role in real school situation and it did not enable them and it did not enable them to reflect on practices. As a whole, the teacher educators and students teachers had expressed moderate opinion about the internship and evaluation process as per NCTE regulation,2014 more efforts should be made at TEIs level to make internship practices professional in nature.

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