

# Role and challenges of School Internship in B.Ed. Program

**Dr. Manju Gupta**

Associate Professor, Jagannath University, Education Department,

E-mail ID : manjuguptagoner@gmail.com, Mob. 9166114404

**Abstract:** In this paper, the current B.Ed. There is a detailed discussion on the school-based training program in colleges. B.Ed. The syllabus, which was formerly a year, has been bi-annually since 2015. According to the National Council for Teacher Education (Regulations, Standards and Procedures) Regulations 2014 passed by the National Council for Teacher Education, B.Ed. The school-based program has been made a mandatory part of the curriculum. The school-based training program is scheduled for 20 weeks. The school-based training program is divided into two parts. B.Ed. School-based training has been prescribed for 4 weeks in the first year of the course and 16 weeks in the second year. Its main objective is to create an effective teacher by keeping students engaged in school activities. School-based training provides students with the opportunity to fulfill the responsibilities of a full-time teacher in the school. In this paper, the current B.Ed. Objectives of school-based training programs in colleges, school allocation, B.Ed. The role of the college, state government, and affiliation university and the problems faced by the students are discussed in detail. (susma n. gogan feb. 2019)

**Keywords:** School Internship, B.Ed. Course

## I. INTRODUCTION

Teaching work is a great and sacred work. It is important to have a skilled and effective teacher for good teaching. School-based training programs are an important component for teacher education. Which is mandatory to become an effective teacher? To prepare a teacher who can play an important role in the development of the nation. In school-based training, students are not only imparted training but also provide an opportunity to complete all the tasks done by a regular teacher. The National Education Policy 1986 emphasized the adoption of the Internship Model. School internships require students to do a variety of activities. Students have to be involved in the activities of classroom teaching, classroom management, school observation work and community based activities, community service campaign, and overview of various school scenarios.

- To organize teacher-parent meeting.
- To organize curricular verbs.
- To organize community service campaign.
- Overview of different school scenarios.
- Class room observation.
- Addressing the school prayer meeting.
- Creating a reflective diary.
- To analyze the school syllabus and textbooks.
- To study.
- To conduct clinical trials and remedial teaching.

## II. SCHOOL ALLOCATION PROCESS TO STUDENTS

For successful and planned implementation of the school-based training program, the school is allotted to the students in coordination with the State Government and the University of Affiliation in compliance with the National Council for Teacher Education (Regulation Criteria and Procedure) Regulations 2014. Presently, the internship program of 4 weeks in the first year and 16 weeks in the second year for the

### *Objectives of School Internship*

- Understanding the school environment.
- To develop teaching learning resources.
- Formulation of unit-plan.
- Creating daily lesson plans.
- To develop and manage valuation instruments.

students studying in the state and private teacher training institutes of Rajasthan state has been decided to be done in the government schools.

B.Ed. For the allocation of school to the students, the District Education Officer of the concerned district is appointed as the nodal officer for the primary education by the state government.

B.Ed. by the state government an online portal has been prepared for school allocation to students. Under which first B.Ed. Colleges take options from students studying for internship to select schools. Students' home district is preferred while taking the option. After that, the colleges fill the options on the online portal. After that the school is allotted from the options given by the students by the state government. After school allotment, students are required to join the concerned school within 10 days.

### **III. COLLEGE ROLE**

The B.Ed. in school-based training program. The college plays an important role. According to the guideline released by the National Council for Teacher Education, B.Ed. The college serves as a bridge. Reports are prepared by the students at the end of the internship program. Whose B.Ed. Assessment is done by college teachers?

#### ***ROLE OF AFFILIATION UNIVERSITY***

The B.Ed. by the Affiliation University for Evaluation of the school based training program. A proper examination plan is prepared in the syllabus. Marks / grades are arranged for internship assessment.

### **IV. DIFFICULTIES FACED BY STUDENTS IN INTERNSHIP**

In the field of teacher education, the school internship program has an important place for the development of professional skills related to teaching work in a prospective teacher. This provides a good opportunity for a trainee to get acquainted with the realities of the teaching area during

teacher training. The main objective of incorporating the School Internship Program of the National Council for Teacher Education (NCTE), the apex organization that controls the teacher education program, which aims to make a prospective teacher aware of the actual classroom teaching conditions of the school during training. We had to complete 100% of this opportunity somewhere with efficiency. They seem to be failing to take advantage. The main reason for this is the lack of seriousness of teachers related to teacher education and school education, as well as the half-finished preparation of education department of the state government can be understood in its perspective. As far as administrative coordination is concerned, the lack of coordination between training institutions, education department and schools can be clearly seen. Unclear and half-hearted rules and regulations related to school internships have worked in the leprosy. When the trainee is to be sent for internship in the first or second school of his choice, then it is not in any way appropriate to get the ten-to-fifteen choice schools filled and allocated, it is unnecessary to mobilize dissent in the district education offices it is just to increase.

The actual situation in schools is even more reversed. Somewhere the trainees have become a mere mob in the schools and elsewhere the bonded laborers whom the department has sent only to provide extra time and facilities to the school teachers. The daily lesson plan format, teaching methods and techniques taught during the training period have become a joke. The flawed and impractical process of continuous evaluation of the practical work of the trainee during the school internship program has given rise to a gap of protest and mistrust between the staff and the trainees in the educational institutions. Another trainee is providing the school head in the impractical and unfair 100% score assessment form which is very wrong because those who have been given this responsibility do not have knowledge of the practical work of teacher education itself, nor are they knowledgeable According to the provisions of the Teacher

Education Council, this work is qualified. One problem that is seen from the school internship program is the lack of sufficient time for classroom teaching activities and when the training period is based on semester system instead of yearly, then what to say? It is to be understood that the work which was started with great emphasis on the idealistic and utilitarian objectives, has become a bundle of problems at some time.

The main purpose of school internship is to make students aware of the school environment and to build such teachers who can be partners in the development of society and the country. But in the current internship students are facing many difficulties. Students are required to join the respective school after school allocation. In most of the state schools, students are being taught only in empty time. The objectives of the internship are being disregarded. In the absence of correct information to the headmaster and teachers of the state school, the students are not getting the prescribed tasks done. Apart from this, students of colleges affiliated to many universities in the same school do internship work. But in the syllabus of each affiliation university, different marks / grades are prescribed for evaluation of internship. Due to which students receive internship end and evaluation form separately. In most state schools regular work is not done by the students. Students are absent from schools during inspection. There is a lack of supervision for internship in state schools. In the same school, B.Ed. First year and second year students do internship work but at the end of internship students are issued different attendance certificates in different ways. B.Ed. There is a provision for internship of 4 weeks in the first year and 16 weeks in the second year. But internship workdays are calculated differently. Due to which students have to face many problems. Students' internships are also evaluated by different rules. Without the ignorance and knowledge of the rules, the institution head of state schools is evaluated in many ways. Which university has which rules? In the absence of its information, different certificates are issued to the students.

Which is the real form of internet. He is being completely disregarded.

## V. CONCLUSION

According to the National Council for Teacher Education (Regulation Criteria and Procedures) Regulations 2014 passed by the National Council for Teacher Education, B.Ed. The school-oriented program was mandated in the curriculum with the main objective of creating an effective teacher in a school environment. Stay and work like a regular teacher. But the internship currently being done by the students is just a food supply. The original objectives of the internship have been forgotten. The biggest reason for this is that the internship being conducted by the students is not being supervised properly.

The duration of the internship has been fixed. He got B.Ed. Have to complete during the course. Which keeps the student busy throughout the year. Students get B.Ed. There is no time to complete the course. B.Ed in Internship Program The teachers of the colleges have no role. Apart from this, due to the different assessment method in the universities, students have to face many problems during internship in state schools. School allocation is made to the students by the state government in which the students have to face many problems. Most of the time students are allotted school away from home. Due to which, especially girls have to face a lot of difficulty.

### *Suggestion*

1. The internship program was awarded by B.Ed. should be done at the end of the course.
2. The university must be actively involved in acquiring the organizations where they form the organizations. Can enroll for their internship.
3. The duration of internship should be extended.

4. The calculation of working days in internship should be same in the entire state / country.
5. Trusted organizations should be approached by the university to offer places for internships.
6. The method of evaluation in the internship should be uniform.
7. These organizations should have an audit to establish the level of personnel qualification.
8. All the universities of the state have B.Ed. Evaluation of internship in the course should be uniform.
9. Organizations accepting interns should offer the intern a small token and fund permit. These must be paid for the duration of their stay.
10. All the work done in internship should be known to the founders / teachers of the state school.
11. Legislation should be enacted to protect interns against exploitation by unscrupulous employers. Supervision of internships should improve with internships and more visits to those sites.
12. There should be a definite and effective system for supervising internship work.
13. Programs where Program Coordinator interns do not come should visit their rules again and visit the site until their inter.
14. Students should be sent to private schools for internship.
15. B.Ed. There should be synergy between colleges and state schools.(Rita choudhary,2018)

## REFERENCES

- [1]. National Council for Teacher Education (Regulations, Standards and Procedures) Regulations 2014.
- [2]. Graduation in Education (B.Ed.) program handbook for experimental activities.
- [3]. Panneerselvam S. K. (2009) Teacher Education, New Delhi A.P.H. Publishing Corporation.
- [4]. School Internship: Framework and Guidelines, (January 2016) National Council of Teacher Education, New Delhi
- [5]. International Journal of Advanced Educational Research, ISSN: 2455-6157, Vol-3, Issue-2; March-2018, Page – 54-55.

- [6]. International Journal of multidisciplinary Research and development, ISSN, 2349-4182, Vo15, Issue-1; Jan,-2018, Page – 62-65.
- [7]. International Journal of social studies , ISSN, 2455-3220, Vol-5, Issue-2, feb.2019.

## Web References

1. <http://digitalcommons.wku.edu/theies/1117>
2. <http://dx.doi.org/10.5296/ijid.vzi/.1471>
3. <https://internsinasia.com/blog/5-reasons-internship-important-future-career>
4. <https://www.letsintern.com/blog/8-common-internship-challenges-you-may-face-and-their-solutions/>
5. <https://www.edsys.in/classroom-challenges-according-to-teachers/>

## AUTHOR'S BIOGRAPHIES

### Education Excellence



- Master of Arts (M.A.) in Political science, 2001, Percentage: 57.88%, University of Rajasthan, Jaipur
- Master of Arts (M.A.) in Economics, 2014 Percentage: 66%. University of Kota, Jaipur
- Master of Arts (M.A.) in Hindi, 2015, Percentage: 58.88%. University of Rajasthan, Jaipur
- Master of Arts (M.A.) in Psychology, 2017, Percentage: 74%. University of Kota, Jaipur
- Master of Arts (M.A.) in Philosophy (Pursuing) University of Rajasthan, Jaipur
- Bachelor of Arts in 1999 Percentage: 59.70
- 12th, Arts group 1996, Percentage: 60.66 RBSE, Ajmer.
- 10th, 1991, percentage: 71.66, RBSE, Ajmer
- Certificate in Guiding in counseling of IGNOU, 2019.

### Professional Excellence

- NET (National Eligibility Test) in Education, 2013, 64%
- Master of Education (M.Ed.), 2011, Percentage: 75.89%, University of Rajasthan, Jaipur.
- Bachelor of Education (B.Ed.) Teaching of Arts, 2008, Percentage: 80.88%; University of Rajasthan, Jaipur.

### Research Development

- Doctor of Philosophy (Ph.D.) in Education, 2019
- Guide: Dr. Anjali Sharma, Associate Professor, Central University of Rajasthan.
- Registered with University of Rajasthan with Registration Number 198/13/1133

- Department of Education, Jaipur. “A study of effect of socio-economic status, self concept and academic achievement on vocational maturity and aspiration level of students.”