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## Reflections on school internship of two-year B.Ed programme-an analysis

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### Abstract

Teacher education is the back bone of society. It is the quality of teacher education that decides the quality of human resource in a country. The management and sustenance of quality of teacher education is a great challenge for the policy planners in the changing scenario. But teacher education is also restructured as per the norms of NCTE and some relevant commissions. Now there is two year B.Ed programme with lots of changes, innovations and methodologies. As 2014-2019 year is the implementing face of the new programme. This study try to explore, what are the perceptions, worries and confusions of teacher trainees with respect to extended form of internship and related matters. As the study can put forward some measures to improve the internship programme.

**Keywords:** Reflections, school internship, two-year B.Ed, teacher

### Introduction

*The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher. (NPE-86)*

It is common knowledge that academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals of a nation. The focus of teacher preparation had to shift from training to education if it had to make a positive influence on the quality of curriculum transaction in classrooms and there by pupil learning and the larger social transformation. This is not possible if teacher preparation focused only on training. Holistic teacher building is necessary and therefore teacher education needed more emphasis than mere training. Educating all children well depends not only on ensuring that teachers have the necessary knowledge and skills to carry out their work, but also that they take responsibility for seeing that all children reach high levels of learning and that they act accordingly.

Teacher education reaches out to the student teachers by providing the relevant knowledge, attitude and skills to function effectively in their teaching profession. It serves to equip the student teachers with the conceptual and theoretical framework within which they can understand the intricacies of the profession. It aims at creating the necessary attitude in student teachers towards the stakeholders of the profession, so that they approach the challenges posed by the environment in a very positive manner. It empowers the student teachers with the skills (teaching and soft skills) that would enable them to carry on the functions in the most efficient and effective manner. Teacher education therefore pays attention to its practical aspects more. Teacher education has to become more sensitive to the emerging demands from the school system. For this, it has to prepare teachers for a dual role of; Encouraging, supportive and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens,

As an active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing

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societal needs and personal needs of learners, keeping in view the experiences gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities. So the need of restructure of B.Ed curriculum proposed by NCTE & NCERT. Thus the emergence of Two-Year B.Ed curriculum.

**Need and significance of the study**

Teacher education has changed considerably in the present system of education. Due to globalization and privatization, the quality aspect of teacher education is a matter concern. It is the need to include an experiment innovative ideas and practices to produce competence –oriented teachers and teacher educators. Also to keep appropriate balance between theory and practice. As the changed curriculum implemented in 2014. It faces many challenges to carry out the different tasks and EPC, and practical activities. Also there is conflict between shortage of time and implementing various curricular pogramme. The major one among is the extended school internship which is carried out in two phases. It creates many problems for trainees, mentors, school teachers and students. As this is an effort to explore what are the major issues, concerns related with extended school internship programme.

**Objectives of the study**

1. To explore what are the major grievances with regard to extended school internship.
2. Two know the extend of issues based on Gender with regard to the extended school internship programme.

**Hypothesis**

- The Prospective teachers faces many issues regarding extended school internship programme.

**Methodology**

A normative survey method was used to collect data.

**Tool**

A questionnaire on Problems of school internship programme and Feasibility of school internship programme was developed by investigator. The tool consists of 35 items.

**Sample**

The sample consist of 250 teacher trainees from Calicut & Malappuram districts.

**Analysis & Discussion**

As the data collected were through Questionnaire regarding feasibility of extended school-internship and its different activities. The affected problems are listed below in Table-1

**Table 1:** List of issues faced by the teacher trainees.

Serial No	Problems Identified
1	Workload of internship and curricular activity in school.
2	Lack of time to finish both activities of school & college.
3	Burden of school portion and internship programme at the same time.
4	Duty of school and class activities.
5	Creates problem as compulsory participation in all co-curricular programs in school.
6	Feeling of stress because of extra duties assigned by school teachers.
7	Face lack of time for completing the practical activities of internship.
8	Burden of school administration duties assigned by teachers.
9	Issues created by involving us in ridiculous matters happened in school
10	A feeling that we are lumber in school.
11	Negative approach by school teachers.
12	Altogether feeling of Unsatisfication during internship.

From the table it can be conclude that, due to extended school-internship trainees face many challenges as the part of duty in school, internship, class activities, practical's, school-administrative procedures, duty of mid-daymeal, co-curricular activities etc.

**Minor analysis**

Collected data were analysed with help of Percentage analysis. The details are given below.

The percentage of problems are given in table 2.

**Table 2**

Type of issue.	Percentage		Total response.
	Female	Male	
Practical difficulties in planning two phases.	99%	90%	200
Burden of school duty.	90%	90%	240
Burden of portion to complete.	99%	95%	220
Duty of school work and internship school.	99%	99%	225
Lack of time for completing duties.	100%	100%	250
Over load of activities assigned by school teachers.	100%	100%	250
Lack of appreciation by school teachers.	95%	90%	200
Lack of time to plan both duties.	100%	100%	250

From the table it can be analyzed that extended school internship creates many grievances for the trainees. Even they cannot finish any activity among the internship activities /school activities within time limit. They are

strained of the duties and they cannot achieve real objective of extended school internship proposed by NCTE. So it need some changes in curriculum or time schedule, then only trainees can attain the result of extended school internship.

### **Conclusion of the study**

The main objective of Two-Year B.Ed programme was to prepare a competent teacher who posses desired practical skill, linguistic ability, skill orientation, & management skill etc. Due to several constraints, ineffective curriculum, rigidness in its execution, lack of proper training, insufficient duration of internship made new teacher education curriculum fail to attain its goals. In the case of Internship, it need a rethinking in its implication and duration. The change in shift in second phase make students surplus of work. It again create a confusion among the students. So curriculum planers must take some measure to reduce the burden, issues regarding extended school internship as soon as possible.

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