



“Evaluating the Effectiveness of a School Internship”

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ABSTRACT:

“Internship is a depth of teaching and learning new experiences for every trainee”

Internship plays a pivotal role in completion of professional courses. As such it is also included in teacher education course. It provides direct experiences to trainees on various roles of a teacher including teaching and developing command over the subject. It also provides an opportunity to integrate the theoretical knowledge on strategies and methods and instructional aids to try out in the real life situation. The investigator tried to reflect and evaluate the effectiveness of internship program based on the teacher trainees’ opinion and feedback. The main objective of the paper is to understand the mindset of trainees through the internship; to realize and prepare them to perform the duties of a teacher in the school; to find tentative solutions to the constraints faced. Data were collected from all the trainee teachers of IV semester. After successful completion of their internship, investigator asked all the trainees to fill questionnaire through Google form. It was analyzed with the percentage analysis. The result and discussion shows that trainee teachers have developed integrated skills of teaching with the proper guidance and support of school subject teachers and supervisors. They were highly satisfied throughout the internship program.

Key words: Internship program, trainee teachers, curricular activities, intern and teaching skills.

Introduction:

Internship is a process of training by which intern can develop their future job performance. It is essential to acquire proficiency in the job. Training which interns got during



their internship improves knowledge and skills which helps their performance turns excellent. Graduate or post graduate students who attend internship will definitely develop personality. It provides first hand learning experience to intern. It seeks to bring relatively permanent change in an intern that will improve his ability to perform on the job. Through internship the knowledge and skills of interns for doing particular job will certainly increase. The main objective of internship program is to achieve a desirable change in the behavior of a trainee.

Internship is also called as practical education. Through internship program intern acquire more knowledge of teaching and learn or sharpen the needed skills, attitudes and values associated with efficient performance of their job. Internship helps to modified Knowledge and skills i.e. what student know, how they will work. Thus Internship programmed is an act of imparting or improving or updating knowledge and skills of a student which they learn in the form or theory.

The Internship program is beneficial for both fresh candidates and government organizations. It provides an opportunity to the fresh candidates to experience working conditions and requirement of today's professional business environment. Hence, it can be said that it provides the student with a greater understanding of professional demands and qualification. It permits them to understand the connection between theory and practice, thus it enhance the student's knowledge of his potential to reach the goals set for various professions (Dr. Saleha Parveen 2012)

Need and significance of the study:

Internship leads to the intern's individual development through challenging occupational coursework. The Acharya Rammurti Committee (1990) in its review of the NPE 1986 observed that an internship model for teacher training should be adopted because the internship model is based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time.



The Yashpal Committee Report (1993) on learning without burden recommended that the emphasis in these programs should be on enabling the trainees to acquire the ability for self learning and independent thinking.

It supports socialization within the profession, stimulates development of teaching-learning concepts, provides a protected field of experimentations, allows new perspectives and enhances motivation to continue learning and reflecting. This would help them to choose, design, organize and conduct meaningful classroom activities (Dr. Kirti Matliwala). With all these observations, we can say that internship plays a significant and prominent role in the course of teacher education. Hence the researcher felt the need to evaluate the impact of trainee teachers on school internship program.

Review of related literature:

1. **Rajendra Chavan (2017)** conducted study on internship programme is helpful to gain feedback about the classroom behavior of student teacher educators and ‘got chance to observe new teaching techniques, strategies, ideas & resources. M.Ed internship programme was helpful to enriched student teacher educators with knowledge and experience of innovative teaching technique like Brain storming, activity based learning, etc. and innovative evaluation technique like story completing, puzzles, concept mapping etc.
2. **Nimbalkar, S.J.(2015)** in his research paper entitled ‘20 Weeks Internship: Opportunities, Challenges and Measures’ proposed ways to conduct healthy internship programme a) Orientation of all students b) provide internship hand book c) scholarship/stipend for the student d) appointment of teacher incharge / group leader e) arranging guest lecture f) Conduct interview at the end of internship.
3. **Geralyn E. Stephens (2011)** conducted study on Teacher internships can provide a viable option for ensuring teachers participate in this level of professional development. This article explores how CTE teacher internships, in occupationally related workplaces,



can be used to satisfy the requirement. A review of related activities that incorporate Advisory Committees and Cooperative Education placements is discussed. The concept of work-based Teaching Teams that include academic teachers is also explored.

4. **Dr. Kirit Matliwala (2010)** opined that internship programme is very important in teacher education, so we should make it more fruitful by our serious efforts. It should not be just completion of teacher education programme but it must be for making successful and effective teacher. We have to adopt certain strategies for quality improvement in internship programme.

Operational terms defined:

1. **Internship program:** means trainee teachers undergo certain responsibilities and learn firsthand experiences in schools. They also participate in all the activities of the school during the working hours. In short they act as real teachers in schools.
2. **Trainee teacher:** is a graduate student undergoing training period in the course of teacher education. They are called as a trainee teacher or student teacher till the completion of the course.
3. **Curricular activities:** are the academic related works carried out by the trainee teacher throughout the internship program.
4. **Intern:** is a student or a trainee who works in order to gain new experiences or satisfy requirements for a qualification.
5. **Teaching skills:** are defined as a group of teaching acts or behaviours intended to facilitate students learning directly or indirectly. It helps to adapt teaching technique and strategy.

Objectives of the study:

1. To study the internship program provided to the interns.
2. To evaluate the impact of internship program.
3. To find out the constraints faced by the trainee teachers during internship.
4. To understand the process of internship program in detail.



Research questions:

What is the status and challenges of trainee teachers perceived during school internship program?

Methodology:

The descriptive survey method was adopted to study the opinion of trainee teachers about internship program. This survey was carried out in three phases which is described in the procedure.

Sample and sampling technique:

For the present study the researcher followed purposive sampling technique. All the B.Ed trainee teachers were involved actively in collecting opinion and feedback.

Tool:

The researcher has used self prepared questionnaire and the same was forwarded through Google form and collected the data successfully.

Procedure:

For internship program, permission was taken from different types of schools i.e. CBSE and state. Groups are made among trainees along with supervisors and they were well oriented to perform the activities in the school. As part of the B.Ed curriculum, trainee teachers have to go for three phases of internship. The **first phase** is pre-internship, where they carry out works like real teachers, observation of school activities and observation of peer lessons etc. The **second phase** is internship phase where they have to teach lessons in their pedagogic subject. Along with this they have to observe the school activities and also have to conduct some activities. The trainee teachers were trained to prepare unit test and to administer the test. The **third phase** is in IV semester for 6 weeks, where the trainees have to teach 30 lessons in their pedagogy subject. In this stage they have to undergo all the teaching-learning process. They were also trained for digital lesson plans and also to conduct curricular and co-curricular activities. They also have to

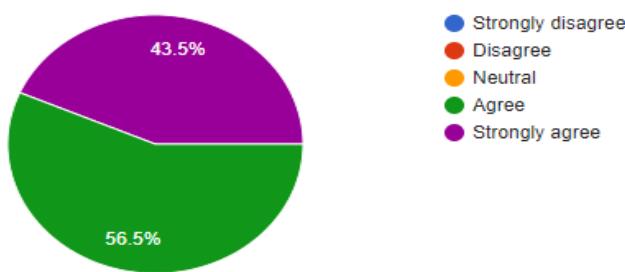
do action research on the problems of school students. For this purpose data has to be collected during this internship period.

Interview of one special child is taken by each student-teacher as to bring awareness of their problems and to stress the importance of inclusive education.

After every phase of internship, feedback from the school coordinators is taken regarding the performance of student-teachers. They school also guides them in every aspect as to create innovative, quality teachers.

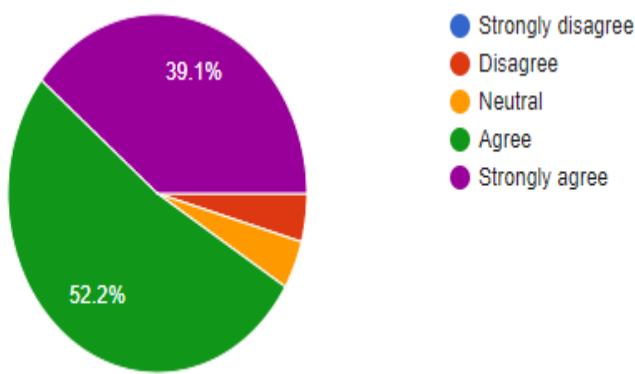
Data analysis and interpretation:

1. I have acquired knowledge from the duties i performed.



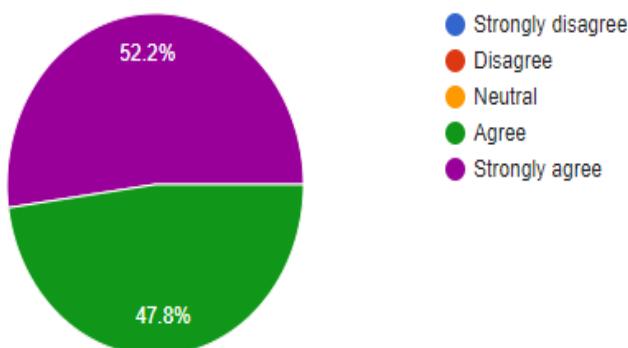
The pie chart reveals that 56.5% of the trainee teachers agreed and 43.5% of them were strongly agreed with the statement. This shows that they have acquired knowledge from the duties which they performed.

2. I felt my classroom learning was enriched.



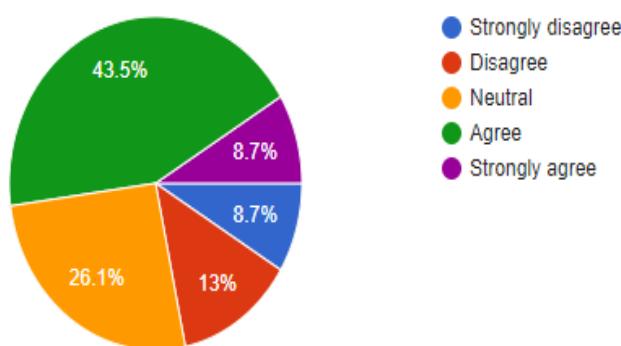
The pie chart shows that 52.2% of the trainee teachers agreed, 39.1% of them were strongly agreed, 4.2% and 4.5% neutral and disagreed. Therefore we can say that most of them felt their classroom learning was enriched.

3. I developed the ability to connect academic subject matter to the “real world”.



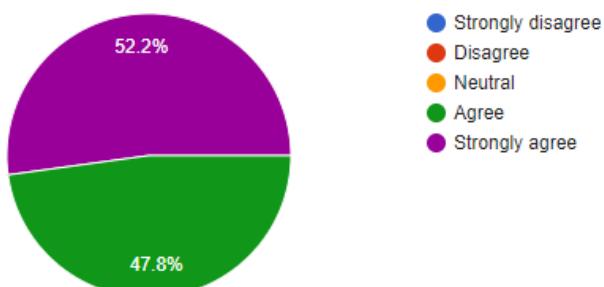
The pie chart shows that 52.2% of the trainee teachers strongly agreed and 47.8% of them were agreed. Hence we can say that many of them have developed the ability to connect subject matter to the real world. They also opined that by illustrating several examples they could achieve this.

4. Faced constraints during internship.



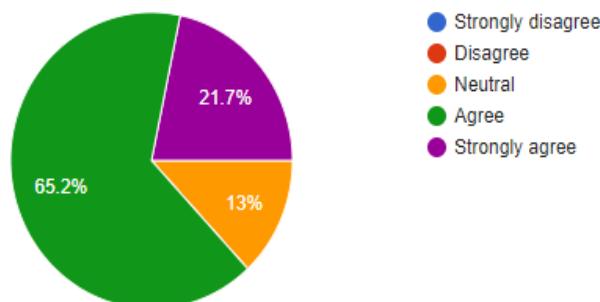
The pie chart reveals that 43.5% agreed, 26.1% neutral, 13% disagreed, 8.7% for both strongly agreed and strongly disagreed for the given statement. This shows that half of the students faced some constraints during the internship.

5. Improved lesson planning, strategies and methods of teaching.



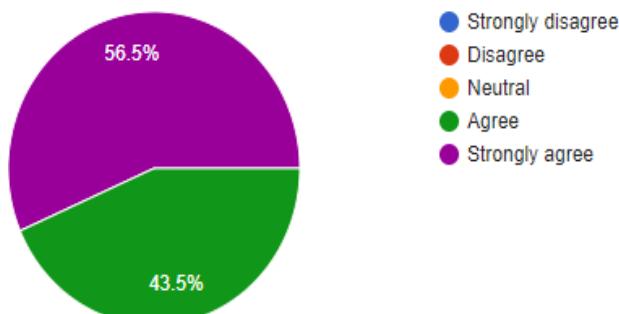
The pie chart shows that 47.8% agreed, 52.2% strongly agreed for the given statement. This shows that the trainee teachers improved lesson planning strategies and methods of teaching.

6. Equipped teaching traits from real teachers of the school.



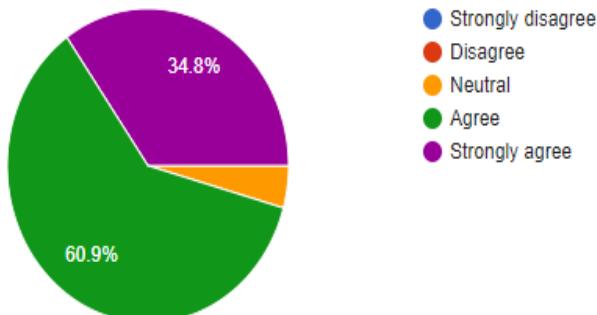
The pie chart shows that 65.2% agreed, 21.7% strongly agreed and 13% neutral for the given statement. This shows that the trainee teachers equipped teaching

7. I have gained the capacity to be more productive.



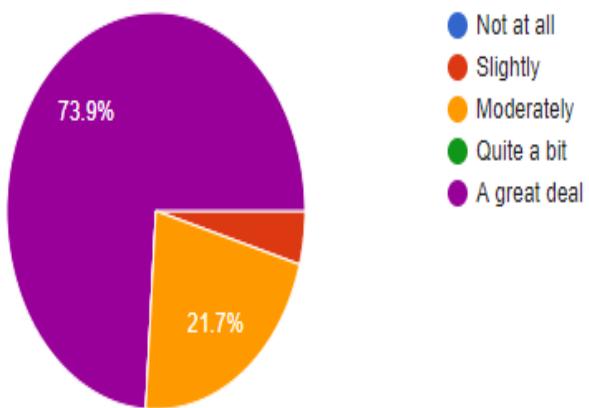
The pie chart reveals that 43.5% agreed, 56.5% strongly agreed for the given statement. This shows that the trainee teachers gained the capacity to be more productive.

8. I have a sense of satisfaction in doing something worthwhile.



The pie chart shows that 60.9% agreed, 34.8% strongly agreed and 4.3% were neutral for the given statement. This shows that the trainee teachers satisfied in doing something worthwhile.

9. Was your supervisor/coordinator available to meet when needed?



The pie chart reveals that 73.9% opined a great deal, 21.7% moderately and 4.4% were slightly opined for the statement. This shows that the supervisor/coordinator were available to meet trainee teachers needs whenever required.

Findings and discussion:

The above analyses and interpretation of data indicates that internship program is a significant way to train the student teachers about real work. It gives them an opportunity to



integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers teaching styles and improve their performances on the light of feedback given by subject mentors and supervisors. With the help of this program they developed an understanding of role and responsibilities of professional teachers. It also helps them to understand different aspects of school program and improve their skills and abilities in teaching profession.

Thus, we can conclude that the trainee teachers have undergone the internship program and completed successfully. From the analyses it is to note that almost all the trainee teachers were highly satisfied with the proper implementation of the program.

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