

## AN EVALUATIVE STUDY OF SCHOOL INTERNSHIP – I & II IN TWO YEAR B.ED PROGRAMME IN THE COLLEGES OF EDUCATION, AFFILIATED TO KURUKSHETRA UNIVERSITY, KURUKSHETRA (HARYANA)

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### ABSTRACT

In the present study, the investigator has made an attempt to assess the experiences, perceptions and the difficulties faced by B.Ed. students during Internship-I & II. The sample of the present study comprises of 20 B.Ed. students, 10 from Govt. aided Colleges and 10 from self-financing College, selected on the basis of merit in the qualifying examination (Graduate or Post-graduate). Data were collected using semi-structured interviews at the 'start' and on 'completion' of their school Internship (I&II) period and then analyzed with frequency percentage technique. The results and the discussion portrays that Internship programme is an integral part of Two Year B.Ed. programme which helps the student –teachers to have first-hand experience of being a teacher and help in preparing them for what to expect in their field and increasing the confidence in their work by improving their verbal and written communication skills. The results of interviews reveal that student-teachers were of the view that practice teaching had helped them to imbibe confidence in teaching by honing their teaching skills and class-room management skills. The major challenges encountered by the student-teachers were that of 'Class-room management and interaction with students'. All the students were able to complete the activities related to Internship-I & II like conducting morning assembly, preparing and delivering lessons in their respective pedagogic subjects, organizing curricular and co-curricular activities. It was observed that student-teachers of both the colleges had grasped the nuances of Internship I & II.

**Keywords:** B. Ed students, 2 year B. Ed programme, School Internship I & II

### INTRODUCTION

Teacher-training institutes have an important role to play in producing quality teachers so that they impart quality education to school students and for this purpose, the B.Ed. curriculum has to be comprehensive with an emphasis on development of skills required of a teacher to perform the functions expected of a school system. With this objective in mind, National Council for Teacher Education (NCTE), came out with a two year B.Ed. Curriculum Framework in December, 2014 and while designing the B.Ed. curriculum Framework, NCTE took into account the vision of the documents like National Curriculum Framework (NCF 2005), National Curriculum Framework for Teacher Education (NCFTE) 2009, Right to Education Act (RTE), 2009 and

recommendations of Justice Verma Commission (2012).

The course structure of the two year B.Ed. programme offers a comprehensive coverage of themes and rigorous field engagement with the child, school and community. The programme comprises three broad inter-related curricular areas as: (i) Perspectives in Education (ii) Curriculum and pedagogic studies and (iii) Engagement with the field. The curricular area relating to the topic under study, i.e., Engagement with the Field enables the student teachers to engage with the self, the child, community and school. This curricular area has three components, as (i) Tasks and Assignments, that run through all the courses as indicated in the syllabus (ii) School Internship and (iii) courses on Enhancing Professional Capacities (EPC).

As per notification of NCTE, the various universities of Haryana have implemented two year B.Ed. Programme in the Gov.-Aided and self-financing Colleges of Education in the State. All these institutions have been implementing two year B.Ed. programme following the syllabus prescribed by the concerned University.

As three years had already passed since the process of implementation of school Internship I & II in two year B.Ed. Programme and therefore, the investigator felt the need to evaluate and conduct a study on the various issues and activities involved in Internship I & II in two year B.Ed. Programme.

### **PRACTICE TEACHING**

The Teacher and Society, Report of the National Commission on Teachers –I (NCT, 1983-85, pp. 87-88) observed that the professional preparation of teacher education falls into three categories: 1. The study of education as a discipline. 2. Practice teaching or internship in a school system. 3. Learning other practical skills. According to Srivastava (1997, 100), it is during practice teaching that student teachers are expected to be actively engaged in extensive direct experiences in a school under the guidance of the staff of the teachers' college and/or co-operating school to learn the dimensions of the profession of teaching and to acquire competencies required for entering the teaching profession. It has, therefore, been rightly designated as the 'Key Phase' of the total teacher education programme. Mohanty (2009, 50) observed that school-college cooperation is an essential part of prerequisites of a successful student teaching programme, as it is in the school, the student teacher practices his/her skills acquired through the pre practice teaching preparation given at the college. Hence the schools play a vital role in preparation of teachers programmes.

Thus, the Internship is the 'Key Phase' of total teacher education programme comprising three components viz. theory, practicum and internship. It includes observation, instructional design, planning, intervention practices, class-room teaching, co-curricular activities and community projects. All this is to be carried on under the supervision of teacher educators and mentors of the concerned school.

### **REVIEW OF RELATED LITERATURE**

Pillai, A.S. (2004) studied the Impact of Practicing Schools on Quality Teaching Practice of Teacher Trainees. The objectives were: (1) to identify the facilities available in the practicing

schools; (2) to see if there is any influence of guide teachers on the performance of teacher trainees; (3) to assess the quality of performance of the teacher trainees during the practice teaching session; and (4) to see whether there is any impact of facilities available in the practicing schools on the quality of performance of the teacher trainees. The major findings were: (1) only 37.5% of the selected practicing schools provided sufficient facilities for teacher trainees, (2) all the guide teachers in the practicing schools were interested in guiding the teacher trainees, (3) the teaching practice of teacher trainees was satisfactory only in 31.3% of schools and (4) the facilities available in practicing schools played a significant role in improving the quality of teaching practice of teacher trainees.

Srivastava (1970) (as cited in CASE, 1974, p.468) conducted a study entitled “Evaluation of Practice Teaching in Teacher Training Institutions”. The objectives were to study the aims of practice teaching, its contents and the methods used to evaluate it. The major finding werethat: 1. Practice teaching formed an essential and compulsory item in all teacher preparation programmes and majority of the teacher educators were not satisfied with the system of practice teaching evaluation in their own institutions, 2. The supervisors who observed the practice teaching of students maintained the grades obtained by students in the practice sessions.

Damodar, D. (1976) conducted a study entitled “A Critical Investigation into the Practice of Student Teaching and Evaluation Programme in the Colleges of Andhra Pradesh”. The objectives of the study were: 1. To find out the priority of perception of the personnel involved in objectives of student teaching. 2. To study the organization and method of evaluation of student teaching. 3. To identify the difficulties and problems faced by the teacher education personnel, and 4. To analyze the problems and make suitable recommendations to face the same and to take into consideration the various suggestions made by the personnel directing the student teaching. The major findings were: 1. Practice in lesson planning, preparation of aids, school visits were found common in all the colleges. 2. All the colleges were following objective based lesson planning. 3. Student teachers were provided an opportunity for observation and criticism of the lessons given by college method master and other trainees with the help of their guidance. 4. Supervision was found to be a joint venture of college method master, staff, tutor of the college, and school subject teacher, and 5. With regard to the cooperation, the difficulty is, that practice teaching schools offer their cooperation unwillingly, as they think that the trainees disrupt their normal working and make no positive evaluation.

Dekhtawala, P. B. et al. (1991) conducted a study entitled “A study of the Practice Teaching Programme for the B.Ed. Students of the M. S. University of Baroda (1990-91)”. For the present study, purposive sampling technique was used. Data was collected with the help of the Questionnaire and unstructured Interview and was analyzed by using frequencies and percentages. The major Findings were: In the study it was found that the common format for lesson plan is not suitable for all the subjects and adequate guidance was not given to students for lesson planning, student –teachers had good co-operation from subject teachers and the adequate facilities of teaching aids, library and laboratory are not available to the trainees in the school and the faculty as well.

Mohanty (1984) (as cited in NCERT, 1991, p. 964) conducted a study entitled “A Study of

Student Teaching Programmes in Colleges of Education with Special Reference to Innovation”. The objectives were: 1). To study the provision of student teaching programmes in the colleges of education in respect to objectives, pre-practice teaching preparation, practice teaching, supervision, evaluation, school/college co-operation, resources and innovation, and 2). To make case studies of innovations in student teaching programmes. Major findings were: 1). the manner in which the criticism lessons were held was not proper. 2. The supervisors did not observe lessons completely and rarely discussed their observations of lesson plans with the trainees, and 3. School college cooperation was found poor in almost all institutions under the study.

Raj (as cited in NCERT, 1991, pp. 977-978) conducted a study entitled “A Study of the Organization and Administration of Student Teaching Programmes in the Secondary Teacher Education Institutions”. The main objectives were: to determine the current organizational and administrative practices in the student teaching programmes, to obtain opinions of teachers' in charge of student teaching for the improvement of the present programme, and to make recommendations for the improvement of student teaching programmes. The major findings were: that the nature of the organization and administration of student teaching programmes should have considerable diversity in terms of practices, Pre-student-teaching experiences provided to students by the teacher training institutions were not sufficient in terms of skills and techniques of teaching required in the classroom situation, and the majority of institutions assigned 20 student-teachers to each college supervisor.

Gafoor, K. Abdul, & Umer Farooque, T.K. (2010 November 1-3)) conducted a study entitled “Ways to Improve Lesson Planning: A Student Teacher Perspective”. This study intends to stimulate critical thinking about the lesson planning practices in B.Ed. programmes; via identifying the major difficulties faced by student teachers in the lesson planning; and by suggesting alternatives to remedy these difficulties. Major Findings: show that the most frequent difficulties cited by student teachers in lesson planning are:- In choosing learning experiences appropriate to the learners, deciding and allotting the time suitably for every lesson, in identifying and developing proper learning aids, and in executing the planned lesson in classroom.

Ranjan,R (2013) conducted a study entitled “A Study of Practice Teaching Programme: A Transitional Phase for Student Teachers”. Objectives: The major objective was to study the student teacher's experiences during practice teaching programme. A qualitative research approach was used in the study at the schools in the Vallabh Vidyanagar and Anand region, Gujarat, India. The major findings: were that the respondents in this study indicated that they were prepared and able to translate theory into practice during the practice teaching, and despite thorough teacher preparation, they found that it was not easy to teach because the learners were not cooperative; they did not do assignments, were noisy and were not actively involved in classroom activities, the majority of respondents noted that discipline was almost non-existent in most schools and schools did not have sufficient resources to facilitate the teaching and learning process.

Srinivas, K. (2015 February) conducted a study on Practice Teaching Programme in Teacher Education Institutions of Osmania University. The objectives of the study were: 1) To study the process of practice teaching programme with respect to a) Preparation of lesson b) Cooperation from the school. 2). to study the transactional process of the prepared lesson plan by

student teachers. 3). to study the feedback mechanism followed by the supervisor during the practice teaching session. 4). to study the problems faced by school Headmaster/Headmistress for the organization of practice teaching. The major findings of the study were that there is a dire need of proper planning of innovative lesson plan and cooperation from Headmaster/Headmistress and subject teacher is very important and further the written feedback is more effective than oral feedback.

### **OBJECTIVES OF THE STUDY**

1. To assess the experiences and perceptions of B.Ed. students about Internship- I & II
2. To find out the difficulties faced by B.Ed. students during Internship- I & II.
3. To observe and analyze the activities related to Internship- I& II
4. To study the process of implementation of internship I & II
5. To study the learning outcomes of B.Ed. students as derived from various activities conducted during Internship I & II.

### **DELIMITATIONS OF THE STUDY**

The delimitations of the present study are as under:

1. The study was delimited to two colleges of Ambala district, one 'Govt. aided' and one 'self-financing' college, affiliated to Kurukshetra University, Kurukshetra.
2. The B.Ed. students in Regular mode of two year B.Ed. Programme- 2018-19 and 2019-20 academic year were considered as subjects of the present study.
3. The study was restricted to the B.Ed. students in B.Ed. Colleges of the said district and to the process of implementation of internship programme (I & II) only.

### **METHODOLOGY**

The qualitative methods comprising an interview and observation schedule were used to conduct the present study. Data were analyzed and conclusions were derived.

### **POPULATION OF THE STUDY**

The population of the present study comprised of B.Ed. students studying in one Govt. aided and one in self-financing college of Education affiliated to Kurukshetra University, Kurukshetra.

### **SAMPLE AND SAMPLING PROCEDURE**

The sample of the present study comprised of 20 B.Ed. students, 10 from Govt. aided College and 10 from self-financing College. These B.Ed. students were selected on the basis of merit in the qualifying examination (Graduate or Post-graduate). The two colleges were selected on the basis of "Purposive Sampling."

### **TOOLS OF THE STUDY**

The following self-constructed tools were used for the present study:

1. Pre and post Interview schedule for internship- I in 2 colleges.
2. Pre and post Interview schedule for internship- II in 2 colleges.
3. Observation schedule for the internship- I in 2 colleges.
4. Observation schedule for the internship- II in 2 colleges.
5. Observation schedule to observe practice teaching.

#### PROCEDURE OF DATA COLLECTION

The procedure of data collection was carried out as per the following plan:

An in-depth study of the implementation of Internship in the 2 Colleges of education was undertaken and in this context, the investigator remained associated with the student-teachers throughout Internship- I & II in their teaching practice, observing their school- based activities which they performed, held interviews with them to find out the difficulties, if any, they were facing, assess their experiences and perceptions. And to know their learning outcomes as derived by them by conducting various activities in Internship-I and Internship-II in two year B.Ed. Programme. In addition to this the investigator also endeavored to observe them that what they are doing during their stay in school. i.e., whether they were interacting with the principals or teachers of their allotted school as whether school teachers, principals were helping them in this regard.

#### ANALYSIS AND INTERPRETATION OF DATA

For the purpose of analysis and interpretation of data, the semi-structured interviews were conducted and later analyzed with frequency percentage technique.

#### FINDINGS OF THE STUDY

Objective 1: To assess the experiences and perceptions of B.Ed. student-teachers about Internship-I & II.

The number and types of responses of student-teachers about their experiences and perceptions during Internship are given in Table-1.

S.No.	Statements	Response in Percentage			
		(N)	YES	(N)	NO
1	Practice teaching has helped me to gain confidence in teaching	20	100%	0	0%
2	Practice teaching proved useful in improving upon my class-room management skills.	20	100%	0	0%
3	I am able to conduct morning assembly.	20	100%	0	0%
4	I am able to prepare question papers.	16	80%	4	20%

5	With practice teaching, I have learnt to take responsibilities as a teacher	18	90%	2	10%
6	Co-operation of Mentor, Staff & Principal helped me in honing my teaching skills	19	95%	1	5%
7	Have developed an understanding of teaching methods (e.g. storytelling, demonstration,	14	70%	6	30%
8	I have got knowledge of the practices, strategies and methods of teaching, I will use as a teacher in future.	18	90%	2	10%
9	I have come to know about the concepts and skills necessary for students to learn.	17	85%	3	15%
10	Internship has helped me in developing requisite knowledge and skills, needed for becoming a good teacher.	18	90%	2	10%
11	I have developed an understanding that there is a relationship between content and the teaching methods, I use in the class-room.	20	100%	0	0%
12	Effective and improved internship programme is required.	7	35%	13	65%
13	Time duration of Internship is adequate.	12	60%	8	40%

**Table-1**

**To assess the experiences and perceptions of B.Ed. students about Internship-I & II**

On the basis of results given in Table-1, it can be said, that Internship programme (in schools) provides a good platform to student-teachers to hone their teaching skills. All the 20 students were of the view that practice teaching had helped them to gain confidence in teaching and proved helpful in improving class-room management skills. All of them were able to conduct Morning Assembly. 80% of the student-teachers were able to prepare question papers, 90% student

–teachers had learnt to take responsibilities as a teacher, 95% student-teachers were of the view that co-operation of the Mentor, Staff and Principal had helped them in honing their teaching skills. 70% student-teachers had developed an understanding of teaching methods, like story-telling, demonstration, project, etc while 90% student-teachers got knowledge of the practices, strategies and methods of teaching which they will use as a teacher in future. 85% student-teachers had come to know about the concepts and skills necessary for students to learn while 90% of the student-teachers were of the view that internship had helped them in developing requisite knowledge and skills needed for becoming a good teacher. All the students (100%) were of the view that they have developed an understanding that there is a relationship between content and the teaching methods they use in the class-room. Only 35% of the student-teachers were of the view that effective and improved internship programme is required and 60% of the student-teachers were of the view that time duration of internship is adequate.

**Objective 2: To find out the difficulties faced by B.Ed. students during Internship-I & II.**

The number and responses of student-teachers about the difficulties faced by them during

S.No	Statements	Response in Percentage			
		(N)	YES (%)	(N)	NO (%)
1	Class-room Management	06	30%	14	70%
2	Long distance of practice school	08	40%	12	60%
3	Co-operation of school –teachers	08	40%	12	60%
4	Interaction with school students	15	75%	5	25%
5	Resources and infrastructure of practicing schools	10	50%	10	50%
6	Designing and preparing teaching aids and materials	11	55%	9	45%
7	Support from the Mentor	01	05%	19	95%
8	Preparing school report	0	0%	20	100%
9	Preparing achievement test	08	40%	12	60%
10	Preparing Diagnostic test	11	55%	09	45%
11	Conducting Action Research	03	15%	17	85%
12	Organizing activities	02	10%	18	90%
13	Preparing Reflective Diary	05	25%	15	75%



Internship are given in Table-2

**Table- 2**

**To find out the difficulties faced by B.Ed. students during Internship-I & II.**

On the basis of results given in Table-2, it can be said that the major difficulty which the student –teachers faced was that of “interaction with school students”. Some students also faced difficulty in preparing teaching aids, Achievement Test, Diagnostic Test, etc. All student-teachers, except one had no difficulty regarding support from the Mentor. 30% student-teachers faced difficulty in class-room management, 40% student-teachers faced difficulty due to the long distance of practice school from their home, 40% student-teachers faced difficulty due to non-cooperation of school –teachers while 75% student-teachers faced difficulty in interaction with school students, 50% student –teachers faced difficulty due to inadequate resources and infrastructure available in practicing schools. 55% student-teachers faced difficulty in designing and preparing teaching aids and materials. Only 5% student-teachers faced difficulty due to non-availability of support from the Mentor. No student-teacher faced difficulty in preparing school report while 40% students-teachers faced difficulty in preparing achievement test. They had difficulty in preparing blue print. 55% student-teachers faced difficulty in preparing diagnostic test while 15% student –teachers faced difficulty in conducting action research. 10% student-teachers faced difficulty in organizing activities while 25% student –teachers faced difficulty in preparing Reflective Diary.

**Objective 3: To observe and analyze the activities related to Internships I & II**

S.No	Statements	Response in Percentage			
		(N)	YES	(N)	NO
1	Observes school infrastructure facilities & their uses for organizing school functioning	18	90%	2	10%
2	Observes school environment	15	75%	5	25%
3	Examines annual calendar of activities and school time-table	12	60%	8	40%
4	Examines rules and regulations of the school	13	65%	7	35%
5	Observes punctuality of teachers, students and other administrative staff of the school	12	60%	8	40%
6	Finds out participation of teachers and students in school management	13	65%	7	35%
7	Observes Parent-teacher meeting	14	70%	6	30%
8	Observes organization of curricular & co-curricular activities	18	90%	2	10%
9	Observes school assembly	12	60%	8	40%

The number and responses of student-teachers regarding the observation of Internship I & II are given in Table-3

**Table-3**

**To observe and analyze the activities related to Internships I & II**

On the basis of results given in Table-3, it can be said that majority of the students took interest in the activities of the school, both curricular and co-curricular. It was observed (by the researcher) that a number of student-teachers helped the school-teachers in organizing activities like exhibitions. 90% student-teachers observed school infrastructure facilities and their uses for organizing school functioning. 75% student- teachers observed school environment. 60% student-teachers examined annual calendar of activities and school time-table while 65% student-teachers examined rules and regulations of the school. 60% student-teachers observed punctuality of teachers, students and other administrative staff of the school. 65% student –teachers found out participation of teachers and students in school management.70% student- teachers observed parent-teacher meeting. 90% student- teachers observed organization of curricular and co-curricular activities. 60% of student-teachers observed school assembly. The other 40% student-teachers could not observe school assembly because by the time they reached the school, it was over. They had to travel a long distance to reach the school. They had attended assembly for some days, when the school timing changed due to change of weather. It was during this time that they also learnt to conduct morning assembly.

**Objective4: To study the process of Implementation of Internships-I & II.**

S.No	Statements	Response in Percentage			
		(N)	YES	(N)	NO
1	Had knowledge about the activities to be completed during Internship-I	19	95%	01	5%
2	Had knowledge about the activities to be completed during Internship-II	20	100%	0	0%
3	Made detailed plan for activities related to Internship-I and also discussed about it with the Mentor Teacher.	07	35%	13	65%
4	Made detailed plan for activities related to Internship-II and also discussed about it with the Mentor Teacher.	12	60%	08	40%

5	Received detailed schedule of activities for Internship-I from the Internship school	10	50%	10	50%
6	Received detailed schedule of activities for Internship-II from the Internship school	10	50%	10	50%
7	Able to complete activities related to Internship-I	20	100%	0	0%
8	Able to complete activities related to Internship-II	20	100%	0	0%

The number and responses of student-teachers regarding the process of implementation of Internship I & II are given in Table-4

**Table-4**

**To study the process of Implementation of Internships-I & II.**

On the basis of results given in Table-4, it can be said that all the student-teachers were able to complete the activities related to Internship-I and II. Majority of the student-teachers (95%) had knowledge about the activities to be completed during Internship-I and all (100%) the student-teachers had knowledge about these when they came to school for Internship-II. 35% student-teachers made detailed plan for activities related to Internship-I and also discussed about it with the Mentor Teacher while 60% student-teachers made detailed plan for activities related to Internship-II and also discussed about it with the Mentor Teacher. 50% student-teachers received detailed schedule of activities for Internship-I and also for Internship-II from the practicing school. The detailed schedule of activities for Internship I & II was received by the students of private school. The students practicing in the Govt. school came to know about the activities only when they were going to be held. All the student-teachers (100%) were able to complete activities related to Internship I & II.

**Objective 5: To study the learning Outcomes of B.Ed. students as derived from various activities conducted during Internship-I & II**

S.No	Statements	Response in Percentage			
		(N)	YES	(N)	NO
1	Learnt to conduct school assembly	20	100%	0	0%
2	Learnt to develop learning materials	16	80%	4	20%
3	Learnt to prepare Time-Table (Class-wise & teacher- wise)	20	100%	0	0%
4	Learnt to prepare school leaving certificate	20	100%	0	0%

5	Learnt to fill full admission form	20	100%	0	0%
6	Learnt to observe lessons delivered by school teachers as well as peers	20	100%	0	0%
7	Learnt to deliver lessons in pedagogy subjects	20	100%	0	0%
8	Learnt to prepare school report	20	100%	0	0%
9	Learnt to prepare achievement test	18	90%	02	10%
10	Learnt to prepare diagnostic test	16	80%	04	20%
11	Learnt to conduct action research	18	90%	02	10%
12	Learnt to organize activities	20	100%	0	0%
13	Learnt to prepare Reflective Diary	20	100%	0	0%
14	Learnt to critically analyze syllabus & text-book of respective pedagogic subjects	17	85%	03	15%

The number and responses of student-teachers regarding the learning outcomes are given in Table-5.

**Table-5**

**To study the learning Outcomes of B.Ed. students as derived from various activities conducted during Internship-I & II**

On the basis of results given in Table-5, it can be said that Internship- I and II proved very beneficial for the student-teachers as all of them had learnt to conduct assembly, observe lessons delivered by school teachers as well as peers, deliver lessons in their pedagogy subjects, prepare Reflective Diary and organizing curricular and co-curricular activities. All (100%) the student-teachers were able to conduct assembly. It was found (while interviewing and observing) that student –teachers used to conduct assembly turn-wise in both the schools. 80% student-teachers learnt to develop learning materials. . All (100%) the student teachers learnt to prepare time-table, school leaving certificate and fill admission form. All (100%) the student –teachers learnt to observe lessons delivered by school-teachers as well as peers. All (100%) the student-teachers learnt to deliver lessons in their respective pedagogy subjects. All (100%) the student-teachers learnt to prepare school – report. 90% school-teachers learnt to prepare achievement test. Rest of the student –teachers found difficulty in making a blue print. 80% student- teachers learnt to prepare Diagnostic test while 90% student-teachers learnt to conduct Action Research.. All (100%) the student –teachers learnt to prepare Reflective Diary. 85 % student- teachers learnt to analyze syllabus and text-book of respective pedagogic subjects.

In the light of results mentioned above, the following suggestions can be made for further improving the process of Internship.

1. There should be co-ordination between the Principals of Colleges of Education and

collaborative schools.

2. The Principals of collaborative schools and student-teachers should be briefed properly about the activities to be conducted during the Internship programme for their smooth performance.
3. Proper knowledge of different methods of teaching should be given to student-teachers by Education Colleges.
4. The collaborating schools should try to make proper seating arrangement for the student-teachers.
5. A workshop should be organized by the Education Colleges for student-teachers in order to train them to prepare and design teaching aids and materials.
6. Student-teachers should be given practice to teach their respective pedagogy subjects in simulated conditions (as in the past) in Education Colleges before sending them to schools.

### CONCLUSION

In the light of above discussion, it can be concluded that Internship programme is an integral part of B.Ed. Programme which proves worthwhile to the prospective teachers to hone their skills, particularly the teaching skills for their professional development by way of acting as a bridge between theory and practice. The student-teachers get an opportunity to understand the teaching as a profession, its future prospectus and working conditions prevailing in the schools/institutions. More so, the increased duration (20 weeks) in the Internship Programme will also help them to have a first-hand experience in becoming a good teacher, in preparing them for what is expected of them in their field and ultimately to increase confidence in their work, by improving their verbal and written communication skills.

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