



## NEED TO REVAMP THE INTERNSHIP IN THE B.ED PROGRAM OF KARNATAKA

## Education

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## ABSTRACT

It is common knowledge that practice teaching which constitutes the most functional part of the teacher preparation has suffered severe neglect and dilution in quality. The common complaint is that theory dominates the curriculum and practice teaching continues to suffer from inadequacies of different kinds such as: it follows a mechanical routine (observation, micro teaching, teaching practice and examination), operates with rigid lesson plan formats, inadequate mentoring and supervision; exhibits no original thinking, lacks variety and context specificity in teaching. There is no attempt made towards comprehensive, qualitative evaluation covering professional attitudes and values and provision of sustained engagement with schools(NCFTE, 2010).

## KEYWORDS

## Introduction

In the recent years all over India there has been a drastic change in B.Ed. course. The switch over to one year course to two year B.Ed. course is quite interesting and challenging task. Any teacher education course seeks to train teacher having requisite teaching skills. Practicum approach adopted in the modern teacher education course is to place a student teacher in a classroom situation under the supervision of a qualified teacher. The concept of Internship introduced in the two year B.Ed. course throughout the country is quite challenging one for all the teacher education institutions. An **internship** is a period of work experience offered by an organisation for a limited period of time(ohio State University).The aim of internship program is to incorporate teaching skills among the student teachers. Internship program is an effective way to give training to the student-teachers about real world of work. It give them an opportunity to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles and improve them in the light of feedback given by supervisors. Through this program they understand the role and responsibilities of professional teachers. Internship program also give them opportunity to understand different aspects of school program and improve their skills and abilities in teaching profession. An effective and improved internship program is required in developing student-teachers personalities as true professionals in field of education.

## Teacher Education Courses in India

- Elementary Teacher Education programme which is called as Diploma in Teacher Education is conducted to prepare teachers to teach in grades 1 to 5. The eligibility for this course is after 12 years of schooling.
- Bachelor of Education (B. Ed) programme is aimed to prepare teachers to teach in grades 6 to 12 and the duration of the course is two years. The eligibility for this course is graduation.
- Four year Integrated Program conducted by Regional Institutes of Education is aimed to prepare teachers to teach in grade 1 to 5. The eligibility for this course is after 12 years of schooling.

## Importance Of Internship In B.Ed Program:

An Internship is an integrated component of practice teaching at advance level of teacher education programme. There are certain objectives of internship programme for behavior modification of student teachers with special reference to develop teaching competency and positive attitude towards teaching profession. An internship program is a word connected with Medical science. This is a program, where trained of concerned profession complete their training in a direct or indirect supervision of experts of related field, of course this is very advanced stage of that particular profession. This program has same relevance in teacher education program also, after the completion of all earlier stages of practice teaching. This program has important features with reference to its uniqueness of practice teaching other than earlier stages. This is a stage where student teachers him/her self get permission of practice from school, they own self make a time table for same, in absences of teacher educators they practices lesson, conduct co-curricular activities, follow the instruction of school counselor or subject teachers, collect the copies

of all documents which are related with school administration. In short they stay for a short period of time with school as real employee of that school.

According to Rose (2001) 'this is a program, where student teacher are asking questions and seeking traditions, and beliefs, developing new values and meanings, searching for roles and identity; and attempting to build a practice that is relevant and meaningful from them and their students.' We can also found its relevance in the statements of (NCFTE, 2010), 'The school internship is visualized by situating the practice of teaching in the broader context of vision and the role of teacher and sustained engagement with learners and schools.'

The National Policy on Education Review Committee (1990) recommended adoption of the internship model for teacher education involving a brief theoretical orientation followed by a 3 to 5 year period of supervised teaching in a school under mentor teachers.

A carefully planned internship program may serve the following functions.

- Understanding of the target profession and future prospects of working conditions.
- Can provide valuable exposure on the job
- Develop professional skills and attitudes
- Establish useful contacts with people working in the same profession

## Component needed to have in the School Internship Programme

According to NCFTE 2010

- Visit to Innovative Centres of Pedagogy and Learning wherever feasible
- Classroom-based Research Project;
- Internship in schools for a continuous period of 4 days a week and a minimum duration of 6-10 weeks for a two-years programme and 15-20 weeks for four-year programme, including an initial phase of one week for observing a regular classroom with a regular teacher;
- Developing Unit Plans and maintaining Reflective Journals; and
- Creating and maintaining resources for teaching-learning in the Internship schools.

## Major drawbacks of the current model of practice teaching

- Students do not get adequate time for the preparation and correction of lesson plans by their subject teachers.
- The internship spanning to approximately two to three months is heavily loaded with too many activities which have to be completed within a stipulated time which creates unnecessary pressure on students. These activities are completed for name's sake just as a course requirement.
- The schools do not cooperate with the students in the allotment of classes.
- The students of the practice teaching schools do not follow the discipline of the schools sometimes and this hinders the execution of the lesson by the student-teachers.

- Due to paucity of teaching staff in many colleges the students' lessons do not get their supervised by their subject teachers and get feedback for modification of their lessons.
- The students due to heavy mental pressure get stressed out ,frustrated and fear creeps in during delivery of lesson.

### Conclusion

Like all other professional programmes, field engagement is an essential component of any teacher education programme. In the case of teacher education programmes, field engagement involves engagement with the students and teachers in schools. The sustained engagement with the school over a period of time is known as 'school internship' which equips the prospective teacher to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching . In fact, it is this component of the teacher education curriculum which facilitates transformation of a student –teachers from being learners in the art and science of teaching to adequately -equipped teachers to perform the responsibilities of a teacher in actual school settings. The present day educational discourse centres around the concepts of self -learning, self-knowledge, and constructivist approach to teaching and learning which implies the students need to be facilitated to graduate from being mere recipients of knowledge to become assimilators and generators of knowledge. The internship programme provides an opportunity to the prospective teachers to link the educational theory and pedagogical concepts with their practice on the one hand, and on the other to test the validity of theoretical propositions in actual school settings. There there is a need to revamp the internship in the teacher education program of Karnataka .

### REFERENCES

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