



PRESENT CONDITION OF INTERNSHIP PRACTICED AT SECONDARY TEACHER EDUCATION IN BANGALORE ZONE

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Abstract

According to NCFTE – 2009/10, School Internship is one of the important activities in teacher preparation programme. It is the major practical work which is based on the real School environment and real classroom experiences. School Internship provides the first hand experience regarding the pedagogy of teaching of various School subjects. Student-teachers can verify the theoretical knowledge what they have studied and acquired in their Lecture classes, that can be experienced in the real classroom situation through teaching. Internship is providing a great opportunity to understand the teaching and learning problems of the day to day situation. School is the real practical field to understand all the other aspects of School regarding curricular and co-curricular activities. Hence the Investigator has conducted an Interview at various teacher training colleges, to know how exactly this Internship programme is going on in Aided and Unaided Teacher training Colleges of Bangalore Zone.

Keyword: *Internship*



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Introduction:

Internship is one of the major aspects in teacher preparation programme. Hence the Investigator intended to study the Internship and it's present condition in different Universities in Karnataka State. According to NCFTE document 2004/77, practice of Education should consists of practical teaching, development of reading material for students of various stages in social science, physical sciences, languages and Internship of substantial duration in a School under the supervision of a Teacher Educator. They will be required not only to acquire proficiency in the planning of lessons and their delivery, but also learn the practical management of the class to arrange and organize School assemblies, prayer, observe cleanliness of the students, and School premises, proper seating arrangements for students etc., Planning of teaching should be a rigorous task which will include voice culture and it's modulation, Communication skills and use of ICT and teaching aids will be learnt. They would be encouraged to prepare teaching aids by themselves. Every Student-teacher in the School has to maintain and preserve certain records. Preparation of different types of tests

would be their job. The Practical component of the programme should include activities which enable the Student –teacher to adopt themselves to the local contexts.

Objectives of the present study are :

- To analyze the existing Internship practiced in different Universities in Bangalore division or Zone.
- To identify the problems involved in implementation of Internship programme at Teacher Education Colleges.

Research Questions :

1. What is the present practice of Internship at Secondary Teacher Education Colleges – in relation to
 - a) Planning and Preparation
 - b) Implementation of Internship in Bangalore division in relation to duration, number of lessons supervised by the Teacher Educators, activities to be conducted , number of lessons given in each methodology.
2. What are the problems involved in the implementation of internship programme as per NCFTE 2009/10, at the Secondary teacher education ?

Population

There are four Administrative zones in Karnataka, namely Bangalore Zone, Belgaum Zone , Gulburga Zone and Mysore Zone. Bangalore Zone is selected for the study. Four Universities are working under the Bangalore Zone or Division. Four Universities, i.e. Bangalore University, Davanagere University, Kuvempu University and Tumkur University, are come under the Bangalore Zone.

Sample of the study :

The sample size is 18 in number. 10 percent of the total colleges proportionately from Aided and Unaided Colleges from different Universities have been selected randomly. Principals of Aided and Unaided Colleges of Teacher Education Colleges considered as sample.

Design of the study:

The Researcher implemented the survey method. To study the implemented Internship , 18 (10%) of the total Aided and Unaided Teacher Education colleges have been selected as sample randomly.

Tools Used

An Interview schedule : It is prepared by the Investigator to collect the data from the Principals of sample Colleges.

Statistical Techniques Used in the Study :Percentage analysis was used to analyze the data.

Analysis and Interpretation:The Investigator administered the Interview schedule to the Principals of these colleges. Opinion of the Principals are grouped and analyzed in the following tables in percentage.

Table 01 : Opinion of Principals of various B.Ed Colleges regarding the Internship.

Sl.No	Particulars	N-18	%
1	Essential part of the B.Ed Curriculum		
	(A) Internship	11	61%
	(B) All part of B.Ed Course	02	11%
2	Criteria of Planning for Internship		
	(A) Method wise	04	22.2%
	(B) University wise	01	05.6%
3	Range of student –teachers allotted to Schools for Internship		
	(A) 6 to 15	03	16.7%
	(B) 8 to 12	10	55.6%
4	Number of days utilized to Internship		
	(A) 28 days	02	11%
	(B) 40 days	08	44.4%
	(C) 45 days	08	44.4%

As shown in the table 01, 61% (11) of the Principals have opined that the essential part of the B.Ed Curriculum to prepare the effective classroom teacher is Internship. 11% of the principals have opined that all part of the B.Ed Curriculum is essential part to prepare the effective classroom teachers. 28% of the Principals have opined that the theory part is very essential part of the B.Ed curriculum to prepare the effective classroom teacher.

Hence planning is very much needed for the effective Internship. Regarding the Criteria of planning for internship, 72%(13) of the Principals have opined that criteria of planning for Internship - Availability of sections in the Schools, Medium of Instruction and methods of teachings selected by the Student-teachers etc., is the criteria of planning for Internship.

Regarding the range of Student-teachers allotted to schools for Practice teaching, 55.6% (10) of the Principals have opined that they usually allotted from 8 to 10 Student-teachers to Schools for the training of teaching skills. Then they will get the sufficient number of classes to acquire the teaching skills.

Regarding the number of days for internship, 44.4%(08)of the Principals have opined that they used to provide 45 days for Internship. 44.4%(08)of the Principals have opined that they used to provide 40 days for Internship. 11.2% of the Principals have opined that they have

used to provide 28 days for Internship. It shows that it is not according to the NCFTE-2009/10 Document.

Table 02 : Opinion on Principals regarding the Present system of Practice-teaching, Role of Heads and Programme conducted during Internship.

Sl. No	Particulars	N	%
1	Is present system of internship sufficient to prepare effective Teacher	05	27.8%
	(A) Sufficient	15	72.2%
	(B) (B) Not sufficient		
2	Role of heads in the Success of Internship		
	(A) Monitoring and Guidance	03	16.7%
	(B) Supervision and Follow up	10	55.5%
	(C) Inspection and Motivation	05	27.8%
3	Types of Programme under Internship		
	(A) Demo-lessons, Unit-test, Teaching Aids Preparation, Recording, Observation & Co-curricular activities	15	83.3%
		02	11.2%
	(B) Guest –Lectures by Experts	01	5.5%
	(C) Physical education and Co-curricular activities.		

As shown in Table-2, regarding the present system of Internship, 71.2% of the Principals have opined that the present system of internship is not sufficient to prepare the effective classroom teacher. 27.8% of the Principals have opined that the present system of Internship is not sufficient. 27.8% of the Principals have opined that the present system of Internship is sufficient . It shows that majority of the principals have opined that the present system of Internship is not sufficient.

Regarding the role of Heads in the success of Internship, 55.5% of the Principals have opined that the role of the Heads to success of the internship is Supervision and Follow up activities of Internship.27.8% of the Principals have opined that Inspection and Motivation by the Heads is essential for the success of the Internship. 16.7% of the Principals have opined that the Monitoring and Guidance by the Heads is essential for the success of the Internship. It shows that the role of Head of the Institution is very important to the success of the Internship.

Regarding the types of the programme undertaken during the Internship, 83.3%of the Principals(15) have opined that they have conducted Demo-lessons, Unit –test, Teaching Aid preparation, recording the observations and Co-curricular activities, during the Internship. It shows that they are not conducting School based activities and Community based activities. Action Research Projects, Unit –Plan Preparation etc.,. These are all suggested activities in the NCF –TE,2009/10 Document.

Regarding the Suggestions : The Principals have suggested many things to improve the Practice-teaching programme. They are as listed below.

- The duration of Internship should be increased.
- Committed Teacher –Educators are needed.
- Regular observation of the lessons given by the Student –teachers and regular feedback is to be provided.
- Well planning ,discipline, dedication on the part of Teacher Educator is essential.
- Number of lessons from the Student-teachers have to be increased.
- Discipline should be implemented.

Findings :

- Internship is essential part of Curriculum.
- Criteria of Planning for Internship is Availability of sections in the Schools, Medium of Instruction, and methods selected by the Student –teachers.
- Present system of Internship is not sufficient to prepare the effective classroom teacher.
- Proper Supervision and follow-up activities are very essential for the effective implementation of Internship.
- As suggested NCFTE -2009/10 document teacher training colleges have not conducting the School based activities and Community based activities , Unit plan preparation , Action Research Projects, compulsorily during the Internship.

Conclusion :

According to NCFTE-2009/10, School Internship is one of the important activities in Teacher preparation programme. It is the major practical work which is based on the real school environment and real classroom experiences. School Internship provides the first hand experience regarding the pedagogy of teaching of various school subjects. Student –teachers can verify the theoretical knowledge what they have acquired in and studied in their lecture Classes, that can be experienced in the real classroom situation through teaching Hence the Internship should provide a great opportunity to understand the teaching and learning problems of the day to day situation. School is the real practical field to understand the other aspects of Curricular and Co-curricular activities. Therefore the Teacher Education Colleges have to take care of Internship.

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