

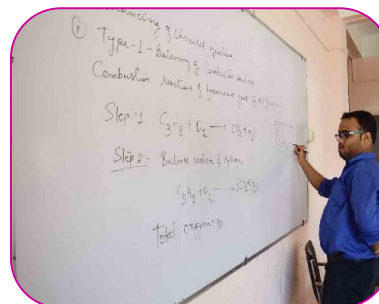


BROADENED INTERNSHIP OF TWO YEAR B.ED CURRICULUM: EXAMINING UNDERLYING CHALLENGES

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ABSTRACT:

The pith of instructor training project is Internship which require synergetic depiction of different instructing abilities to set up their fitness as a "viable" educator. The present B.Ed educational plan of GGSIPU has fused different applicable aspects including stretched out temporary position to manage changing situation of training. Despite the fundamental presence of expanded entry level position, considerable advancement of skill among imminent instructors was not seen because of diverse difficulties during execution. Accordingly the entanglements stimulated during usage should be evaluated for better learning result and all encompassing improvement of forthcoming educators. The present article goes for investigating answers of the accompanying inquiries:

Why imminent educators need to set themselves up as the future workforce of complex Indian culture?

What are the hindrances to appropriate usage of broadened temporary job?

How powerful execution can be guaranteed?.

KEYWORDS : temporary job, execution, challenge, forthcoming educator .

INTRODUCTION

The way to empower our understudies to wind up worldwide natives is to absorb open, comprehensive, inventive and socially delicate showing rehearses in the school. In our complex and exceptionally aggressive society, instructing isn't relied upon to rehash what instructors had effectively realized rather being innovative in granting what they definitely know, plan and develop the educational program keeping singular contrasts in thought. Subsequently, in an aggressive world we are living in, it is basic to set up our planned instructors as the workforce of future who as of now have the information and ability to comprehend the separated homeroom and its complexities. With the usage of RTE-2009 out of a mind boggling, multicultural and multilingual study halls of India, it wound up unavoidable to get renewal the way of educator planning and enhance them with adequate work on during entry level position where they will be contract to discover the appropriate response of "Would we say we are instructing youngsters" or then again " Are we showing the educational program"?

IDEA OF INTERNSHIP

Fletcher (1990) demonstrate that temporary job encounters upgrade students' fearlessness, qualities and dispositions and prompts an expansion in understudy freedom, social development and relational abilities. Temporary job is a stage when all the educated hypothetical ideas are connected in a lab school setting as recommended by "School Internship: Framework and rules "by NCTE in January 2016.

Temporary job is a transitional stage between past job of full time understudy and future job of full time instructor. As indicated by NCTE (1998) multi year B.Ed educational program "Having increased some involvement with the kid, the network and schools in Year 1, the subsequent year would offer concentrated commitment with the school as School Internship. During the Internship, an understudy instructor will fill in as an ordinary educator and take part in all the school exercises, including arranging, instructing and evaluation, connecting with teachers, network individuals and kids. Prior to educating in a homeroom, the understudy instructors will watch the school and its study hall for seven days, to comprehend the school in totality, its way of thinking and points, association and the board, the life of an educator, needs of the physical, mental, enthusiastic advancement of youngsters; parts of educational program and its exchange; quality exchange and appraisal of educating learning". The forthcoming instructor will be a sort of understudy educator, expected to perform routine instructing errands, to investigate the offices of a school, to watch experienced instructors. A temporary position is a directed off-grounds working and learning background, which wins scholarly credit. Entry level positions give understudies chances to apply and expand the hypothetical learning obtained in the study hall to down to earth encounters, while additionally enabling them chances to view and assess vocations to which their scholastic advantages may lead. Perfect entry level positions set up positive contacts with imminent businesses and are critical to building proficient systems for understudies" (Stretch and Harp 1991). In short planned educators are set in a school to get the "vibe" of a school and "feel" of an instructor, while getting a charge out of the status of "just about" an educator. The benefit of being "just about" an instructor is that imminent educators can dive into educating so as to test the hypotheses and practices they have been educated and can commit errors without enduring the full outcomes of their activities.

CHANGING SITUATION OF TEMPORARY POSITION

NCFTE (2009) has appropriately expressed "Work on instructing which comprises the most utilitarian piece of Teacher arrangement has endured serious disregard and weakening in quality". Instructor training has seen change in outlook in the course of recent years explicitly regarding Internship or field commitment part. The substance of educator instruction educational plan is the segment of Internship which encourages the imminent instructors by furnishing chances to relate instructive hypothesis with academic practices in the real school setting. The present educator training educational plan is accentuating upon constructivist approach where the drawn out temporary position will encourage the change of planned instructors from being unimportant beneficiary of information to generators of learning. The general temporary position experience ought to be with the end goal that it will give sustenance to accomplish extreme potential through constant getting the hang of, unlearning and relearning. The new multi year B.Ed program stipulated compelling measurements in entry level position segment however its auxiliary presence in the educational program simply won't do any assistance except if practically its adequacy is demonstrated as endless inquiries are being raised w.r.t its execution.

Temporary position, generally is to let the forthcoming instructors to educate by coordinating their inventiveness unequivocally, as they should manage heterogeneity of study hall where students are at changed dimension of learning. As indicated by The eleventh Annual Status of Education Report (ASER 2016), discharged in New Delhi, 18 January 2017 states "Broadly, perusing levels in Std VIII demonstrate a slight decay since 2014 (from 74.7% to 73.1%). At that point and now, three out of each four youngsters joined up with Std VIII can peruse in any event Std II level (the most elevated amount evaluated in the ASER review)". Subsequently the delayed entry level position will without a doubt help imminent educators to set themselves up to consult with this tremendous wide open space between what course readings needs them to do, the dimension at which they are and the dimension of understudies. NCTE Regulation (2014) stipulated pertinent term of school temporary position of B.Ed is as per the following.

Table 1

S. No	1st Year	2nd Year	Total
1	Internship Duration 2 weeks (2nd Semester)	18 weeks (3rd Semester)	20 weeks
2	Total Programme Credit	40	80
3	Internship Credits	4	20
4	Total Marks assigned	1000	2000
5	Marks assigned for Internship	100	500
6	Weightage in terms of credits	10%	25%
7	Weightage of Internship in terms of marks	10%	25%

The former audit of the ongoing development of delayed temporary job gives a foundation to reflection on the future, while the present area quickly reflects upon certain serious issues looked by forthcoming instructors, directors and organizations in the usage. These issues will be managed independently and endeavors to give potential proposals.

1. School Permission: Schools by and large don't feel upbeat in accommodating Internship. There are different reasons capable prompting such worry however for the most part absence of comprehension of their being accomplices in the errand of educator arrangement assumes an essential job. Subsequently getting consent from school experts for the lead of such a drawn out about four months temporary job in schools winds up testing task for educator instruction establishments.

2. Collaboration of school staff: A definitive motivation behind instructor training project is to set up a fruitful educator who might probably successfully work on their "real employment" however it has been watched generally that planned instructors were appointed arbitrary administrative assignment by the school staff which at last expanded the work trouble on the forthcoming educators.

3. Convenience of forthcoming educators: Generally the quantity of instructors to be suited in a school is high to the point that schools communicates reluctance to oblige referring to reasons of absence of assets, support of order in school, and so on. The new B.Ed educational plan involves field commitment in the underlying three semesters of various terms, which causes trouble in convenience as schools for the most part don't feel good to oblige first and second year understudies in a similar school at the same time.

4. Assigned Classes: The classes were not provided as per the qualification of prospective teachers for fear that the unskillful teaching by the trainees may lead to a low pass percentage. There is general belief among school staff and authority that prospective teachers do not teach effectively, but in most cases, it is an apprehension rather than reality.

5. Medium of Instructions: It has been observed that prospective teachers (trainees) of Hindi medium background faced huge challenges in the transaction of curriculum as mostly schools in metro cities prefer teachers of English medium background, keeping in consideration the medium of instruction of the school. Also, availability and search of Hindi medium schools for internship has posed to be a challenging task for the college authority.

6. Time Table: It has been found that schools are unwilling to reschedule their time table for even distribution of classes among all the prospective teachers for 16 weeks internship. The school staff feels it as a hindrance to completion of syllabus in time and disturb the normal routine of the school. Prospective teachers, in most cases were given substitution classes leading to unplanned delivery of lessons and hence, cannot command discipline in the classroom in the way regular teachers do. Also some schools do not prefer innovative and experimental ways of teaching in the classroom killing the essence of 16 weeks prolonged internship.

7. Supervision: Supervision becomes a misnomer if the supervisor is not present when the lessons are being delivered by the prospective teachers. Sometimes school authorities opine that regular supervision by supervisor from college will disturb the routine and discipline of school. Thus, irregular supervision gives rise to carelessness and inadequate preparation of lesson by the prospective teachers making the whole internship a futile experience.

8. Adjustment of prospective teachers in the School: Prospective teachers are introduced as “Pupil Teacher” to students in the school. There is wide accepted notion among students and teachers of the school that prospective teachers do not do their job well. Also students consider prospective teachers as students like themselves, thus expecting “informal” approach which may lead to discipline issues in the classroom. Prospective teachers, thus, are required to be introduced as “Teachers” only for their adjustment in the school keeping the extended internship duration in the new curriculum in consideration.

9. Reflection: Writing down self evaluation report on any interesting experience is a captivating endeavor to relish. But generally prospective teachers do not take reflection work seriously. If taken seriously, reflection may give rise to some innovative practices that can actually contribute in the system of education.

SUGGESTIONS

- Facilitation programme should be organized for the Principal/Head of schools in order to make them aware of their being partners in the training of teachers.
- Head of school should appoint one of their staff as “coordinator” to give needed help and direction to prospective teachers. It is also desirable that the “coordinators” will help staff and prospective teachers to get acquainted and develop favorable attitude towards each other.
- Participation of affiliated university and respective state government is highly recommended in the allotment of schools. It is a well known fact that Delhi schools especially government schools are suffering from lack of teachers. The concerned government can provide schools for prolonged internship. This arrangement will prove to be beneficial for government and teacher education institutions simultaneously.
- Prospective teachers should be equipped with necessary skills and motivation before commencement of internship as suggested in the curriculum. Hence, demonstration lessons by prospective teachers need to be taken up seriously and followed by positive criticism to ensure better productivity in the actual classroom.
- Workshops should be organized for supervisors. It is an expertise task not meant for commenting rather than suggesting ways to improve further. Hence good supervisors should be appointed who are able to give constructive feedback. Schools which are reluctant to allow college supervisors to supervise considering discipline issues may appoint “mentor teachers” as suggested in NCTE (2016) guidelines. According to NCTE (2016) “In an academic session, 3-4 student-teachers could be attached with a mentor-teacher keeping in view his /her subject specialization. The identified mentor-teachers who could be treated as members of the extended teacher education faculty shall be provided intensive orientation to the responsibilities of a mentor-teacher to avoid wastage of resources. It would be desirable to ensure stability of the tenure of the mentor-teachers”. The respective institutions may provide monetary benefit to the mentor teachers for their active partnership.
- Preliminary School Engagement and Internship could be consolidated in one semester i.e. in semester 3 to reduce the workload of students and multifarious complexities in the arrangement of school in every six month.

CONCLUSION

Organizing internship for extended period is a challenging task where college personnel and prospective teachers are bound to come across some problems if they are not envisaged in advance and necessary preparation or arrangements are not being made. No programme or scheme can be successfully

implemented, unless all the stakeholders at the very outset are perfectly clear about the objectives i.e to prepare an “effective” teacher. Though, internship is challenging but perhaps most relished experience by prospective teachers as prolonged internship enriched them as a human being. Besides being a teacher of subject matter, they learned to be more patient, to admit mistakes more easily and above all, they find a “Teacher” in themselves who is always ready to learn and helping others to learn

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