

INTERNSHIP PROGRAM IN DIPLOMA IN ELEMENTARY EDUCATION (D.El. ED) COURSE---A STUDY

Sushanta Shil,

Research Scholar, Department of Education,
Seacom Skills University, Birbhum, West Bengal
Email: shilsushanta1988 @gmail.com

Dr. Saminah khan,

Assistant Professor, Department of Education,
Seacom Skills University, Birbhum, West Bengal

Corresponding author: Dr. Saminah Khan

Abstract:

There is provision of internship program in the Teacher training Programs. In internship program trainees can teach in real classroom and also, they get opportunity to participate in all real academic, administrative, organizational and managerial works in internship, so that they can get experience of one real teacher which can make them efficient teachers in future. The researcher has done one study to get the reality of internship program of Diploma in Elementary Education (D.El.Ed.). The study on the D.El.Ed trainees of part-ii, at Bagoit F.P. School, Tapan, D/ Dinajpur, West Bengal. Case study survey design were applied. The sample included seven D.El. Ed trainees -Abhi, Babu, Chandan, Debu, Eathon, Fenshi and Ganesh. Observation schedule, rubrics and diary were applied to collect and record data. 21 observation schedules, 21 rubrics and diary of 32 classes and other aspects were taken and analyzed. The findings are that the scope of internship was mainly classroom teachings including regular classes and provisional classes. The trainees got the real opportunity to deal co-curriculum activities and other aspects. From the initial stage Abhi was having good skills, but his progress through internship was not satisfactory. Day to day Babu was getting mastery in teaching. Chandan, Debu, Eathon, Fenshi and Ganesh's positions and progress were also positive. It has been got that the pre-internship part was weak and monitoring including inspection-supervision was also weak. If the program of internship can be conducted not only for 45 days, but at least for 60 days, that can be more effective. Monitoring including inspection and supervision should be strengthened.

Keywords: Internship, Diploma in Elementary of Education, Trainees, Skills.

Introduction:

The education which prepares the teachers professionally is called Teacher Education. Education Commission (1964-66) recommended, "The professional preparation of teachers, being crucial for the qualitative improvements of education, should be treated as a key area in educational development and adequate financial provision should be made for it, both at the State and national levels." Teacher training is a program of education, research and training that aims to prepare the qualified and aspiring fellows in such a way so that they can perform their role as a teacher effectively and skillfully not only in teaching process, but also in organizing, managing, administrating, planning, leading, launching research and other activities in and out of the school that can enable and

empower them to meet the requirements of the profession and to face the challenges therein. Mainly there are two types of Teacher training- pre-service and in-service. Pre-service teacher training is offered to the eligible candidates who aspire to be In-service teacher education is provided to the in-service teachers to make them more skilled efficient, updated, advanced and resourceful teachers. Diploma in Elementary Education (D.El. Ed), Bachelor of Elementary Education (B.El.Ed), Bachelor of Education (B.Ed), Master of Education (M. Ed), integrated B.Ed/M.Ed, etc. are the examples of pre service teacher training. In-service teacher training is provided to the in-service teachers to make them more efficient, updated, advanced, skills and ideal. Seminars, workshops, conferences, summer training, etc. are utilized as in service teacher training period.

There is internship program in the in-service teacher training course. In internship the trainees not only teach in real classroom but also, they get opportunity to participate in all real academic, administrative, organizational and managerial activities, so that they can get practical experiences of one real teacher, can develop proper attitude, which can make them confident, efficient and skillful professional teachers in future.

In, Bagoit F.P. School, Tapan, there is internship program for the D.El.Ed trainees and teacher educator are appointed to supervise them. It is such an intern school in the village Bagoit, D/Dinajpur district, around 3 km. far from college where a group of seven D.El.Ed trainees having one group leader had been appointed and a team of teacher educator was appointed to supervise them, and one teacher of Department of Education was appointed to supervise the both teams. I was one of the members of the team of teacher educators, and got the opportunity to supervise the D.El.Ed trainees as well as to study on their whole internship program.

Rational for the study: I wanted to get what kind of activities is done really in D.El.Ed internship program at Bagoit F.P. School and wanted to get is their practical benefits of the D.El.Ed trainees due to the internship program, can the trainees really develop their skills, is there any problem, what can be the remedies if there is any problem. Also, I wanted to get what kind of factors work, influence and affect the program. Also very few studies had been launched on internship program of D.El.Ed in West Bengal. Due to the above issues, I was interested to conduct a study on internship program of the D.El.Ed trainees.

Objectives of the study: The objectives of the study were following.

1. To find out the scope of internship program of the D.El.Ed trainees got to practice.
2. To find out the development of skills, efficiency and strategies of the D.El.Ed trainees during internship.
3. To find out the problems during the internship program.
4. To find out the remedies of the problems.

Research questions of the study:

Research questions of the study were following.

1. How was the scope of internship program for the D.El.Ed trainees got to practice?
2. How was the development of skills? efficiency and strategies of the D.El.Ed trainees during internship?
3. What were the problems during internship?
4. What are the remedies to solve the problems?

Methodology:

Design: Survey design as well as case study had been applied for the study.

Sample: The sample was including seven B.Ed students. The trainees have been Abhi, Babu, Chandan, Debu, Ethan, Fenshi and Ganesh. All of them were male except F (female). Only A was deputed candidate (school teacher), others were fresher. Abhi was the group leader, and his Method subjects were Science and Mathematics. Babu's Methods were History and Bengali, Chandan's Methods were Mathematics Science, Dipok's Methods were History and Bengali, Ethan's Methods were Physical activity and Science, Fenshi's Methods were English and Bengali, G's Methods were History and English.

Tools and techniques:

Observation schedule, rubrics and diary were applied to collect and record data. 21 observation schedules, 21 rubrics and diary of 32 classes and other aspects were taken. The observation schedule and rubrics were framed by the responsible Lecturer in charge of Rabindra Bhawan Teacher Training Institute, and were provided to teacher educators. The schedule included different items such as Appearance, Lesson plan, General aims, Special objectives, Teaching aids, Introduction phase, Presentation, Explanation, Reinforcement, Black Board writing, Examples, Teachers' question, Students' question and social skills. The tool 'Rubrics for Observation' was having five points including Outstanding, very good, Good, Fair and Unsatisfactory; the items were Teachers' personality, Lesson plan, Introduction, Explanation, Examples given, Reinforcement, Stimulus variation, Blackboard writing, Use of teaching aids, Class room interaction & Students' participation. During the administration of observation schedule and rubrics, diary had been taken of classes as well as of whole areas of internship perspectives. After 21 of such procedure, only diary was continued.

Data analysis techniques:

Qualitative survey study data analysis technique as well as case study analysis technique has been applied to analyze the data and to draw out the findings.

Collection of Data and Analysis Procedure:

The survey was done from 21 February to 16 March, 2022. The dates of collecting data directly in the school were February 21; February 23, & 24; March 01; 02, 03, 05, 07, 08, 09, 10, 11, 12, & 14. I observe 8 classes of Abhi, 8 classes of Babu, 3 classes of Chandan, 3 classes of Debu, 3 classes of Eathon, 2 classes of Fenshi, and 5 classes of the Ganesh. On 21 February first period of Ganesh, second period of Ganesh, third period of Abhi, fourth period of Babu and fourth period of Abhi were observed. On 23 February, second period of Ganesh, third and 4th period of Abhi, and fifth period of Babu's 5th period were observed. On 1 March first period of Babu, second period of Ganesh, third period of Fenshi, fourth period of Abhi 's was observed. On 7 March, first period of Debu, third and fifth period of Babu, fourth period of Abhi, were set observed. On 10 March, first period of Debu, second period of Abhi, fourth and fifth period of Chandan, fourth period of Ganesh, were observed. On 11 March, second period of Ethon, third period of Babu, fourth period of Abhi, fifth period of Fenshi and the sixth period of Debu were observed. On 12 March, second and sixth period of Eathon, third period of Chandan, fourth and fifth period Babu were observed. Also, other perspectives except classes were observed and recorded as possible. Through indirect processes such as through informal conversation with the D.El.Ed trainees, tele communication, and from the data of the peer trainees and friends I had collected data. During the study and after the study analysis of the data was done qualitatively following survey study as well as case

study. Mainly one fresh and one deputed trainee Babu and Abhi were observed as deeply as possible, and their data were analyzed toward research questions. The data regarding other trainees and other perspectives were also analyzed toward the research questions. All the data, interpretations, answers of research questions, and other perspectives were inter compared also to catch and draw out the final decisions.

Findings and Discussion: The findings with discussion of the study are following.

- The scope of internship was mainly classroom teaching including regular classes and provisional classes. Except classes, the D.El. Ed trainees get opportunity to handle co-curriculum activities. Inspection and supervision of classes of the D.El.Ed trainees by subject teacher educators and providing them feedback were very less and insufficient. Sometimes the school teacher supervised the classes, but most of the cases they were not subject experts, and the D.El.Ed. trainees were deprived from technical and quality supervision process of the internship program. Neither the subject teachers of the school supervised the classes of D.El.Ed trainees, nor the classes of subject teachers of the school were observed by the pupil teachers. Sometimes the trainees had done peer supervision. Also, the campus and classroom infrastructure were not equipped to use and utilize modern technologies. The trainees got much more classes than the needed to deal the allotted lesson plans.
- Babu was one fresh trainee. From the initial classes his appearance was fair, introduction skill was fair. Explanation skill was fair at initial stage, gradually he got fluency in explanation. Gradually he was getting mastery in reinforcement skill. He had improved the skill of using blackboard and the capacity to give examples. Gradually he was improving the skill of questioning. His mastery and interest on content was good. Skill of using teaching aids at initial stage was fair, later on he didn't continue the practice. Social skills regarding interaction, seeking cooperation, classroom management had been improved. He had something in habits of body language, gradually he had overcome them something, although they were still something till the end of the internship. Day to day he was getting fluency in teaching. I guess that if he would get opportunity of internship for one semester more, he could get a good level of expertise in classroom teaching. A was deputed and in-service trainee. From the initial stage the appearance was nice, looking as real professional teacher. His introduction skill was always very short. Skill of explanation was nice initial to final. Reinforcement had been applied rarely. Skill of using blackboard was good always, handwriting on blackboard was beautiful. Mastery on content was excellent always. Skill of using teaching aids was fair always. Skilled regarding interaction was less, gradually he had developed something. Eyecontact with the entire class and the skill to handle the class as a whole, were less from initial to final observation. From the initial stage he was having good skills regarding explaining and use of blackboard, and I think that he got them from his past classroom teachings in school. But through internship the lacks and mistakes regarding the skills were not improved satisfactorily, and they were something static. I get that if he could get opportunity of classes in internship supervised by subject teacher educators, he could try to improve. But he didn't get that opportunity. In his Method Subjects, there is lack of micro teaching and simulation practices in pre-internship period. C got a disposition of classroom teaching in internship. D got the fluency to deal classroom teaching, his skill to talk was good, the other skills were moderate. He also developed the disposition to deal a class, although there were technical problems regarding the skills. F also got competency to handle classes, her skill to talk was good, subject mastery was good, the other skills were

moderate. G got fluency to deal classes, his skills were fair. I got that who are having good subject mastery, quickly they can catch the skills.

- The internship program is really good provision. The intern school, i.e., Bagoit F.P. School was something far from the monitoring college, Rabindra Bhawan Teacher Training Institute, and that is why it was one difficulty to handle and supervise the program properly. Also, there were insufficient teacher educators to train the D.El.Ed trainees and to supervise them. The trainees were not trained properly in pre-internship stage. The peer trainees were also not enough trained, and among them there were no subject experts in Physical education, Mathematics, Science and English. The D.El. Ed trainees were not facilitated Innovative Centres on Pedagogy of Learning, Pedagogy of constructive approach, and Reflective Journals. Although there were many limitations of the program, but whatever success the D.El.Ed trainees got, that is nice and positive comparing the support they got. 4. If the program can be launched not only for 45 days, but at least for 60 days or throughout whole the D.El.Ed program part by part for skilled and efficient teacher.

Conclusion:

There is big lack of quality in present teacher training programs of India, and that has also been reflected in the present study, although the trainees really get the fillings of teacher life of school during the internship program. There can be one opportunity to get job after internship and the teacher training program. That can make the trainees active, their study and work can be meaningful. Otherwise, the trainees become pessimistic and they don't take care of their course. Also, provision of fellowship during internship and teacher training program is essential to attract good students in this profession and to support them. Another crucial provision should be the strong inspection and supervision by the monitoring agencies to the teacher training colleges, and by the teacher education institutions to the trainees. The trainees of two years D.El.Ed are losing interest due to the long duration of the program and due to lack of Subject concern in the program. Also the age of the H.S, graduate and post graduate D.El.Ed trainees is not enough flexible to catch the attitude and skills of the internship program. Thus it is got that integrated B.El.Ed is better than two years D.El.Ed.

The multidisciplinary and collaborative approaches recommended by N E P 2020 can be also more effective for Teacher training Programs including D.El.Ed, but nothing should be forced to the system, the ideas and policies should be utilized and applied after and through strong research works with strong plannings.

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