

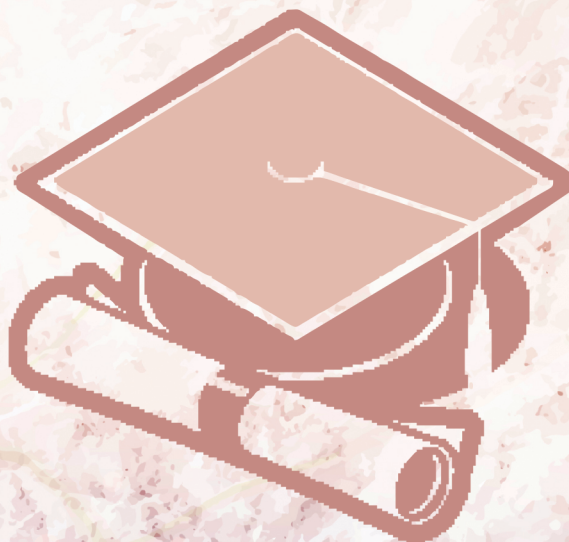
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PERCEPTION OF TEACHER TRAINEES TOWARDS INTERNSHIP PROGRAMME OF TWO-YEAR B.ED. PROGRAMME

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Abstract

Teaching is an art that can be acquired through a series of well designed activities; therefore, priority should be given on the education of teachers. It is well aware that the quality of the pupils' achievement is elementally shaped by teacher's competence, skills, sensitivity, motivation etc. Hence, of late, the 'field engagement' plays a prime role in the curriculum of teacher education programme, involving engagement with the students as well as teachers in schools. Such training in school atmosphere over a period of time is known as 'school internship' which is a component of the broad curricular area of 'Field Engagement'. Moreover, internship programme helps the blooming teachers in building up a repository of professional understandings, competency, skills as well as positive attitude to schooling and teaching so that they can perform the responsibilities and effective tasks in an actual school setting as well as in a wider community. In order to strengthen the component of 'Field Engagement', the NCTE Regulations, 2014 has prescribed a longer duration of 20 weeks for Field Engagement' in the elementary and secondary teacher education programme such as D.El.Ed, B.El.Ed, B.Ed, B.A.B.Ed., and B.Sc.B.Ed. and B.Ed. –M.Ed. etc. The present study explores the perception of 100 teacher trainees towards 20 weeks internship program. To study the perception of trainees, a 3-point Likert scale was constructed with 15 items by the researcher. The obtained data has been descriptively analysed and graphically depicted.

Keywords: Perception, Teachers trainees, Internship Programme, Two-Years B.Ed Programme.

1. INTRODUCTION

Teaching is regarded as one of the most challenging as well as the noblest professions all over the globe. As such, a large chunk of individuals desires to build their career in this field in commensurate with their capabilities as well as potentialities. Being an integral part of this profession, teachers play a pivotal role in the learning process as well as the educational system as a whole. They also have a responsibility to work to meet the expectations of all stakeholders as well as current society. In addition to that, teacher needs to remain a learner also throughout his life as a teacher (Alam, 2021). Moreover, Kothari Commission (1964-66) said, "Destiny of India is now being shaped in her classrooms". In other words, effective teaching in a classroom prepares the young aspiring minds to be a grown up man as well as an ideal citizen of a nation. Hence, in order to carry out the duty of educating or preparing the tender minds in the classroom in an effective way, each teacher needs to possess such proficiency, quality and last but not the least, efficiency. Therefore, priority should be

given on the education of teachers, which was previously known as teachers training, but nowadays, a more appropriate term 'Teacher Education' has come into force to describe the process of preparing teachers. Since, it is not only the mechanical training of the motor skill of the teachers, but also to educate them with sociological, philosophical as well as psychological perspectives (Saha,2023). In fact, besides having sound knowledge and skill of teachers, India should have professionally trained teachers who are physically as well as psychologically sound in order to achieve quality education (Amankwah.et.al. 2017). Recently, according to the National Council for Teacher Education (Recognition Norms and procedure) Regulations, 2014, the curriculum of Two-Year B.Ed. program has been redesigned in three segments - (i) Theory Courses, (ii) Engagement with the Field/Practicum and (iii) School Internship (Government of India, 2014). Now-a-days, the field engagement has become an integral part of the teacher education curriculum. Such training in school atmosphere over a period of time is known as 'school internship' which is a key component of the entire course area of 'Field Engagement'. Furthermore, internship programme helps teachers trainees in building up a repository of professional understandings, competency, skills as well as positive attitude to schooling and teaching so that they can perform the responsibilities and effective tasks in an actual school setting as well as in a wider community. With a view to strengthen the key component of 'Field Engagement', the NCTE Regulations, 2014 has prescribed a much stretched duration comprising 20-week for 'Field Engagement' in the elementary as well as secondary teacher education programme such as D.El.Ed, B.El.Ed, B.Ed, B.A.B.Ed., B.Sc.B.Ed. and B.Ed.-M.Ed. etc. The 20-week's 'Field engagement' has been phased out further - "4 weeks and 16 weeks to be organized in the first and second year of the Two-Years programme. The engagement of 16 weeks' duration is further split into 14 weeks of school internship and 2 weeks of engagement with the field other than the school (i.e. community engagement)"(NCTE, 2016,p.1). Keeping in mind of all the facts regarding the internship programme prescribed by NCTE Regulations, 2014, the study is conducted mainly to explore the overall perception of teacher trainees, i.e. what are the thoughts or mental images the trainees have about the internship programme of 2-Year B.Ed. programme.

1.1. Review of Related Literature

Adhikary (2017) carried out a study on "A study on the perception of the teacher trainees towards two year B.Ed. programme implemented in the teacher education institutes in Assam". The result of the study showed their mixed reactions. Patel (2018) made a study on "Perceptions and Experiences of B.Ed. Students about Internship and Sessional Work". The findings of the study showed the efficacy of internship programs as well as sessional work in preparing student-teachers about real field of work. Pakira & Khan (2018) made a study on "Perception of Trainee Teachers towards Two-Years B.Ed. Programme with respect to some Determinants". It identified that the majority of trainee teachers had a moderate perception of the programme; a significant difference was there in the perceptions

of married and unmarried trainee teachers regarding the “two-year B.Ed. programme,” but no significant difference was there in the perceptions of teacher trainees regarding their educational qualifications, status of training (pre-service and in-service), caste, and habitat. Kumar & Thapa (2018) conducted a study on “Perception of Pupil Teachers about Internship program of Two Year B.Ed. Course”. Findings reflected that though student teachers viewed the internship programme as helpful for their professional growth, many also voiced their displeasure, claiming that supervision is provided too late and that supervisors and schools do not communicate well enough during the programme. Patel (2020) made a study on “Attitude of Pupil-Teachers towards Internship as a part of B.Ed. Curriculum”. The remarkable findings of the study were that male and female student teachers had significantly different attitudes towards internships and that there was a significant triple interactional difference in student teachers’ attitudes towards internship based on gender, stream, and academic qualification. Hoque, Tarafdar & Laskar (2020) decided to conduct a study on “Perception of Teacher-Educator towards Two Years B.Ed. Programme”. The result surfaced that there was a considerable impact on teacher educators’ opinions, with the majority of them agreeing that the secondary teacher education programme has a favourable effect. However, the teacher educators had mixed perceptions towards the secondary teacher education program. Gupta & Rakwal (2020) conducted a study on “A Study of the Perceptions of Teacher Trainees towards the Two-Year Teacher Education Programme Being Run in India”. The result of the study reflected that the mean scores of the various TTPAQ (Teacher Trainees Perceptions Assessment Questionnaire) scales were high, indicating that teacher trainees in B.Ed. as well as M.Ed. had positive opinions about the program’s length of time, pedagogical aspects, curricula as well as innovativeness. Though no gender difference was found, there were significant differences between the student enrolled in private and public colleges as well as between the teacher trainees in the B.Ed. and M.Ed. programs on each of the four TTPAQ scales. Kapadia (2021) carried out a study on “An Attitude of Teacher Trainees towards Internship”. The study found that teacher trainees’ attitudes towards the internship programme were not significantly different based on their gender, place of residence, socio-economic class, mother’s and father’s educational attainment, or any other factor. Jeevanantham & Muthuchamy (2022) conducted a study on “Perception of B.Ed. trainees towards internship: A study on construction and validation of the tool”. Sharma & Chahal (2022) made a study on “A Study of Internship Programme in Teacher Education”. The results demonstrated that B.Ed. students’ perceptions, as a whole, are average regarding internships. The findings revealed that B.Ed. programme could not be effective and useful without internship part.

1.2. Objective of the Study

- To explore the overall perception of teacher trainees towards internship programme of Two-Year B.Ed. Programme.

1.3. Research Question

- What is the perception of teacher trainees towards internship programme of Two-Year B.Ed. Programme?

2. METHODOLOGY

A descriptive survey research method has been adopted in the present study to explore the perception of the teacher trainees. The researcher conducted the study on the sample of 100 trainees from various B.Ed. teacher training colleges around West Bengal. Incidental sampling technique was used to draw the sample from the population. The sample consists of 48% male and 52% female of 100 teacher trainees. The sample profile has been shown in the following

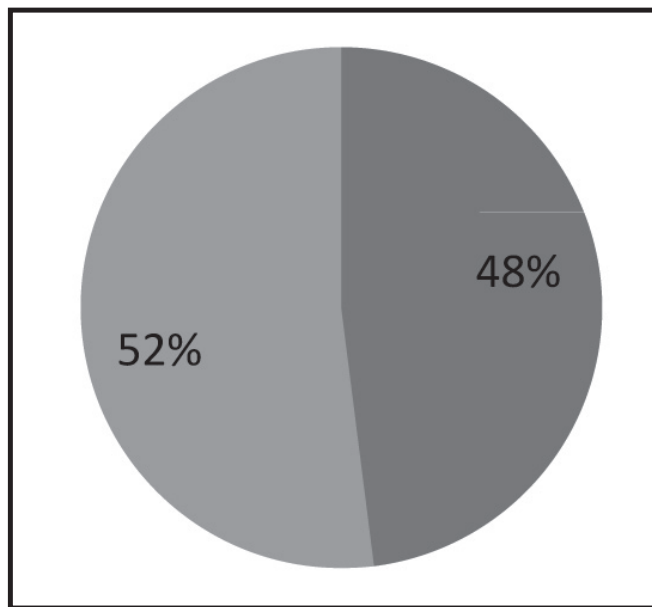


Fig.1: % of male and female teacher trainees in the sample

Source: Author

Data was collected using 3-point Likert scale consists of 15 items to study the perception of 100 teacher trainees. The obtained data has been descriptively analysed and graphically depicted.

3. DATA ANALYSIS & INTERPRETATION

3.1. Data Analysis

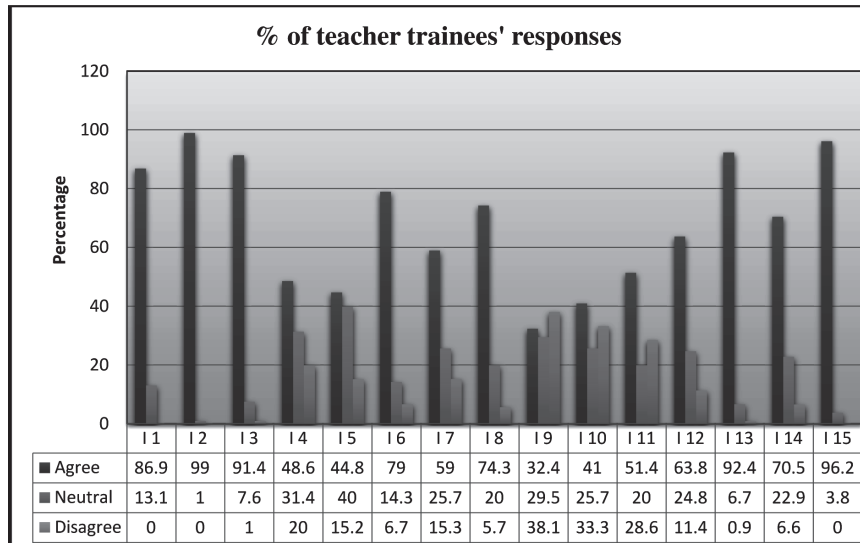


Fig.2: % of teacher trainees' responses towards internship programme of two-year B.Ed. programmes

Source: Author

3.2. Data Interpretation

Analysis of Figure 2 depicts the % of teacher trainees' responses towards internship programme of two-year B.Ed. programmes.

According to figure 2, 86.9% of teacher trainees was 'agree', 13.1% was 'neutral' and 0% was 'disagree' in item (I1). A high percentage of positive responses as well as none of negative responses were found about the relevancy and interestingness of the content of the internship programme.

Most of respondents, about 99% agreed that through internship programme one can gather new knowledge as well as develop new skills.

Similarly, 91.4 % of respondents also agreed that the skills of managing a real classroom situation is developed through the internship programme.

Almost 48.6 % of trainees agreed about the problem faced in respect of transport connectivity to reach the lab schools situated outskirts of the city in daily basis.

Only 44.8% of trainees agreed that the lab schools are well equipped with proper resources as well as proper infrastructure.

Even, maximum trainees almost 79 % agreed that the preparation of teaching aids and teaching learning materials is not only time consuming but also laborious.

Moreover, 59 % of the respondents admitted that the 20 weeks' internship programme is enough for developing teaching skill.

Almost 74.3% trainees also agreed that the internship programme provides a proper idea about the evaluation system of the students.

It was found that about 32.4% of positive responses and 38.1 % of negative responses about the uses of modern technology in the real classroom situation of the lab school.

Most of the trainees, about 41% of trainees agreed that the 20 weeks' internship programme of two years B.Ed. programme creates an extra pressure in some cases.

Again, 51.4% of trainees agreed that there is a enough time for preparing lesson plan and learning design.

Additionally, it was found 63.8 % of positive responses, 11.4% of negative responses and 24.8% of neutral responses about the evaluation system of the teacher trainees.

Besides that, 92.4% of teacher trainees agreed that the programme helps to build responsibilities among trainees.

Moreover, 70.5 % of positive responses, 6.6 % of negative responses and 22.9% of neither positive nor negative responses were found about the guidance and support of supervisor as well as mentor in the internship programme.

Last but not the least, a high percentage of respondents almost 96.2 % agreed that such kind of internship programme is effective for teaching profession.

4. DISCUSSION

After analysing and interpreting the data, it was found that the overall percentage of teacher trainees' responses in the 15 items was 68.71 % positive, 19.1% neutral and 12.19% negative. Basically, it shows that, most of the perception of teacher trainees is positive as well as in favour of the internship programme. But, it was also observed that, few responses are not in favour of the internship programme such as the lab schools are not well equipped with state-of-the-art technology, the trainees face problem in respect of transport connectivity to reach the lab schools situated outskirts of the city, preparation of teaching aids and teaching learning materials is not only time consuming but also laborious as well as the internship programme stipulated for 20 weeks period creates an extra pressure in some cases. Therefore, it can be stated that teacher trainees has both positive and negative perception i.e. a mixed perception towards the internship programme of two years B.Ed. programme.

5. CONCLUSION

A quality education by far depends on an adequate teacher education programme which is imperative to enrich pre-service teachers with teaching abilities, sound knowledge, competency etc. Of late, the NCTE Regulation, 2014 has rightly resolved to restructure the

B.Ed. curriculum into three segments – Theory, Engagement with Field/Practicum and Internship. Nowadays, the internship programme has become a part and parcel of the Two-Year B.Ed. course which prepares teacher trainees to get into the field of teaching, by providing them the opportunity to concord the connections between theory and practice. Taking this into account, the study is conducted to explore the overall perception of the teacher trainees towards internship programme so that it can be understood, what the thoughts or mental images teacher trainees have about the internship programme of two-year B.Ed. programme in the current scenario. Based on the aforementioned study, it is evident that a large section of teacher trainees have positive perceptions towards internship programme and they have accepted the programme as advantageous for their professional development. But, the perceptions of a few of them are not in favour of the internship programme. Hence, it can be stated that teacher trainees have both positive and negative perception i.e. a mixed perception towards the internship programme. Moreover, it should be looked into the aspects where negative perception is reflected such as the lab schools are not well equipped with state-of-the-art technology, the trainees face problem in respect of transport connectivity to reach the lab schools situated outskirts of the city, preparation of teaching aids and teaching learning materials is not only time consuming but also laborious and the internship programme stipulated for 20 weeks period creates an extra pressure upon trainees as well as concerned school authorities. In the premises, having considered the above observations, it can be concluded that it is a crying need to adhere to the internship programme with a great deal of commitment as well as dedication by providing adequate resources, support, orientation, appropriate supervision, appropriate time management, and last but not the least, chalking out an effective plan for the internship programme as prescribed in the NCTE guidelines with an eye to achieve its purposes to a large extent.

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