



Perception of Trainees Regarding Internship in the B.El.Ed. Curriculum

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Abstract

The objective of this research is to study the attitude of B.El.Ed. trainees towards the internship programme. Internship is an important medium of providing hands-on experience in teaching, which gives trainee teachers an opportunity to develop their teaching skills and practice them in real situations. It has been found from various studies under literature review that internships play an important role in strengthening the confidence, communication ability and teaching skills of teachers. As such, Rothman (2007) found that trainees' communicative abilities improved after the internship. While Herzert (2009) highlighted the importance of internships in vocational education, Rastogi and Goyal (2010) noted that an internship programme helps teachers develop a positive attitude towards teaching. Other researches, such as Dawood (2012) Yang (2014) Jogan (2019) Gupta (2020) Dahri (2021) Rufai (2021) and Chary (2022) have also underlined the positive effects of internships. As many as 240 B.Ed. trainees were selected for the study, in which it was found that 86.66% of the trainees have a positive attitude towards internships, while 13.33% of the trainees have a moderate attitude. No trainee has a negative attitude towards internship. Thus, the study concludes that internship in B.El.Ed. course is proving to be highly helpful in the professional development of trainees and is positively impacting their outlook.

Keyword – Attitude, B.El.Ed., Trainees, Internship programme.

Introduction

Education, in its true sense, makes a person human. It encompasses knowledge, proper conduct, technical skills, and the acquisition of wisdom. Thus, it is focused on the enhancement of skills, professions, and mental, moral, and aesthetic subjects. Education is a process that develops the inherent capacity and personality of an individual. This process socializes a person to take on the role of a responsible citizen in society and provides the knowledge, education, and skills necessary for living and contributing to society. In simple words, the purpose of education is to impart knowledge, training, development, and guidance. The person who imparts this education is called a teacher, who awakens the desire to learn in the mind of the student, ignites curiosity, and motivates them to pursue knowledge. **Tripathi, Vivek & Verma, S K. (2023).** Teaching is an important profession that involves educating children and youth to make them responsible citizens. A skilled teacher must have the required knowledge, skills, and attitude necessary for the profession. Teaching competency and professional interest are two crucial factors required for a teacher. The study of teaching competency and professional interest of trainees is necessary to prepare quality teachers in the field of education. In modern times, the role of a teacher is no longer limited to teaching in the classroom but has expanded to include more specialized and responsible duties. Training plays an essential

role in this process. In ancient times, there were no formal provisions for teacher training, but due to changes in educational systems and increasing complexities, there is now a significant focus on teaching practice. Internship, in the context of teacher training, refers to providing actual experience of teaching situations and enhancing teaching skills. The internship program is designed for pre-service teachers to ensure that they are well-prepared for their teaching careers. Various teacher training programs such as B.Ed., D.El.Ed., and B.El.Ed. are offered by the government. This research is based on the perception of B.El.Ed. trainees. The B.El.Ed. program, an undergraduate course in education, has been recently introduced and includes an internship component to help prospective teachers succeed in their teaching careers. The full form of the B.El.Ed. course is Bachelor of Elementary Education, which is an undergraduate course in the field of education approved by the National Council for Teacher Education (NCTE). The course is a four-year integrated professional degree program, combining theory and practical courses during the first three years, and concluding with direct experience in school operations, teaching practice, and reflection in the final year. As part of the curriculum, students undergo an 8-week internship program. However, despite the introduction of the B.El.Ed. program, there are several unique challenges observed in its implementation, especially concerning the internship component, which has not yet been adequately studied. Therefore, the researcher is interested in studying the perception of B.El.Ed. trainees regarding the internship.

Review of Related Literature

Rothman, M. (2007) studied the "Teacher Experiences of Perspective High School Mathematics Teachers" in the industry sector. The study was conducted with 345 business trainees from a university in California. The analysis showed that after gaining internship experience, trainees developed better clarity, communication skills, and the ability to handle challenging tasks. Trainees noted that internships provide a full-time experience of the professional field.

Hergert, Michael (2009) studied the "Student Perception of the Value of Internship in Business Education." The research found that internships were crucial for students to determine their career direction, and they viewed the internship program as an essential part of business education.

Rastogi, Anita & Goyal, Chanchal (2010) examined the "Effectiveness of School Experience Program in Building Attitudes of Perspective Teachers." The study highlighted that school experience programs (internships) significantly shaped the attitudes of future teachers and developed positive teaching practices.

Parveen, Saleha & Mirza Nayed (2012) investigated "Internship Programs in Education: Effectiveness, Problems, and Prospects." The study found that internships helped trainees in lesson planning and teaching in classrooms, which contributed positively to their teaching responsibilities.

Other studies by **Jock (2013)** and **Tarwer (2014)** emphasize the importance of internships in preparing future teachers, enhancing their confidence, and shaping their careers.

Imran, Mohammad & Verma, S K (2019) Family and home environment affect the education much more than any other factor because the child spend lot of its time with his family members. parents play a key role in his educational success.

Kumar, Pradeep & Verma, S K. (2019) It can be concluded from the study if a teacher use concept maps specially in teaching science than he / she get a fruitful result in entire teaching learning process.

Tripathi, Vivek & Verma, S K. (2022) Through this programme, trainee teachers understand their role and responsibilities. In light of current demands and necessities, there is a need for integrated approaches to the school internship programme.

Kumar, Narendra & Verma, S K. (2023) The family environment, the relationship between parents, and the discipline at home directly impact students' personalities, behaviours, and other achievements.

Tripathi, Vivek & Verma, S K. (2023) To improve the quality of future teachers, it is essential for two – year B.Ed. and D.El.Ed. trainees to have a positive attitude towards teaching competency. A good teacher's professional preparation is crucial for them to contribute to education according to the needs of the country and society. This study employs a disruptive survey method. It was found that the teaching competency of male trainees in the two-year B.Ed. programme is higher compared to that of female trainees.

Kumar, Narendra & Verma, S K. (2023) Find out that regular encouragement for study within the family can help children establish lasting study habits. Prioritizing a clam and distractions, free study space in the family allows children to focus better on there studies. Engaging in respectful communication with family members can helps clarify a child's thoughts, there by adding their studies.

Tripathi, Vivek & Verma, S K. (2023) The study found that the teaching competency of male trainees in the two-year B.Ed. programs is higher compared to female trainees. The language proficiency of male and female trainees in the two- year B.Ed. program is equivalent. Male trainees have higher language proficiency compared to female trainees.

Kumar, Rajesh & Verma, S K. (2024) The implementation of the semester system is a crucial part of this policy, influencing student's habits. The semester system significantly impacts students study habits, necessitating attention to both its positive and negative aspects. Under the NEP -2020, the semester system is being developed as a holistic and multi-dimensional I educational framework that aids students not only in academic knowledge but also in skill development and personality growth.

Gupta, Keerti & Verma, S K. (2024) The national education policy 2020 especially emphasizes on the development of digital education along with the study and use of artificial intelligence in the teaching process. The coming time will be of artificial intelligence that i.e. machines, which will provide intensity and efficiency in human work. For this, it is necessary that the government should also make policies and rules regarding human interest, keeping in mind its advantages and disadvantages.

Patel, Surender & Verma, S K. (2024) It emphasizes that education helps individual establish themselves in society and lead successful life. currently teachers are enhancing their technical abilities to keep up with the times, and this technical proficiency will play a crucial role in improving India's future.

Gangwar, Amit & Verma, S K. (2024) In this National education policy 2020, special emphasis has been given on continuous and comprehensive evaluation. In this process, in this new national education policy 2020, semester examination system has been implemented in all the states / private universities and colleges from the entrance leave (first semester) in the courses up to post graduation level from the session 2022-23. The vision of this New national education policy 2020 is to advance education field with Indian values, due to which higher education will be of quality and quality of educational opportunities which will directly contribute to making India a world leader and global super power.

Objectives of the Study

To study the perception of B.El.Ed. trainees regarding the internship in the B.El.Ed curriculum.

Hypothesis

The perception of B.El..Ed. trainees regarding the internship component of the curriculum is positive.

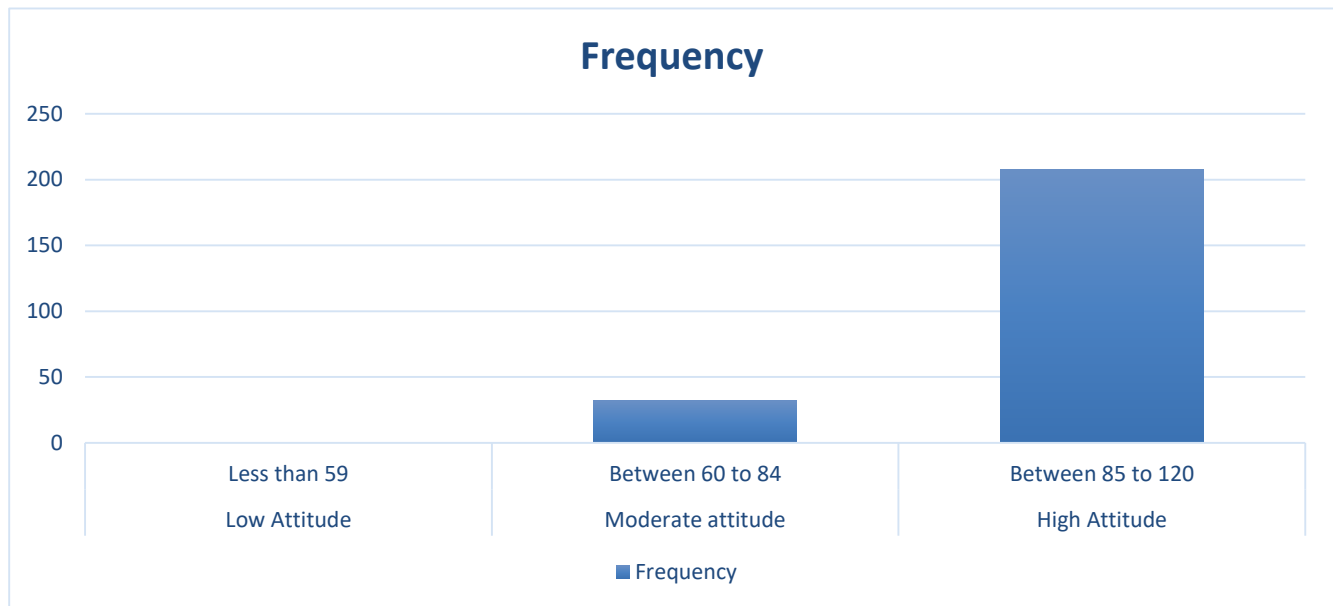
Methodology of the Study

The descriptive survey method has been used to investigate the problem, keeping in mind the characteristics of this method, five Degree Colleges in the Bareilly region affiliated to Mahatma Jyotiba Phule Rohilkhand University that offer the B.El.Ed program, were selected using random sampling method. A total of 240 trainees were selected as a sample for this research study. A self-made questionnaire was used in the survey.

Results

On the basis of data collection and analysing the data at the length. The following results has been obtained

Group	Score Range	Frequency
Low Attitude	Less than 59	0
Moderate attitude	Between 60 to 84	32
High Attitude	Between 85 to 120	208



A total of 240 B.El.Ed. trainees were included in this study. After analysing the data, it was found that 0% of trainees have a low attitude toward the internship, 13.33% have a moderate attitude, and the highest percentage, 86.66%, have a high attitude toward the internship. Therefore, the hypothesis "The attitude of B.El.Ed. trainees toward internships is positive" is accepted.

Conclusion

B.El.Ed. trainees were divided into three groups (Low Attitude, Moderate Attitude, and High Attitude). It was found that 0% of trainees have a low attitude toward internships, 13.33% have a moderate attitude, and 86.66% have a high attitude. The study concluded that no trainee has a negative attitude toward internships, and thus, the attitude of B.El.Ed. trainees toward internships is positive.

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