



Becoming a Teacher: A Study of the Practicum Component in a Teacher Education Program

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Abstract

This study tries to understand about how the school internship program has created an impact over the student-teacher life. And nature and practicum of the B.Ed. program along with what are the major challenges faced by the student-teacher during school internship program and their practical experiences over the teaching. The data was collected from one of the most renowned B.Ed. institutes of India. Where the semi-structured interview schedule have been organized and based on interview and observation this study have been reflect upon it.

Keywords: B.Ed. teacher trainees, Practicum, Internship, Practical experience.

Introduction

Teaching is known to be the oldest form of profession across the world. In Indian culture teachers are known as 'GURU' and the students are known as 'Shishya'. India has been considered as spiritual GURU of the world. India was the learning destination for the students from all over the world and the oldest university of the world is located in India such as 'Taxashila' (in present Pakistan) and 'Nalanda' in Bihar. Teacher such as 'Chanakya' authored of 'Arthashastra' used to impart their knowledge. Teachers play a vital role in students' life. In terms of traditional way of teaching teacher play a lead role in educational and vocational activities over the school system. (MSc Arbona Xhemajli, 2016). With the help of the teacher a child construct knowledge upon it. To maintain the professionalism in teacher, a teacher goon through many of teaching and learning program in present time. Professionalism in teaching creates an impact over teacher life as well as it will reflect over the student learning process. So being a professional teacher they must have to train first and in term of training many of teacher training courses are available in present education system. The main reason behind choosing of B. Ed course over in terms of other teaching professional course is that the course fully focuses over teacher training and development of the learner. Each and every training institution should carry experimental or demonstrating schools on it. So that the institutions can do any kind of experimental research or action research work and trainers will get practical benefit from it.

Review of related literature

(Adhikary, 2017) Investigated towards implementation of two year of B.Ed. program as per the direction of the NCTE. Through that research it found that the duration of B.Ed. program must be two year where the student-teacher will get maximum practical exposure from it.

(Bukaliya, 2012) Conducted various studies on the internship program where it shows how the quality of learners will boost upon and how the intern get particular area field based knowledge on it.

(Jesus Viciano, 2013) Investigated upon the effect of internship program on pre-service teacher where it concludes with changing mindset of trainers and it benefit the learners in terms of theoretical and practical field.

Research Objectives

- Marking system of student-teacher by the institute.
- Role and responsibility of student-teacher, supervisor, school and the institute.
- Analysis of semi-structured interview.
- Challenges that has been faced by the student-teacher during school internship.
- Major difference that has been found by student-teacher in theory & practicum.
- Major drawback of the course.

Research question

- Q What is the objective of internship in B. Ed program?
- Q Is there any kind of grading system that has been follows on your internship program?
- Q What are the role and responsibility of the student-teacher during internship program?
- Q What are the role and responsibility of school supervisor and the role of institute?
- Q What are the major challenges that have been faced by the student-teacher during internship program?
- Q What are the major differences that trainer has been found in between theory and practical part?
- Q How is the internship contributing to the process of becoming a teacher?

Methodology of the study

Population: All the data has been collected from the last semester B.Ed. students of a renowned B.Ed. institute Regional Institute of Education (NCERT) Bhubaneswar, India.

Sample: The data was collected from ten individuals and made a balance between the male and female and science and art's student's ratio. In total every B.Ed. section in the institute contains minimum number of 50 students. And the data has been collected on the basis of student availability, time and permission by the students-teacher.

Tool: The semi-structured interview contain some total of sixteen questions where for mix-up with the interviewers some of ice-bricking question has been asked and based on their answers a record has been made.

Limitation of the study

This research is fully based on one particular teaching training institute. Hence the data and the reflective analysis are fully looking upon over that particular institute only. So the view points of the student-teacher and the supervisor may be different as compare to the other teacher training institute. And the study is particular look upon the school internship

program, and does not follow some of the other factors like teaching in B.Ed. institutions. The research design is fully based on the qualitative mode and it doesn't go on through any other modes of research design.

Objective wise Analysis and Interpretation:

1. Objective of school internship program

Internship plays a major role in teaching and learning institute. In general internship in teacher training program is that by the help it student-teacher going to get real situational knowledge in terms of theory and practicum. The trainers get an opportunity to implement his/her knowledge in real ground. And can develop themselves for various kinds of situational things like confidence, attitudes and interest and many more. It also reflects in terms of growth of professionalism and effective teaching.

In terms of specific objective of the teaching internship, by the help of this kind of internship it create a progress in ability formation and maximizing general ability of teaching any subject, lesson or topic into specific or professional one. It gives an ability of choice i.e. by practice teaching teacher will get know much more new things and select the important lesson or topic which can be suitable for the students. It provide a platform for making an effective way lesson plan and give trainer to apply their creative plan in the classroom. By the help of it student-teacher understand about various kinds of disciplinary things that has to be maintain by the teacher in the classroom. Student-teacher going to get a platform where they can understand the students interest and ability in terms of learning and can make an effective plan accordingly for improvement. It gives an idea about where to use and how to use of different tools and methods of teaching. It also creates an improvement of curriculum developing and by the help of it student-teacher can contribute effectively for the process of curriculum making. A school internship also provide an opportunity to improve themselves i.e. improvement of student-teacher in terms of communication skills, writing skills, spellings and oral use of vocabulary. It also gives an opportunity to judge effectively to a child and also the surrounding. And within the internship program student-teacher can develop relationship among students, teacher and other staff.

According to some of student-teacher view point, an internship program some of extra-curricular skills & activity also been developed over that time. Some skills like observation skills, laboratory work, concept mapping, structuring lesson etc. are been developed during internship program. ICT (Information and Communication Technology) skill development plays a major role in teaching and learning internship in the present time.

Along with by the view of the student-teacher the internship makes a bigger change over the future carrier. By the end of the internship program majority of the student-teacher view points towards teaching has been change. After doing the school internship program student-teacher realized that the professionalism, work load and management skills of the teacher. An internship will make the learner into a kind of self-oriented person where they will make an impact towards the development of the society.

2. Marking system of student-teacher by the institute

Student-teacher has to follow various kinds of rules and regulation during the school internship program in B.Ed. course. In internship period student-teacher has to teach two-pedagogy subject. Where one is from language and another is any honors subject, choice of subject for teaching is based on student-teacher previous honors subject and interest. Institute sends student-teacher across various central government schools for internship program. Based upon method which is student-teacher used over their teaching, And the teaching learning material that they have been used also the writing report that they submit after returning to the institute, an overall performance the school that they teach upon issue a

certificate as an internship field experience. Following table are represented about how the training institute evaluate the student-teacher during the internship –

Table 1- List of academic activity for evaluation of the students-teachers.

SL no.	Academic activity	Marks	Number of pedagogy course
1	Structure of Lessons	10	one
2	Plan of lesson	35 (2x35)	two
3	Peers Observation	10 (2x10)	two
4	Achievement Test and Record	10	one
5	Teaching learning material and exhibition	10	one
6	Report on school side	10	one
7	Evaluation of student-teacher	10	one
	Total	150 marks	For both the pedagogy course

Structure of lesson – This is mainly for the student-teacher activity. A booklet of scheme of lesson has been provided and based on it the student-teacher is supposed to prepare the lesson and that booklet must have sign by the mentor teacher along with the school principal. On the basis of those 10 marks has been given from the institute.

Plan of lesson – A lesson plan should be prepared by the student-teacher for both the pedagogy subjects. And it should contain the objective, content list, learning resources, methodology or strategies and assessment. Every lesson plan should have the sign of school mentor and during final submission it must have sign by the principal. 35 marks have been given by the institute for each pedagogy subject.

Peers Observation – Student-teacher has compulsory to observed ten lesson in which five and five observation from each pedagogy. The supervisors going to sign on prescribed format where they mention about which date the student-teacher have observed the class. Each subject observation carries out 10 marks and at the time of submission the institute going to evaluate over it.

Assessment and record – Student-teacher is expected to organize two achievement test for each pedagogy. And the scoring and feedback should be mentioned in the form. And the final report has to be submitted in the institute and based on it institute scoring the student-teacher of 10 marks.

Teaching learning material and exhibition – The tools that are used during internship must be recorded and before end of the internship program it should be exhibition in the school and the institute. Based on it institute has to evaluate the student-teacher and mark them out 10.

Report on school side – The student-teacher has to make day to day planning activity. Based on the activity done in school, specific subject teacher and the principal going to observed, analyzed, and mark accordingly. An overall report has been submitted to the institute. 10 marks have been credited based on it.

Evaluation of student-teacher – An evaluation form going send out from the institute and within the evaluation form many of criteria has been instructed. This form has been filling by the school coordinator or the principal. Out of which 10marks has allotted within this form.

3. Role and Responsibility

Internship creates an influence over the learner life. So doing a systematic, skill based as well as learning based school internship program every student-teacher must follow some roles and responsibility along with school mentor and institute have some role over it. Following are systematically organized the role of different people –

Student-teacher role – Every student-teacher must report the school one day before where they going to do internship. Each of student-teacher must sign in the attendance register for daily basis. Student-teacher must know their class time table, period and topic. If they don't get their time table they can asked from the school administrator or the mentor or the head teacher. They must prepare the lesson plan and lesson note which have signed by the subject teacher and the mentor. They must follow the school time table and co-operate with the school system. They must be a role model for the student so student-teacher must be act accordingly as a teacher do. Minimizing the leave in the internship, student-teacher doesn't take any unnecessary leave unless it's if there is something which they couldn't afford to ignore. Student-teacher must do two assessments which should be discuss with the head teacher and mentor and should get an approval from the school side. Of some activity going be unsuccessful then they must be do the same lesson twice and should be permitted by the subject teacher. Student-teacher must give positive feedback to the student in any situation. So that it will create an impact over the student performance and better development of the student. Before leaving the internship program make sure that every task given by the institute and the school had been finished. And report the all work to the institute after the internship program. And also the student-teacher must be follow some guideline which is based over the teachers of that particular residential school i.e. the student-teacher act as the professional teacher in front of the students and if any need by the student over any time the student-teacher must be available to the particular place.

Role of school teacher, head teacher – The headmaster of the schools must introduce the student-teacher with every staff and the students. Teacher must allow the student-teacher for doing teaching and learning activity. Especially from class Six to Eight School administrators must allowed them to do regular class. If any need for higher class then teacher can arrange the student-teacher for doing regular class. Every school teacher, head teacher of school must sign in the report which is prepared by the student-teacher. And every teacher must cooperate with the student-teacher and help them whenever it needed. At last they must fill out the report card which is given from the institute and send it to the institute.

Role of institute – The institute supervisor must do their task according to the time table and provide a proper guidance to the student-teacher. Make a contact with the student-teacher on regular basis after and before going to the field. The supervisor will evaluate the report of the student-teacher which is prepared during the internship program. Marking the profile of the student-teacher based on their overall performance during the program. Discuss with the student-teacher for any kind of guide that can done from the institute.

4. Analysis of Semi-Structured interview

A semi-structured interview has done in the particular B.Ed. institutions. Where more than thirty trainee are participated on it. Along with twenty respondent records has recorded and out of which ten student-teacher is female and ten male member. Within the interview schedule many of the things are been overcome, which should not be possible to know without doing any kind of interaction among them. Following are some of important things that came across from the respondent point of view and what they actually done in their school internship program –

Observation–

Student-teacher is very much interactive and they talk friendly. Every student-teacher gives us proper time for doing personal interview and gives us much more relevant information. Based on their information, we get to know about their teaching course which is B. Ed. program, some of their theory and practicum course structure, different sessions that have been done before and after the internship, challenges that have been faced by the student-teacher, evaluation procedure that is to be done by the student-teacher, tools which they use during internship program and at last the contribution of internship program for becoming a teacher.

Course Structure –

Based on the student-teacher answer during interview session, the institute has two kinds of B.Ed. program. One is the two year B.Ed. program and another has a four year integrated B.Ed. program. In between both the programs various kinds of teaching and learning activities have been included. And all the field visit programs have been organized by combination of the 2 year and 4 year integrated student-teacher. This teaching course is carried with 15 various kinds of education theory papers as an overall. And they also have one pre internship program which they call as multicultural program which has 15 days on it. And before the final semester they have compulsory internship program which was mainly for 40 days. And based on their overall performance a final mark sheet has been given from the institute after completing of the course.

Teaching aids –

Majority of the student-teachers use general tools for organizing the teaching. Mainly they use different maps, charts and smart classes. Out of which many of them use ICT tools to conduct creative classes. For teaching social sciences majority of the student-teachers use globe, flow charts and learning videos and for teaching mathematics majority of the student-teachers have used all the equipment of the geometric box along with the common teaching aid. And for the teaching science in the middle school students, student-teachers use various kinds of equipment which have been available in the different science lab along with some activity that has been done over the classroom. In terms of methodology, they have mainly used the story telling methods, lecture methods and smart class for defining any topic and lesson. A positive response will get by the student-teacher from their student for making a creative classroom and they organized various kinds of play-way methods of teaching during internship program. All the methods of conducting the class can be called as successful over it. Where most of the student-teacher's performance has been very much appreciated by the supervisor and the school head master. And schools always appreciate the student-teacher to do any kind of new activity for the betterment of the students.

Support from other –

In terms of support from the institute during their internship program, majority of the student-teachers get a lot of support from the institute but at the same time they also face some difficulties. From the institute they mainly get guidance about how to make an effective lesson plan, how to manage the classroom and how to do the evaluation as well as the report writing. Various kinds of pre internship programs are organized by the institute and student-teachers get very much beneficial over it. In terms of school instructor, they are very much cooperative with the student-teacher and majority of the student-teachers get very good guidance but some of the student-teachers also face a lot of difficulty with their school.

coordinator and for managing the class. Like in terms of school coordinator many of the student-teacher don't get too much help and support which they need and in terms of managing the class due to absence of coordinator student-teacher face the bigger challenges on it.

5. Challenges that has been faced

Overall at the time of doing school internship student-teacher face a lot of challenges on it. Mainly some of important things that have been miss out by the institute level and with this majority of the students get a common problem. Some of challenges that have been faced by the student teacher are following ways –

Language barrier are the mostly common problems that have been faced by the student-teacher. Majority of the teacher are from different mother tongue and many of words are pronounce a little different way. So making creative class in terms of language has a challenged by the student-teacher. But due to various kinds of skill classes which have been done before the internship program the student-teacher have over come from this situation. Mainly they have try to link between topic to the student practical life within the classroom and through this students get an effective learning & the language barrier have been minimized. Although the many of the session are been organized by the institute but for making an effective lesson plan and writing the report has always a challenge for the student-teacher. In terms of field work due high pressure over the day time to organizing the class, student-teacher get very less time to do the lesson plan over a creative manner but the classes that they have done student-teacher always use some creative teaching-aid to give proper knowledge to the students. Classroom management creates a challenging task for student-teacher. All the student-teacher is new to this profession, so managing the class have an always challenged for them. When it comes to the class six and seven students as comparison to the higher class the student are always in a hurry to do any work. The patience levels of the student are always very low in the middle class students. So organizing an effective way of class's student-teacher always finds so much trouble over it.

In terms of school supervisor some of school where the student-teacher have been goon through the supervisor always supportive but according to the view of some few student-teacher they don't get the proper supervisor about their expectation. According to some student-teacher they don't get proper supervisor, mainly the role of school supervisor is to inspect the class and give feedback to the student-teacher over regular basis. But few of student-teacher get supervised and get their feedback at the beginning of the session and at the end of the internship program. The environment always creates an impact over any kinds of work. In the view of majority of the student-teacher at the beginning of the internship program they have face a lot of difficulties in terms of accommodation, food and social communication with surroundings. But gradually this problems have been diminish and student-teacher have are try to adjust with the environment and try to give a productive contribution over the internship program.

6. Differences find by the theory and practicum

In terms of theory part, according to view of the entire student-teacher interview they have been find a great division over the theory and practical teaching. Where in theory it talks about at first they have to engage the student in the classroom environment then introduced the lesson then explain the topic then evaluate the students after that give equal opportunity to the students and lastly completing the topic and the syllabus within the particular time. But in practical field all the elements can't be possible to manage within the certain time frame. So based on it most of the student-teacher face a lot of difficulty for organizing the class. Some student-teachers also say that completing lesson according to lesson plan is not

possible in some situation. Especially time management is very much different that has been mention in the theory part. In one class it not possible to teach everything which has been mentioned in their theory part. Within a class if student-teacher tries to give a creative introduction over any topic than the rest of the things like explanation, discussion and conclusion of the topic have going to miss out over that period and this things will impact over completing the syllabus over time.

But all this thing is don't mention in the theory part, this has been realized by the student-teacher only at the time of field visit. Some of student-teacher also talks about theory don't focus that much in inclusive education along with majority of the school doesn't have any exposure of inclusive education. In the theory part of B. Ed. program it does not give too much focus over inclusive education. Only in general term the theory elaborate about inclusive education. So at the time of field experience some student-teacher faces some minor challenge to deal with the special need student. And majority of the student-teacher don't have full knowledge over the inclusive education.

7. Major draw back

Every course of action there is always be some draw back which is hidden behind. Some of important draw back which is analyses on the basis of student-teacher interview are following ways –

The theory part in B.Ed. courses is fully based on effective teaching education system. But there is nothing has been taught about how to deal with physical disable students. And because of it at the time of field visit student-teacher face some difficulty. The theory part has very less focus over the practical things. Student-teacher faced a lot to difficulty to manage with the theory part during their internship program. Mainly the education subject papers contain more in cognition and development theories and various educational paper & research work. But the education papers gives less focuses over how to deal with practical or real world. Work load of the student-teacher are very much. At the time of internship program students-teacher give much focus of completing the written task which is assigned by the institute. Especially for writing down 40 lessons plan, doing written test over class and make a report over it takes a lot of time. So the curriculum has to be re-structured and try to see the time effort of the intern. For managing the classroom student-teacher need some more multicultural program i.e. observation of the classroom by the student-teacher over various schools. Where they will understand and analyze better way to dealing with the students. Although the training institute has organized various kinds of observation class with collaboration of schools but it has to be maximized in terms of creative understanding of the classroom by the student-teacher.

Significant Findings:

Teachers play a very dominant role over the teaching and learning. And maintaining the ideal role of the teacher a teacher must be goon through various kinds of training program and aptitude test. Based on the development of the teacher's this research paper focus on the school internship program over the B. Ed. courses. Following are some important significance that has been finding over the research –

Practicum or practical experiences play a very important role in the teacher training program. By gaining practical knowledge over the teaching field an individual can have better understanding of how to make an effective teaching over the classroom. A classroom management will always be the bigger challenge for the student-teacher. Only the quality based internship give an opportunity to learn and explore the teaching field. A productive teaching can make a student

future into brighter one. So gaining the real life experience will make the intern into self-sustain over their future and make them into a kind of professional over the field.

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