



# EFFECTIVENESS OF INTERNSHIP PROGRAMME IN TEACHER EDUCATION

**Dr .K.T.Nagaraja Naik**

Principal

M.M.College of Education

Davangere, Karnataka

**Abstract:** Internship is a compulsory part of any teacher education programme. Internship plays a significant role in the overall development of the student-teachers (trainees). Like all other professional programmes, field engagement is an essential component of any teacher education programme. Internship has a pivotal role in the teacher education professional courses which provides a complete experience of teaching-learning environments and other day-to-day happenings of the schools in real ground situations. The aim of this study is to know the effectiveness of Internship Programme in Teacher Education Course in relation to gender, type of college, location and pedagogy

**Keywords:** Internship Programme, Teacher Education.

**Introduction:** Internship programme in Teacher Education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in the profession. Internship plays a significant role in providing school experience and development professional competencies among student-teachers . Like all other professional programmes, field engagement is an essential component of any teacher education programme. The importance of internship programmes cannot be overemphasized, as they play a critical role in preparing future educators for the challenges of the profession.

Internship programmes provides student teachers with practical opportunities to develop true understanding of the teaching profession and future prospects of the profession. Through internship programmes, student teachers are able to gain firsthand experience in the classroom, work with experienced teachers, and learn effective teaching strategies and techniques. In addition to providing practical experience, internship programmes also help student teachers to bridge the gap between theory and practice. Student teachers are able to apply the theoretical knowledge gained in their courses to real-world teaching situations, and they are able to reflect on their experiences to refine their teaching skills and develop their own teaching philosophy. Internship programmes provide opportunities for student teachers to develop their professionalism and to understand the importance of lifelong learning. By working with experienced teachers, student teachers are able to develop a sense of responsibility and commitment to their profession. They are also able to learn about professional ethics, teamwork, and collaboration, which are essential for success in the teaching profession. The importance of teacher internship programmes cannot be overemphasized, as they provide student teachers with practical experience, help them to bridge the gap between theory and practice, and develop their professionalism.

**Need and Importance of the Study:** Teacher educators play a crucial role in implementing an effective internship programme. They are responsible for designing and coordinating the programme, selecting appropriate internship placements, providing ongoing supervision and support to interns, and evaluating the effectiveness of the programme. In order to implement an effective internship programme, teacher educators should ensure that the programme is well-designed, with clear learning objectives and appropriate assessments. This may include providing workshops and seminars on relevant topics, such as classroom management or cultural competency. Finally, teacher educators should evaluate the effectiveness of the internship programme, in terms of both the learning outcomes for interns and the impact of the programme on the schools and students where interns are placed. This may involve collecting and analyzing data on intern performance and feedback from mentors and school administrators. Based on this evaluation, teacher educators can make adjustments and improvements to the programme to ensure its ongoing effectiveness. Internship programmes can be effective in improving teaching competencies and skills by providing hands-on experience and opportunities for reflection and feedback.

### **Review of Related Literature:**

**1. Sharma (2022)** has studied and compared the student teachers and teacher educators perception towards Internship and Evaluation Process in B.Ed Programme and the teacher educators expressed favourable opinion on different areas of internship such as collaborative learning resources support provided for practice teaching, projects and assignments etc.

**2. Acharya and Kumar (2021)** have conducted a study on internship programme and determined school internship programme of prospective teacher educators of Odisha and confirmed that there was a dire need to well-organise the internship programme with a proper coordination to improve the quality of teacher education programme.

**3. Das and Chowdhary (2019)** studied to present internship prevailing in West Bengal State University from the year 2015. This study focuses on the overview of practice teaching, its problem, issues and challenges and focused on the significance of concerns, activities and context. In spite of some problems, in many cases, the two-year course plays an important role for students and the next generation of pre-service teachers.

**4. Nagarathna (2018)** has studied the Intended and implemented curriculum of internship at secondary teacher education in Karnataka and study concluded that the efficiency of the teacher and teaching effectiveness depends on the effective Teacher Education programme.

**5. Jogan,S.(2019)** conducted a study titled as “Evaluating the Effectiveness of School Internship” and researcher found out the status and challenges of trainee teachers perceived during school internship programme. The study shows that internship plays significant and prominent role in teacher education.

**6. Sahoo,P.K. and Kumar ,A.(2020)** conducted a study on implementation of internship programme at B.Ed. level and study says that internship programme is very useful in giving real ground level understanding of different activities of schools such as preparation of time table, maintaining diaries, performing community activities, doing action research, developing appropriate teaching skills and methods, preparing TLMs& teaching aids etc.

In view of the various studies on many areas of internship and internship as a whole it can be said that internship has a major role in inculcating teaching behaviour and modifying teaching behaviour as well as providing real life experiences of day-to-day school environment.

**Statement of the Problem:** In the view of the reviews of the related literature, the present study is titled as “Effectiveness of Internship Programme in Teacher Education”

## Objectives

1. To know the effectiveness of Internship Programme in Teacher Education evaluated by male and female teacher educators.
2. To examine the effectiveness of Internship Programme in Teacher Education evaluated by teacher educators serving in aided and unaided B.Ed. Colleges.
3. To examine the effectiveness of Internship Programme in Teacher Education evaluated by arts and science pedagogy teacher educators.
4. To examine the effectiveness of Internship Programme in Teacher Education evaluated by teacher educators serving in rural and urban B.Ed. Colleges.

## Hypotheses

1. There is no significant difference in Effectiveness of Internship Programme evaluated by male and female teacher educators.
2. There is no significant difference in Effectiveness of Internship Programme evaluated by teacher educators serving in aided and unaided B.Ed. colleges.
3. There is no significant difference in Effectiveness of Internship Programme evaluated by arts and science pedagogy teacher educators serving in B.Ed. colleges.
4. There is no significant difference in Effectiveness of Internship Programme evaluated by teacher educators serving in rural and urban B.Ed. colleges.

## Methodology:

The aim of this investigation is to know the effectiveness of Internship Programme in Teacher Education of Davangere University evaluated by teacher educators in relation to gender, type of college (aided and unaided), stream and location. Descriptive survey method with quantitative approach was followed by the researcher. The sample for the present study consists of 80 teacher educators serving in B.Ed. Colleges affiliated to Davangere University, Davangere, Karnataka. Effectiveness Scale of Internship Programme in Teacher Education evaluated by Teacher Educators developed by the researcher (2024) was used to measure the effectiveness of internship programme in teacher education. The collected data was analyzed and utilizing independent 't' test and the level of significance was fixed at 0.01 confidence level.

## Data Analysis and Results:

**Table-1:** Difference between male and female teacher educators about Effectiveness of Internship Programme in Teacher Education.

Variable	Gender	Mean	SD	't' Value	Remarks
Internship Effectiveness	Male	149.96	10.79	2.13	Significance at 0.1 Level
	Female	153.09	9.28		

The above table shows gender wise comparison of Effectiveness of Internship Programme evaluated by male and female teacher educators. The obtained 't' value 2.13 is greater than the table value at 0.01 level of significance and it is significant at 0.01 level of significance. Hence, it is stated that there is significant difference between male and female teacher educators about effectiveness of internship programme in teacher education. Hence formulated null hypothesis is rejected. This indicates that male teacher educators are more satisfied with internship programme when compared to female teacher educators.

**Table-2:** Difference between un-aided and aided B.Ed. college teacher educators about effectiveness of Internship Programme in Teacher Education .

Variable	Type of College	Mean	SD	't' Value	Remarks
Internship Effectiveness	Unaided	152.86	10.56	2.80	Significance at 0.1 Level
	Aided	148.20	9.32		

The above table shows type of college wise comparison of Effectiveness of Internship Programme evaluated by teacher educators serving in aided and un-aided B.Ed. Colleges. The obtained 't' value 2.80 is greater than the table value at 0.01 level of significance and it is significant at 0.01 level of significance. Hence, it is stated that there is significant difference between teacher educators serving in aided and un-aided B.Ed. Colleges about effectiveness of internship programme in teacher education. Hence formulated null hypothesis is rejected. This indicates that teacher educators from unaided B.Ed. colleges are more satisfied with internship programme when compared to teacher educators from aided colleges.

**Table-3:** Difference between arts and science pedagogy teacher educators about Effectiveness of Internship Programme in Teacher Education .

Variable	Stream	Mean	SD	't' Value	Remarks
Internship Effectiveness	Arts	153.64	10.26	1.06	Not Significant
	Science	151.89	11.75		

The above table shows stream wise comparison of Effectiveness of Internship Programme evaluated by arts and science pedagogy teacher educators. The obtained 't' value 1.06 is not greater than the table value at 0.01 level of significance. Hence, formulated null hypothesis is accepted. This indicates that arts and science pedagogy teacher educators have similar opinion about internship programme effectiveness.

**Table-4:** Difference between teacher educators serving in rural and urban B.Ed. Colleges. about Effectiveness of Internship Programme in Teacher Education .

Variable	Location	Mean	SD	't' Value	Remarks
Internship Effectiveness	Rural	156.47	8.69	4.98	Significance at 0.1 Level
	Urban	149.36	9.88		

The above table shows location wise comparison of Effectiveness of Internship Programme evaluated by teacher educators serving in rural and urban B.Ed. Colleges. The obtained 't' value 4.98 is greater than the table value at 0.01 level of significance and it is significant at 0.01 level of significance. Hence, formulated null hypothesis is rejected. This indicates that teacher educators serving in rural B.Ed. Colleges are more satisfied with internship programme effectiveness when compared to teacher educators serving in urban B.Ed. Colleges.

### Major Findings of the Study:

1. There was a significant difference in Effectiveness of Internship Programme evaluated by male and female teacher educators. The male teacher educators had higher effectiveness of internship programme when compared to female teacher educators . This may be due to male and female teacher educators have different expectations when it comes to evaluating the effectiveness of internship programs. Male educators may be more inclined to value technical competence or subject expertise, while female educators may prioritize qualities like empathy and communication skills. Such biases could influence their evaluation and lead to different conclusion about the program's effectiveness.
2. There was a significant difference in Effectiveness of Internship Programme perceived by aided and unaided B.Ed. college teacher educators. The unaided B.Ed. college teacher educators had higher effectiveness of internship programme when compared to aided teacher educators. This may be due to work culture and environment of private unaided colleges may be more supportive of internship programs compared to private aided colleges.
3. There was no significant difference in Effectiveness of Internship Programme evaluated by arts and science pedagogy teacher educators. This indicates that arts and science pedagogy teacher educators have similar opinion about internship programme effectiveness.

4. There was a significant difference in Effectiveness of Internship Programme evaluated by teacher educators working in rural and urban colleges of education. The rural teacher educators had higher effectiveness of internship programme when compared to urban teacher educators. This may be due to work culture and environment of rural colleges may be more supportive for internship programs compared to urban colleges. This could create a more positive and productive atmosphere for interns and teacher educators.

**Conclusion:** Strategies for quality improvement in the internship programme must be adopted to ensure the success of the programme and the creation of successful and effective teachers. This could create a more positive and productive atmosphere for interns and teacher educators, which could lead to better outcomes and evaluations. Teacher educators should provide adequate supervision and support to the student-teachers throughout the internship program. This can include regular classroom observations, feedback sessions, and opportunities for reflection. Encouraging collaboration between the student-teachers and the classroom teachers in the host schools. This can include co-planning, co-teaching, and other collaborative activities that can help student-teachers learn from experienced teachers. Teacher educators should evaluate the effectiveness of the internship program, both from the perspective of the student-teachers and the participating schools. This can help to identify the areas for improvement and ensure that the program continues to meet its goals. Innovative and constructive feedbacks should be provided to the B.Ed. interns regularly by teacher educators, mentor, school authorities like principal, cooperative teachers and subject teachers. It is suggested that Internship programme must be done in government and private schools for some period of time to know about both schools environment.

#### References:

1. Acharya, Amulya Kumar and Kumar, Rajesh (2021), A Study of School Internship Programme of Prospective Teacher Educators of Odisha, International Journal for Innovative Research in Multidisciplinary Field, 7(2), 203–207
2. Dana, L. (1998), Teachers Intern's Changing Perceptions during Internship, The Mid-South Educational Research Association, Orleans, <http://www.Arcjournals.org/>.
3. Das, Kaushik and Chowdhury, Ratna (2019), Analytical Study on Practice Teaching of B.Ed. Students in B.Ed. Department, Gobardanga Hindu College, under WBSU in India, International Journal of Scientific Research and Reviews (IJSRR), 8(2), 3882-3898.
4. Jogan, Sushma N. (2019), Evaluating the Effectiveness of a School Internship, International Journal for Social Studies, 05(02).
5. Nagarathna S. (2018), A Study of the Intended and Implemented Curriculum of Internship at Secondary Teacher Education in Karnataka, Unpublished Ph.D. Thesis, Department of Education, RIE, Mysuru, 2018.
6. Purshotam (2019), Importance of Internship Programmes in Teacher Education, Scholarly Research Journal for Humanity Science & English Language, Online ISSN 2348-3083.
7. Sharma, Priyanka (2022), Student Teachers and Teacher Educators Perception towards Internship and Evaluation Process in B.Ed Programme, Scholarly Research Journal for Humanity Science & English Language, 10(50), 12430-12441
8. Swain, Priyadarshini and Mishra, Pradipta Kumar (2022), Perception of Teacher Educators towards 2-Year B.Ed. Programme in Odisha, International Journal of Multidisciplinary Research and Analysis, 5(7), 1890-1895.