

Perceptions and Experiences of B.Ed. Students about Internship and Sessional Work

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Abstract: *The two-year B.Ed. programme has three components, i.e. theory, practicum and internship. The study dealt with the perceptions, experiences and challenges of the pupil teachers during their internship and sessional work. The sample for the study was chosen from the college where the author was working and consisted of 100 student-teachers selected through random sampling. Data was collected using an open-ended questionnaire and semi-structured interviews. The results showed that student teachers viewed the internship programme as a real opportunity to refine and improve their teaching skills in an actual school setting. The results of the interviews showed that hands-on experiences and longer duration of field experience helped the students in understanding the classroom teaching process in a better manner. The challenges perceived by student-teachers were mainly in the area of classroom management, long distance of practice school from home, a large number of lesson plans, conducting constructivist approach-based lessons at the school level, administration, scoring and interpretation of psychological tests, data collection for action research, preparing presentations for sessional work, etc. Some measures were also suggested by student- teachers for making the internship programme and sessional work more fruitful.*

Keywords: Sessional Work, Internship Programme and Student-Teacher

1. Introduction

The future of a nation is shaped in its classrooms and teacher is the architect who shapes the destiny. Well qualified and trained teachers lead communities and nations towards better and higher quality of life. The teacher education programme needs to be upgraded and updated periodically. The NCTE has recommended that the B.Ed. course should be of two years duration and has prepared a curriculum framework for the Two-year B.Ed. Programme which was implemented in 2015. The curriculum aims at developing specific language proficiency of the pupil teachers by providing them opportunities through different activities through sessional work and course content.

The B.Ed. Two-year programme has three components i.e. theory, practicum and internship. Sessional work and internship programme in teacher education is of great significance because it ensures the professional preparation of prospective teachers. These provide them with a practical opportunity to develop true understanding of the teaching profession and apprise them of the future prospects of the teaching profession. In the present study, the internship programme refers to the mandatory activities suggested by the NCTE-2014 guidelines and B.Ed. two year course syllabus which mentions activities like macro lessons in school, taking part in morning assembly, preparing time table, organizing certain activities in a school, checking the home task given to the students, maintaining attendance registers, participation in staff meetings and preparing notices, examination papers, letters to parents, maintenance of school records, and knowledge of preparing school leaving certificates etc. This internship programme has to be completed during actual teaching practice in schools (NCTE, 2015).

Internship and sessional work are new innovations in the field of education. They play very important role in improving the competency and effectiveness of teacher.

Internship and sessional work modify the pupil teacher's behaviour according to the specified objectives. If a teacher is trained, he/she can impart the knowledge to the students in a better way. Keeping in view all facts the investigator decided to conduct research in this area to ascertain the experiences, perceptions and challenges of pupil teachers towards internship and sessional work.

2. Objectives of the Study

The study has the following objectives:

- 1) To assess the experiences and perceptions of student-teachers about the internship programme.
- 2) To identify the challenges faced by student-teachers during the internship programme.
- 3) To assess the experiences and perceptions of student-teachers about the sessional work.
- 4) To identify the challenges faced by Student teachers during the sessional work.

Sample for the Study

The population for the study comprised of student-teachers of B.Ed. belonging to the fourth semester of a B.Ed. college in veer narmad south Gujarat university surat. 100 student-teachers were selected as the sample for the study using random sampling technique.

Tools Used for the Study

Following tools have been used in the study:

- 1) A Self-prepared Questionnaire to assess the experiences, challenges and perceptions of student-teachers about internship.
- 2) Semi structured interviews to assess the experiences, challenges and perceptions of student teachers about sessional work.

3. Findings of the Study

- 1) The number and responses of students about their experience and perceptions about the internship programme are given that the internship programme provides a real opportunity to refine and improve their teaching skills in actual school settings.
 - 75% students learnt to take responsibilities as a teacher.
 - 87% students gained confidence in teaching.
 - 75% students improved their classroom management skills.
 - 67% students developed a disposition towards effective teaching.
 - 91% students were able to conduct morning assembly.
 - 76% students were able to write notices.
 - 61% students were able to write letters to parents regarding the performance of students.
 - 83% students were able to prepare question papers for students.
 - 94% student-teachers were of the opinion that the concerned supervisor played an important role in enhancing their teaching skills.
- 2) The number and responses of students about the challenges faced by students during internship are given that...
 - 80% students faced difficulty in classroom management.
 - 75% students faced difficulty due to the long distance of practice school from their home.
 - 92% students expressed that the number of lesson plans to be prepared was cumbersome and students faced difficulty in conducting lessons based on the constructivists approach at the school level.
 - 75% students faced difficulty in interaction with school students.
 - 54% students also faced difficulty due to non-cooperation of government school teachers.
 - 95% students faced difficulty due to the resources and infra-structure available in practicing schools.
 - 46% students faced difficulty in designing and preparing teaching aids and materials required for teaching practice.
- 3) The number and responses of students about their experience and perceptions of sessional work are given that:
 - 70% students were able to prepare presentations in sessional work.
 - 71% students were able to make charts/posters on different topics.
 - 96% students were able to write assignments.
 - 73% students were able to prepare the diagnostic tests.
 - 64% students were able to prepare question papers.
 - 45% students were able to prepare low cost teaching aids.
 - 92% students had improved their writing and reading skills.
 - 87% students were able to prepare action research proposals.
- 4) The number and responses of students about the challenge faced by students during sessional work are given that
 - 70% students faced problem in writing and reading skills.
 - 91% students faced problems in preparing action research proposals and all the students faced problems in data collection for action research.
 - 83% students faced problems in the communication mechanism to complete the sessional work.
 - 76% students faced the problems of time management.

4. Suggestions

More exercise should be given on practical aspects. New technologies should be used for making teaching learning process more effective during internship.

- 1) Supervisors should be guided to use checklist, rating scale and written analysis for observing pedagogical practices of student-teachers in real classroom and School activities.
- 2) Teacher educators should have the knowledge of all skills of Micro, Macro lessons, Constructivist approach and all other activities related to the sessional work.
- 3) The communication mechanism among student-teachers need to be strengthened so that they can easily write their reflections and prepare their sessional files.
- 4) A set of written guidelines about internship programme from the concerned department should be given to the concerned student-teachers and principals of the concerned schools so that they may act according to the rules and regulations as mention in the document and conduct activities in a structured way.
- 5) The principals of collaborative schools and student-teachers should be briefed before the internship programme so that all activities could be conducted in a smooth manner.

5. Conclusion

The analyses and interpretation of data and research outcomes clearly indicate that internship programme and sessional work are effective ways to give training to the student-teachers about real world of work. The research study has implications for teachers, principals and supervisors. It gives them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyse their own and peers teaching styles and improved them in the light of feedback given by supervisors. Through this programme they understand the role and responsibilities of professional teachers.

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Author Profile



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