

PERCEPTION OF PUPIL-TEACHER TOWARDS INTERNSHIP AND SESSIONAL WORK AS A PART OF TEACHER TRAINING PROGRAMME

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Abstract

Perception is a course of action that involves organizing, identifying, and interpreting sensory inputs for the purpose of representation and understanding of the environment and uses that information in order to interact with the environment. There are many parts of teacher training programme like Internship, sessional work, Project work, micro and macro teaching etc. In this paper the investigator wants to know the perception of pupil-teacher towards internship and sessional work as a part of Teacher Training Programme. Internship is a programme where student teacher are asking question 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 (Ross, 2001). Sessional work is an essential task which is to be carried by the students under the guidance of their subject teacher. It is related to particular subject content which aims at providing field experience, writing reflective journals, case study, action research, presentation through AV-aids, working with community etc. Both Internship and Sessional work are new innovation in the field of education and the investigator has chosen this topic because both build a strong bridge between theory and practice. The objectives of the study are to study the perception of B.Ed pupil-teacher towards internship and sessional work as a part of teacher training programme. In the present study, the researcher has used the descriptive method of research. The total sample is 120 B.Ed pupil-teachers from three B.Ed colleges of Samba District and Survey studies are conducted to collect detailed description of exiting phenomenon with the intent of employing data to justify the current conditions and practices or to make more intelligent plans for improving them. A Self made opinionnaire was prepared to collect the required data. After collecting the data, the frequencies are calculated to analyze the data. The frequencies have shown positive perception towards internship and sessional work as a part in developing teacher training programmes. After the interpretation, the educational implications and suggestions are given in the present study and this study is helpful for educationists, practitioners, students, stakeholders, policy-makers, teachers and parents.

Keywords: Perception, Internship, Sessional Work, Teacher training Programme.

INTRODUCTION

To strengthen India, education system should be strengthened. And its strength depends upon its teachers, teacher education which prepares the student teacher for future. As educationist said that 'A student is like a book whose every page is to be studied by a teacher'. Teaching is like an exciting and rewarding activity but like other professions it is demanding. It is require that the practitioners clearly understand what should be done to bring about the most desirable learning in the pupil and be highly proficient in the skill necessary to carry out these tasks. It is a teacher who helps others to acquire knowledge, competence or virtue. A professionally trained teacher can use different methods of teaching successfully. All the teacher training institutions are not only imparting theoretical but also practical knowledge and skill in different subjects to prospective teachers. Teaching practice is an important component of becoming a teacher. It

grants student teacher experience in the actual teaching and learning environment. During teaching practice, a student teacher is given the opportunity to try the art of teaching before actually getting the real world of teaching profession. Many new techniques and methods are included in the curriculum of B.ed course like; - project work, sessional work, seminars, workshops so that the aim of teaching can be fulfilled.

MEANING OF INTERNSHIP

Internship is an integral part of pre-service teacher education programme to provide field experience to the interns. It is an important component of professional preparation of a teacher in making, preceded by successful observation, participation and student teacher or equivalent clinical experiences in an educational environment, and is co-ordinate, organized and planned by the teacher education institution in cooperation with one or more school systems. Intern is one who is a prospective teacher who assumes an internship position in which he is given a teaching position under guidance. Internship is service in preparation for a position usually under the supervision of a university or college supervisor and a practicing school teacher more experienced in the field. The intern is given a chance to participate in many phases of the work of the school system. It consists of wide variety of experiences undertaken in one or more schools. During internship the pupil teachers as interns have to work full time in the cooperating schools. It helps to develop teaching competency such as working with individual students, guiding students, group practice teaching and evaluating students progress. It also provides trainees ample opportunities to acquaint themselves with the school and community and the usual functions of a school. Internship provides the pupil teacher an opportunity to acquire all necessary skills for the profession. Internship provides opportunities to the interns so that they could consolidate links between theory and practice which makes the pupil teacher ready to enter the teaching profession.

According to Ross (2001) ; - “This is a programme where student teacher are asking question 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 statement of (NCFTE, 2010); - “The school internship is visualized by situating the practice of teaching in the broader context of vision and the role of the teacher and sustained engagement with learner and school.”

IMPORTANCE OF INTERNSHIP IN TEACHER TRAINING PROGRAMME

The internship is very necessary for present teacher education scenario because it provides essential training to the pupil- teacher for proper and better understanding of all the students. It will develop confidence among the pupil- teachers. A trained teacher can essentially face the class with confidence. He/she can tackle many odd situations and he does not run away from problematic situations, all these problems of teachers in education are solved by introduction of internship. It provides real life experiences for teacher. It provides a professional work environment to the interns making it easier for them to understand the code of ethics followed by the organization. As it is said “practice makes a man perfect”, the more we strive towards learning new things the more it gets us close towards perfection. Never give up on a particular task, keep patience and keep practicing it until we succeed. Actually it helps the teacher to develop and build up their existing skills to become autonomous, reflective, collaborative manager of learning ready to enter the teaching profession.

IMPORTANT ACTIVITIES PERFORMED BY THE TEACHER DURING INTERNSHIP

1. To collect identification data
2. Certificate given by the head of institution.
3. Pupil teacher's time table
4. Pupil Teacher's attendance sheets
5. Details of Morning Assembly
6. Maintenances of school records
 - a) Attendance registers
 - b) Teacher's attendance registers
 - c) Student's admission registers
7. Recording of the lessons of interns
8. Delivery of the lessons
9. Details of the co-curricular activities organized
10. School leaving certificate
11. Conduct of class tests (Examinations)
12. Setting question papers

MEANING OF SESSIONAL WORK

As we all aware about two year B.Ed and M.Ed course which aims to refine and modify the existing teaching practice and training. Like other practical activities and tasks sessional work is also one of the important activity which is to be carried by the student under the guidance of their subject teacher. Each and every subject of the whole course will include sessional work which further divided into different activities and tasks like field experience, case study, presentations, preparing charts and models, writing reflective journals etc. These activities aim at developing all the three domains; - Affective, Cognitive and Psychomotor. Sessional work in different subject has their own importance and significance. This practical task aims at arousing curiosity developing creativity and providing opportunities to the students so that they could consolidate link between theory and practice.

IMPORTANCE OF SESSIONAL WORK IN TEACHER TRAINING PROGRAMME

In the field of teacher training programme sessional work is comparatively a new concept. It is related to particular subject content which aims at providing field experience; strengthen student skills, developing curiosity and creativity. This practical task is important for the student so they develop positive attitude for continuous learning, updated with latest content and methodology. Actually it helps the pupil-teacher to build upon their exiting skills to become autonomous, reflective, collaborative manager of learning inside and outside the school.

IMPORTANT ACTIVITIES PERFORMED BY THE PUPIL TEACHER UNDER SESSIONAL WORK

- a) Administration, scoring and interpretation of psychological test
- b) Operation of audio- visual equipments
- c) Case study and action research
- d) Scouting and guiding
- e) Work with community
- f) Participating in cultural activities
- g) Physical exercises, games and sports
- h) Writing reflective journals and presentations

JUSTIFICATION OF THE PRESENT STUDY

Internship and sessional work are both new innovation in the field of education. The researcher has chosen this topic because both build a strong bridge between theory and practice. These activities play a very important role in improving the competency and effectiveness of teacher. It modifies the pupil teacher's behavior develops confidence and provide real-life experiences to the teachers.

STATEMENT OF THE PROBLEM

The problem undertaken by the researcher is states as:-

“PERCEPTION OF PUPIL TEACHERS TOWARDS INTERNSHIP AND SESSIONAL WORK AS A PART OF TEACHER TRAINING PROGRAMME”

OBJECTIVES OF THE STUDY

The following objectives shall be as under:

1. To study the perception of B. ED students towards internship
2. To study the perception of B. ED students towards sessional work

DELIMITATIONS OF THE STUDY

The present study was carried out under the following limitations:

1. The study was carried on students studying in B. ED colleges only.
2. The sample was restricted to the samba district students only.
3. The study was limited to sample of 120 students.

REVIEW OF RELATED LITERATURE

Matters, Pamela N. (2001) in her research “Beginning teacher’s internship effective transition from pre service to real teacher status within the teacher profession” on school interns, classroom projects and teacher research found that when internship projects were evaluated daily concerning the area of improved learning outcomes for the children involve in them; appropriates of content and delivery; interchanging of teacher responsibilities between interns, their co-teacher mentors and other colleagues within their school setting; community expectations and degree of fit with whole school planning. **Brown, Mary E. (2009)** in her research “Independent Studies, Internship, and Field Project” found that for Internship, a professional work experience (Internship) is very strongly recommended for all B.ED students. For students without experience, this will provided a well- rounded experience that can add value to their resume. Student with experience are strongly advised to seek an internship that will broaden their experience. **Azeem (2011)** in his study “problems of prospective teachers during teacher practice, Lahore, Pakistan” found that:

- An introductory gathering of teaching practice was not arranged for the pupil teacher before the commencement of teaching practice.
- Pupil teacher were not informed of the exiting practical facilities available in the practicing schools.
- Pupil teacher were not imparted practical training of different methods of teaching before they are sent for teaching practice.

Recently Justice Verma Commission (2012) recommended that that B.ED programme should become a two year programme with adequate provision to branch out into specialization in curriculum studies, pedagogic studies, policy, finance and foundational studies. **Mishra (2012)**

on the basis of his study concept said that in-service training had a positive impact on teachers behavior and pupils active participation in the class. **Singh (2013)** found that there was no significance difference in the attitude of male and female pupil teachers towards internship. There was no significant difference in the attitude of pupil teachers belonging to locality (urban and rural) towards internship. **Mishra and Yadav (2013)** studied the activity based approach on achievement in science of student at elementary stage. The result of the study revealed that activity based approach have greater interest and better attitude towards the material learnt by the students than conventional approach. **Sharada and Jagadeesh (2015)** in their work a study of problems of conducting practical in B.Ed colleges affiliated to Gulbarga University, Karnataka, found that student teacher give importance to teaching- practice because it exposes them to actual teaching situations where they can use their gained theoretical knowledge. **Mishra (2015)** in his research found that the internship is a major part of B.ED curriculum which will include full time engagement in real school situation for a prolonged period of 16 week duration. **Mihail (2016)** pointed out that while students are still in college, internship can help them to develop the critical core skills demanded by global markets including; Communication, time management, self confidence and self motivation. **Kumar (2016)** found significant difference in the attitude of male and female teachers towards internship. There exit significant triple interactional differences of gender, stream and academic qualification in the attitude of pupil teacher towards internship.

CONCLUSION

Thus the review of related literature provide a crucial understanding of the studies already done in J&K, India and abroad related to different aspects of teacher education programme i.e. ICT- Pedagogy Interaction, Curriculum, Problem during teaching practice, Internship, Sessional work current issues in teacher education and their remedies, issues and problems concerned with quality of education.

RESEARCH METHOD

In the study, the researcher has used the descriptive survey method of research. Descriptive research method was used to obtain pertinent and precise information concerning the current status of a phenomenon and wherever possible to draw valid general conclusion from the fact discovered.

SAMPLE

The sample was restricted to the samba district students of B.Ed colleges only. There are only two B.Ed college of education in Samba district. The investigator selected sample by using simple random sampling from both the colleges of education situated in Samba district.

Table: 3.1 Distribution of Sample.

S.No	Name of Teacher Education Institution	Total
1.	Bhargva College Of Education	60
2.	Dogra College Of Education	60
	Total	120

TOOL USED

Self Made opinionnaire was prepared with the consultation of the faculty of Education and all

aspects of usability, availability of resources and objectives were undertaken care of the said questionnaire consisted of 30 questions in a logical order for gathering the data.

SCORING PROCEDURE

The scoring procedure was done on the basis of responses given by the respondents. The responses of the respondents were tabulated to have clear cut understanding and to calculate percentages.

STATISTICAL TECHNIQUE EMPLOYED

In the present study, the researcher has used very simple statistical technique for analyses of data which is called calculation of frequencies. For analysis of data, simple percentage was employed. The investigation found out with the help of this formula:

$$\frac{\text{total number of favourable responses}}{\text{Total Number of Sample}} \times 100$$

MAJOR FINDINGS

1. 88% of respondents respond positively that internship is a bridge between theory and practice.
2. 87% of respondents respond positively that internship develop self- confidence among pupil teacher.
3. 82% of respondents respond positively that internship refine and improved teaching style practice.
4. 71% of respondents respond positively that sessional work develops thinking ability of the pupil teacher.
5. 67% of respondents respond positively that sessional work increase creative power of the pupil teacher.
6. 73% of respondents respond positively that sessional work provides skilled knowledge to the pupil teacher.
7. 65% of respondents respond positively that internship developed a true understanding of the complex nature of teaching.
8. 67% of respondents respond positively that internship helps in studying psychology of students.
9. 58% of respondents accepted that internship helps in action research.
10. 74% of respondents respond positively that internship helps in understanding different roles of teacher.
11. 67% of respondents respond positively that sessional work develop feeling of co-operation among pupil teacher.
12. 62% of respondents respond positive response that sessional work increase internal as well as external awareness among pupil teacher.
13. 69% of respondents respond positively that internship remove inferiority complex among pupil teacher.
14. 77% of respondents respond positively that internship boosts motivational level of pupil teacher.
15. 79% of respondents accepted that internship train the pupil teacher to manage their class effectively.
16. 76% of the respondents accepted that internship encourage the use of new methods of teaching during practice of teaching.

17. 70% of the respondents respond positively that the various activities under sessional work have a relation to particular course subject.
18. 78% of respondents respond positively that both internship and sessional work provide practical knowledge of classroom situation to pupil teacher.
19. 61% of respondents accepted that sessional work is a time-consuming process.
20. 79% of respondents respond positively that sessional work does not require help of experts.
21. 60% of respondents accepted that internship hinders the regular class room.
22. 46% of respondents agree that pupil teacher feels discouraged during internship.
23. 58% of respondents accepted that sessional work rarely provides opportunities to pupil teacher to gain experience in the field.
24. 33% of respondents agree that internship and sessional work are burden on students.
25. 62% of respondents respond positively that there is rarely provision of facilities for conducting internship programme properly and effectively.
26. 74% of respondents respond positively that the school rarely shares their record with the pupil teacher.
27. 71% of respondents respond positively that the pupil teacher take sessional work and internship casually.
28. 72% of respondents respond positively that internship rarely prepared the pupilteacher to cope up with day-to-day problems of school.
29. 49% of respondents respond positively that there is rarely any proper supervision of internship and sessional work.
30. 57% of respondents accepted that during internship no actual training is provided.

EDUCATIONAL IMPLICATIONS

Internship and sessional work are both new innovations in the field of education and it plays very important role in improving the competency of pupil teacher. Both help to develop functional understanding of educational pedagogy and methodology among pupil teacher. They develop the skill lessons and developing an ability of preparing instructional material and teaching aids. Sessional work helps the pupil teacher to develop all the three domains viz: cognitive, psychomotor and affective domains. Both internship and sessional work increase the positive attitude for continuous learning and keeping abstract with the latent content and methodology. They help to understand and practice with professional sincerity and professional ethnics.

The present research will help to develop the constructive and cooperative attitude towards student and the community. The main purpose of the programme of teaching practice and sessional work are to provide real experience to prospective teachers and to initiate them in the skills of teaching the children. But the patterns and procedures followed are not in agreement with the purpose. Internship in teaching is a new phase to denote the contemplated reform in practice teaching, which include a wide variety of supervised field experiences. Outstanding schools are selected and student teacher carefully supervises practice teaching and all other experience during this period. The student teacher is given opportunity to participate a wide range of practicable school activities so that he may develop a sense of close identity with school community. Also the subject teacher helps and provides suitable guidance about the different activities and tasks which comes under sessional work both inside and outside the school.

The present research will help the student to know the importance of internship during their training. It will be beneficial for the researcher too as not much research has been done on this topic so far. It will prove a base to the researcher interesting in doing further research on this topic. It will prove a boon in proceeding with their work

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