



## A STUDY ON CLASSROOM OBSERVATIONS OF SCHOOL INTERNSHIP PROGRAMME OF REGIONAL INSTITUTE OF EDUCATION, AJMER

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### ABSTRACT

As per new National Council for Teacher Education (NCTE, 2014) Regulations, the school internship programme will be organized for 16 weeks in pre-service two year Bachelor of Education (B.Ed.) programme. The present study aimed to explore the process of School Internship Programme with respect to preparation of lesson plan and classroom practices. The descriptive survey method and convenience sampling technique was adopted for the present study. The total sample of the study was 53 student teachers, selected from B.Ed. 2<sup>nd</sup> year and B.Sc. B.Ed. 4<sup>th</sup> year of Regional Institute of Education, National Council of Educational Research and Training (NCERT), Ajmer, Rajasthan State, India. The data were analysed by using Frequency and Percentage and Content Analysis. The major findings of the study revealed that majority of the student teachers (75.46 per cent) were planned lesson plans with lecture cum demonstration method. It was observed that student teachers used smart classes very effectively and it was also found that very few student teachers planned and practiced innovative pedagogies during School Internship Programme.

**KEY WORD:** School Internship Programme, Lesson Plan, Classroom Practices.

### 1. INTRODUCTION

The new model of pre-service two year B.Ed. programme introduced as per new NCTE (2014) regulations. The field engagement with practicum is one of the important curricular activities of B.Ed. course. The school internship programme is such very important practical curricular activity of the course. The success of the new model B.Ed. programme is relying up on implementation and execution of this school internship programme. The student teachers have to plan and practice various innovative lesson plans during school internship and it may lead to the effectiveness of the programme.

### 2. NEED AND SIGNIFICANCE OF THE STUDY

School Internship: Framework and Guidelines prepared by NCTE (2016, p.8) observed that during Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and community-based activities other than teaching. However, for undertaking the activities, the student-teachers are required to develop a repertoire of understandings, competencies, and skills.



National Council of Educational Research and Training (NCERT, 2016, p.112) observed that School Internship is rightly regarded as the most important component of any teacher education programme as it provides the student teachers a platform for linking theory to the real classroom situation. It involves full time work in a school aimed at gaining intensive experience in planning, teaching, engaging other school activities, preparing instructional support materials and performing all those duties that a regular teacher is expected to do. The field experience helps in expanding the competencies and skills which

are essential for a teacher to serve as a facilitator of learning. During internship student teachers interact with the teachers, students, administrators and community including parents and try to understand the problems of schools and students which help in their development as a teacher. They are also provided with opportunities to participate and organize various programmes and activities which schools generally organize to facilitate students 'learning and development.

Srinivas (2015) observed that majority of the student teachers (97.22 per cent) did not use ICT in transaction of a lesson and also found that the student teachers suggested 120 days practice teaching session is minimum required for good practice. Komba and Kira (2013) observed that the supervision of student teachers during the teaching practice was overall, ineffective as the supervisors were not flexible enough to guide, advice, and discuss with student teachers on the strengths and weaknesses revealed during the teaching. Regarding the effectiveness of the teaching practice, 76% of the respondents indicated that teaching practice was ineffective in improving their teaching skills. Since the majority of respondents indicated that they did not benefit much from the teaching practice, there is need for the responsible authorities to review the procedures for carrying out teaching practice in order to improve the quality of teachers.

The observations from the review incite the investigator to explore the process of School Internship Programme. Therefore, a few questions have been raised pertaining to lesson plan, transactional processes, innovative pedagogies and uses of smart-class by student-teachers during their School Internship Programme. They are as follows:

### 3. RESEARCH QUESTIONS

1. How far lesson plan realize the objectives of School Internship Programme especially at two-year B.Ed. and four-year B.Sc., B.Ed. programmes?
2. What type of transactional process is being followed by student teachers during the School Internship Programme?
3. How long student teachers do integrated Information and Communication Technology (ICT) for teaching lessons during the School Internship Programme?
4. What extent do student teachers practised innovative pedagogies for teaching lessons in School Internship Programme?

### 4. STATEMENT OF THE PROBLEM

A Study on Classroom Observations of School Internship Programme of Regional Institute of Education, Ajmer.

### 5. OBJECTIVES OF THE STUDY

1. To examine the student teachers lesson plans during School Internship Programme.
2. To study student teachers transactional process during School Internship Programme.
3. To find out use of smart classes by student teachers during School Internship Programme.

### 6. METHODOLOGY OF THE STUDY

The present study adopted descriptive survey method.

### 7. SAMPLE

The investigator followed convenience sampling technique where investigator had been allotted by the Regional Institute Education, Ajmer to do supervision duty at different Jawahar Navodaya Vidyalayas located in Rajasthan State.

TABLE 7.1 SAMPLE FOR PRESENT STUDY

S. No.	Name of the School	Class of Student Teacher	Sample Unit
1.	Jawahar Navodaya Vidyalaya Khairthal, District: Alwar, Rajasthan State	B. Ed. II Year	09
2.	Jawahar Navodaya Vidyalaya, Paota, District: Jaipur, Rajasthan State	B. Ed. II Year	06
3.	Jawahar Navodaya Vidyalaya, Patan, District: Sikar, Rajasthan State	B. Ed. II Year	09
4.	Jawahar Navodaya Vidyalaya, Jat Baroda, Gangapur City, District: Sawaimadhopur, Rajasthan State	B.Sc. B.Ed. IV Year	05
5.	Jawahar Navodaya Vidyalaya, Jatnagla, District: Karauli, Rajasthan State	B.Sc. B.Ed. IV Year	07
6.	Jawahar Navodaya Vidyalaya, Mavli, District: Udaipur, Rajasthan State	B. Ed. II Year	06
7.	Jawahar Navodaya Vidyalaya, Chhan, District: Tonk, Rajasthan State	B. Ed. II Year	06
8.	Jawahar Navodaya Vidyalaya, Kuchaman City, District: Nagaur, Rajasthan State	B. Ed. II Year	05
Total Sample Unit			53

## 8. TOOLS AND TECHNIQUES FOR DATA COLLECTION

- Check List:** This tool was used to examine different sequential steps of lesson plans were prepared by student teachers during School Internship Programme.
- Observation Schedule:** This tool was used to observe student teachers lessons during school internship programme and to find out use of smart classes by student teachers.

## 9. DATA COLLECTION

The data were collected from Regional Institute of Education (NCERT), Ajmer B.Ed. 2<sup>nd</sup> Year and B.Sc. B.Ed. 4<sup>th</sup> Year student teachers where they were practiced their teaching lessons during School Internship Programme (2018-2019 Academic Year) at different Jawahar Navodaya Vidyalayas located at Rajasthan State. The data were collected from student teachers prepared lesson plans (Total No: 106) by using Checklist. The investigator also observed 106 practice teachings lessons of 53 student teachers during School Internship Programme and also find out the innovative pedagogies planned and practiced by student teachers by using Observation Schedule.

## 10. DATA ANALYSIS

The data were analysed by using both quantitative and qualitative techniques. The data were analysing by using different statistical techniques and details provided in following table.

### 10.1 DATA ANALYSIS OF EACH OBJECTIVE

S. No	Objective	Tools	Techniques for Data Analysis
1.	1	Checklist	Frequency and Percentage
2.	2	Observation Schedule	Content Analysis
3.	3	Observation Schedule	Content Analysis

### 11. MAJOR FINDINGS

1. All the student teachers (100 per cent) prepared lesson plan as prescribed lesson plan format provided by Regional Institute of Education (NCERT), Ajmer.
2. Majority of the student teachers (75.46 per cent) were planned lesson plans with lecture cum demonstration method.
3. Most of the student teachers (51.06) did not write the column reflection on classroom practice in their lesson plans.
4. It was observed that student teachers introduced the lessons based on student's prior knowledge with respect to by asking questions, citing daily life examples, showing flash cards, and showing video.
5. It was observed that student teachers presented their lessons with various activities with respect to content provided in NCERT text books.
6. It was observed that student teachers prepared and used teaching learning material very effectively.
7. It was found that very few student teachers planned and practiced innovative pedagogies.
8. It was observed that very few student teachers used smart classes very effectively.

### 12. DISCUSSION OF THE FINDINGS

The purpose of the present study was to explore the process of School Internship Programme with respect to examine the student teachers lesson plans, transactional process and use of smart classes.

Every student teacher has to must prepare lesson plans before practicing of his/her lesson. The findings of study showed that all the student teachers prepared lesson plans before practicing of their lessons and it was also found that majority of student teachers were planned with lecture cum demonstration method. But it was observed that majority of majority of student teachers did not write the column reflection on classroom practice in their lesson plans. The similar findings were observed in studies of Gafoor and Farooque (2010), Shahid and Hussain (2011), Fatimah (2012) Ramligela (2012) and Srinivas (2015).

The most vital part of the School Internship Programme is student teachers practicing of her/his lessons during teaching learning (transactional) process. It was observed that student teachers introduced the lessons based on student's prior knowledge with respect to by asking questions, citing daily life examples, showing flash cards, and showing video and it was also found that student teachers presented their lessons with help content related various activities provided in NCERT text books. But it was observed that very few student teachers planned and practiced innovative pedagogies. The similar findings were revealed in study of Srinivas (2015).

Use of Information and Communication Technology (ICT) is a long overdue demand in teaching learning process. ICT is one of the powerful tools to make very effective transactional process for any teacher. Use of smart class is one of such tool to make easier of her/his teaching. But it was observed that very few student teachers used smart classes very effectively. The similar findings were revealed in studies of Alkhaldeh (2011), Patil and Kamble (2013) and Srinivas (2015).

### 13. SUGGESTIONS FOR THE IMPROVEMENT

1. There is need to plan and execute variety of innovative lesson plans and innovative pedagogies.
2. The lesson plan needs to be revised with respect to new approaches like constructivist approach, etc.

3. Much attention should be given to Information and Communication Technology based lessons by using smart classes in school.
4. The subject teachers in the school and supervisors should be write feedback in student teachers lesson plans during or immediately after completing the class.

#### 14. CONCLUSIONS

The number of School Internship Programme practice teaching days has enhanced from 40 days to 120 days (16 weeks) as per new NCTE (2014) regulations. Simply increasing the practice teaching days and using of same traditional teaching methods does not serve the actual purpose of increasing days of School Internship Programme. If any student teacher was using same style of teaching method of whole School Internship Programme has no meaning. A student teacher has to practice her/his teaching lessons by using of variety of innovative approaches and pedagogies during School Internship Programme. The student teachers also need to be encouraged to use of smart classes widely during School Internship Programme.

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