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Perception of B.Ed. trainee towards school internship of self-financing B.Ed. Programme in Odisha

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Abstract

Teachers have a sacred responsibility for the total development of the children in all aspects including democratic, secular, and socialistic values in them. Therefore, it is not enough that a pupil-teacher is only equipped to meet the varied needs of pupils at school. The objective of the study was to study the perception of Pupil trainees about the School Internship programme of Self-financing B.Ed. Programme and compare the perception of B.A.Ed. and B.Sc. B.Ed. pupil -teachers about the School Internship of Self-Financing B.Ed. Programme. The methodology of the study follows the descriptive type research and data were analyzed using t-test statistics. Major findings of the study say an internship program is a significant way to train pupil-teachers about real work. It allows them to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles, and improve their performances in the light of feedback given by subject mentors and supervisors. With the help of this program, they developed an understanding of the roles and responsibilities of professional teachers. It also helps them to understand different aspects of the school program and improve their skills and abilities in the teaching profession.

Keywords: Perception, school internship, self-financing B.Ed. programme

Introduction

Self-financing teacher institution implies those institutions that are managed by private funds and private management without an apparent motive of commercialization. A self-financed college in India does not receive any financial aid from the Central Government or the State Government. They also do not get any financial grant from the UGC nor do they get any benefits from the UGC. Such an institute finances itself through the fees paid by the students who enroll for the courses and may get private financing from other sources, such as a corporate house.

Need for Self-financing in Teacher Education

All possible efforts must be made to revitalize the higher education structure in India. Origin of Self-financed Courses in Teacher Education.

Due to globalization, the need for a knowledge-based economy, and increasing competitiveness in higher education, the government is not able to keep pace with the ever-changing needs and growing demands, as a result, a transition of higher education can be seen in the country from government control to private control. This transition has affected every aspect of higher education at the local and national levels, including the management structure of universities. The financial dependence of higher education institutions on the central / state government has been reduced to a minimum. The administrators of these institutions have understood the financial constraints of the government and have adopted Self-financing schemes in education.

Self-financed institutions run job-oriented courses and charge reasonably high fees from the students. A few such courses are courses in computer applications, management, teacher training, information technology, biotechnology, telecommunications, environment awareness, tourism, pharmacy, electronics, computer science, etc. The guardians are happily paying heavy fees for such courses as it enables their wards to find a suitable job for themselves after completing the course.

Such courses have good market value and can create new avenues for colleges to link education with society. The demand for certain courses, the increasing number of aspirants for employment potential courses, and the willingness to pay for such courses from the

students have created a favorable environment for the colleges to introduce many more new courses at undergraduate as well as post-graduate levels. The satisfying experience of the support of UGC at the first-degree level during 1994-95, in pursuit of NPE, POA 1986-92, to introduce vocational courses have encouraged the higher education institutions, to a great extent. The various self-financed courses presently run are either an offshoot or a continuation of vocational courses that were introduced in colleges at the undergraduate level, or a result of the emergence of new professions in the market due to the advancement in trade and technology. These institutions offer courses at all levels *viz.* certificate, degree, and diploma level.

Importance of internship

Internship is a depth of teaching and learning new experiences for every trainee. Internship plays a pivotal role in the completion of professional courses as such it is also included in teacher education courses. It provides direct experiences to trainees on various roles of a teacher including teaching and developing command over the subject. It also provides an opportunity to integrate the theoretical knowledge of strategies and methods and instructional aides to try out in real-life situations. Through internship programs, intern acquire more knowledge of teaching and learn or sharpen the needed skills, attitudes, and values associated with efficient performance of their job. Internship helps to modify Knowledge and skills i.e. what people know, and how they will work. Thus, the Internship programme is an act of imparting, improving, or updating the knowledge and skills of a pupil which they learn in the form or theory. It can make the interns become teacher-directed more than pupil-centered in their approach to instruction and management of the classroom.

Guidelines for internship

As per the School Internship: Framework and Guidelines (January 2016) following are the student-teacher tasks during their internship programme.

During the Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organization of school-based and community-based activities other than teaching. However, for undertaking the activities, the student-teachers are required to develop a repertoire of understandings, competencies, and skills. They have to undertake some activities in the first part of the internship and some others in the second part. A few such activities are suggested below (which have been elaborated in detail in the Internship Handbook).

1. Understanding the Internship School and the community around it.
2. Analysis of school syllabus and textbooks.
3. Observing the classroom teaching of regular teachers.
4. Observation of classroom teaching of peer student-teachers.
5. Preparation of case study of the internship school and the innovative activities. Preparation of Lesson Plans and Unit Plans.
6. Teaching as a substitute teacher.
7. Mobilization and development of teaching-learning resources.
8. Preparation of question papers and other assessment

tools.

9. Preparation of diagnostic tests and organization of remedial teaching.
10. Undertake a case study of a child.
11. Undertake action research project on at least one problem area of schooling.
12. Community work, community survey, etc.
13. Maintenance of a reflective diary or journal to record day-to-day happenings
14. Writing a term paper on a selected theme.

Present Scenario of Internship Programme in Odisha

Teacher education is an integral part of education. It is the spotlight of the 21st century. Thus, the quality of education depends on the quality of education of teachers. The success of education depends on the quality of teachers which creates excellence in all walks of life particularly, secondary level teacher training (In-service and Pre-service) plays a vital role in India. The bachelor of education (B.Ed.) programme prepares quality teachers who in turn improve the quality of school education and also enhance the learning level of children. India has one of the largest systems of teacher education in the world. Now majority of teacher education institutions are under the control of the private sector. The status of teacher educators in these institutions is not good. One of the major stakeholders who are the victims of the privatization of teacher education is the teacher educators of these institutions. It is obvious from the above observations, that the quality of teacher education is deteriorating both in government-financed as well as self-financed teacher education institutions. In 2016, Odisha's higher education department has affiliated 25 self-financing teacher education institutions based on the norms of NCTE 2014. In this present study investigator wants to find to what extent these self-financing teacher education institutions are fulfilling the norms of NCTE based on adequate infrastructure, and availability of qualified teachers and staff.

Rationale of the study

Everybody speaks about quality education at the school level but, quality education is not possible without quality teachers. So, the utmost importance is to be given to the teacher training programmes in India. Through the qualitative improvement in the field of teacher education, alternative models have emerged which are different both in structure and function. The self-financing Teacher Education programme is one of the alternative models in the field. Again, teacher educators need to have exposure to Internship or practice teaching in which they get involved in a real classroom as well as school processes. Through the internship programme interns acquire more knowledge of teaching and learn the needed skills, attitudes, and values associated with the efficient performance of their job.

As we have already discussed about the innovations in the field of teacher education, we have come across the Self-financing B.Ed. programme. This course is planned to impart quality teacher education. Whether the course succeeded in doing this was always a question in the investigator's mind. It is different both in management and function. The investigator felt it necessary to bring all die facts to light regarding the course. At the same time, he also felt it necessary to think about the product of this course which is measured through their internship activities. This

course is meant to prepare the teachers for the secondary stage in Self-financing mode. Whether these teachers could meet the requirements expected from them was a question in the investigator's mind. Thus, to identify the views of the stakeholders regarding the effectiveness and necessity of school internships is to be studied here. Hence, the investigator was curious to study the perception of stakeholders about the school internship programme of Self-financing B.Ed. programme.

Objectives of the study

- To study the perception of Pupil trainees about the School Internship programme of Self-financing B.Ed. Programme.
- To compare the perception of B.A.Ed. and B.Sc. B.Ed pupil -teachers about the School Internship of Self-Financing B.Ed. Programme.

Hypothesis

H₀ There is no significant difference between the perception of pupil-teachers belonging to the arts and science stream"

Delimitations of the study

1. This study is confined to 4 purposively chosen Self-financing Institute of Odisha.
2. Stakeholders are delimited to Student-teachers
3. The Perception of the Stakeholders will be delimited to Duration, activities, skill and
4. Competency, role of Institutions, and role of cooperating schools
5. The study has been conducted on students of self-financing B.Ed.
6. The tools and techniques for collecting data are not standardized. The effectiveness of Self-Financing Courses can't be judged based on 'perception' and 'attitude' only.

Methodology

The purpose of the present study aimed to study the perception of Pupil -Teachers towards internship programme in self-financing B. Ed programme. This present study follows the descriptive type of research. Descriptive survey-type research studies are those studies that are concerned with describing the characteristics of a particular individual or of a group. The present study is a survey type of research & it is designed to study the perception of stakeholders towards the internship programme of the internship programme.

Population

The target population of the present study consists of all pre-service secondary teacher education programme of Government Institutions under the Self Finance Scheme in Odisha.

Sample

The investigator purposively selected one administrative division i.e. central division out of three administrative divisions in Odisha. Further investigator randomly selected four government institutions running self-finance pre-service secondary teacher education programme coming under the administrative control of the Department of Higher Education, Govt of Odisha. The sample of the present study consisted of 100 Bachelor of Education pupils.

Out of these 50 students are selected from science and 50 students from Arts following Stratified Random Sampling.

Tools

For this study, two different tools were used by the researcher to study the perception of pupil-teachers about the internship programme of self-financing B.Ed. Programme. The description of the different tools used for the study has been discussed below.

Semi-structured interview schedule

The researcher used Self-developed Semi-structured interview schedule to collect quantitative and qualitative data. It had been used to study the perception of pupil-teachers towards internship programme of self-financing B.Ed. Programme.

Perception scale for pupil-teacher

To measure the perception of Pupil -teachers towards internship programme of self-financing B.Ed. in relation to stream.

Data Analysis

This section of analysis deals with the result obtains from the perception of the Pupil -Teachers about the school internship programme of self-financing B.Ed. programme. The t-test was calculated to determine whether the perception of pupil-teachers about school internship programme differ significantly or not. The result has been presented in the table.

Table 1: Perception of Pupil-Teachers Regarding School Internship Programme in Self-Financing B.Ed. Programme by Stream

Stream	N	Mean	SD	DF	t-Test	p-value	Remarks
Arts	50	114.48	4.13	98	2.195	0.940	Not Significant
Science	50	112.68	4.06				

It is evident from the above table that, the mean score of the perception of pupils -teachers belonging to arts and science students are 114.48 and 112.68 respectively. The S.D of the perception of arts and science Pupil -Teachers are 4.13 and 4.06 respectively. The calculated 'p' value is .940 which is greater than the 0.05 level of significance. Thus, the mean score of perception of pupil-teachers belonging to arts and science students defer significantly due to the stream variance. Hence the null hypothesis H₀ "There is no significant difference between the perception of Pupil -Teachers belonging to arts and science stream" is accepted.

Major findings of the study

In the light of analysis and interpretation of data, the main findings of the study were.

Duration of the internship programme of Self-financing B.Ed.

- In the opinion of students, the programme was successful to a large extent.
- The perception of student-teachers about the duration of the teacher-training programme was satisfactory.
- In the case of the duration for preparing post-internship report 62% of the pupil-teacher were satisfied.
- Most pupil teachers 80% orientation programme had been given to them and the duration of the orientation programme is appropriate for them.

- Data also reveals that the programme was effective in terms of duration and proper time was given for the orientation, school internship, and effective post-internship activities.

About Activities During Internship Programme

- Majority of the pupil-teachers (75 percent) attended the workshop on Demonstration lessons before the commencement of the internship programme.
- All pupil-teachers had a clear idea about the lesson plan
- Most of the pupil-teachers (60%) had prepared innovative lesson plans before the commencement of practice teaching.
- The majority of the pupil -teachers 75% and 80% respectively responded that activities relating to the presentation of lessons and supervision of lessons were organized.
- The main problem with proper activities conduction was the lack of teachers in the institution.

Development of skill and competencies

- It was found that the pupil-teachers consider that the competence given to 'teach subjects of specialization', 'conduct action research', and 'solve problems related to the teaching-learning process', are being achieved to a large extent. The objective of developing competence to guide the children in the right direction is being achieved to a very large extent through this programme.
- The majority of the pupil-teachers (70%) responded that the method teacher educators gave focused on teaching experience. teaching experience was collected for further improvement Programme.
- 57% of the pupils -Teachers said that skills relating to the management of the class and time school internship programme had been given to them and the skill was appropriate for them.
- Most of the pupil -teachers 64% of the pupils -Teachers responded that skills relating to the use of teaching-learning material were given for the school internship programme.
- The majority of the students 47% 59% respectively responded that any skill related to the improvement of communication and action research had not been organized for the internship programme.
- Most of the pupil teachers had received skills relating to organizing co-curricular activities, and management of these activities.

About the role of the institution in the school internship programme

- Majority of the student's teachers 67% responded that teaching learning materials were not provided by the institution. They deliver the lesson using Self-made teaching-learning materials. Lack of teaching-learning materials is the major problem in Self-financing B.Ed. programme.
- The pupil-teachers responded that the subject teachers instructed pupil-teachers before the beginning of practice teaching class, preparation of lesson plan, and classroom management.
- The method teacher educators gave feedback about lesson plan management.
- Lesson was a summarization of the lesson, and questioning and different activities of the school.

- Most of the pupil-teachers (65.73 percent) responded that the supervisors conducted feedback sessions at the end of each day during the lesson plan.
- Lack of teachers and non-availability of teaching-learning materials were the major responses of pupil teachers.

Role of cooperating school for the internship programme

- Majority of the pupils - teachers 73% of the pupils - teachers said that the cooperating school had helped in allocating time table for the school internship programme and the timetable allocation was appropriate for them.
- Most of the pupils - teachers 52% of the pupils - Teachers said that during the school internship programme the cooperating school had arranged for an effective management process to maintain discipline.
- Most of the pupil - teachers 65% of pupil teachers said that feedback was given by the headmaster and subject teachers regarding classroom discipline pupil behavior, learning environment, etc.
- Proper coordination, non-availability of suitable teaching-learning materials, and students' indiscipline were the major problems.

Educational implication

Implication for policymakers

This study would help the policymakers take care of this area and more emphasis should be given to the development of internship programme for self-financing B.Ed. programme. Privatization of Education has been instrumental in increasing the enrolment in Teacher Education; hence the scope of Privatization may be increased.

Implication for Teacher Educators

This study would help the Teacher Educators take care of B.Ed. students and emphasis on learning and effective use of lesson plans, teaching-learning materials ICT skills for the improvement in the internship of self-financing B.Ed. programme.

Implication for Bachelor of Education Students

This study would help the pupil to understand the internship programme different dimensions. Pupils should try to understand how to make the internship programme more effective. The pupil-teachers will get guidance on how to use lesson plans teaching-learning materials, and different kinds of skills. This study will help them to relate their theory knowledge and skills with real field environments.

Conclusion

The study analyzed the perception of pupil-teachers regarding the internship program in self-financing B.Ed. The t-test revealed no significant difference in perception between arts and science streams ($p=0.940$), suggesting consistency across disciplines. Findings highlight satisfaction with program duration, activities, skill development, and institution and cooperating school roles. The study underscores the need for policymakers to enhance internship quality and for educators to focus on skill development, benefiting both students and teacher education programs.

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