

Evaluating Effectiveness and Challenges in B.Ed. Student Teacher

Internships

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Abstract

The B.Ed. internship program is essential for teacher preparation, but its effectiveness in preparing future educators for diverse classrooms requires ongoing evaluation. The school internship programme in teacher education is changing from a pre-specified practice-teaching approach to a more comprehensive approach, as emphasized by the NCTE Regulations, 2009 and 2014 respectively. The 2009 regulations expanded the scope of practice-teaching by emphasizing the importance of student-teachers experiencing all school activities and programs. The 2014 regulations further strengthened the component of 'Field Engagement' by prescribing a longer duration of 15 weeks. In the present paper researchers has made an attempt to examines the effectiveness and challenges of B.Ed. student teacher internships, focusing on skill development, support structures, and resource availability. It also investigates the program's impact on student teachers' confidence in managing diverse classrooms and fostering student success with varying needs and abilities perception of student teachers about the engagement of 15weeks (15+2 weeks) with the field in B.Ed. 3 rd. semester. Internship Programme as per the curriculum of Guru Nanak Dev University Amritsar Punjab. The present study aims to evaluate the effectiveness and challenges faced by student teachers during their internship. The sample consisted of 180 student-teachers selected from B.Ed. colleges of Amritsar district through random sampling. The study, utilizing an open-ended questionnaire, revealed that student-teachers encountered numerous challenges during their internship in the 3rd semester of B.Ed., highlighting the challenges faced by both students and educators.

Key Words: Internship, Student Teacher

INTRODUCTION

The National Education Policy (NEP) 2020 in India aims to integrate academic and vocational learning by promoting experiential learning through internships. These programs provide students with hands-on experience in real-world settings, fostering critical thinking, problem-solving, and decision-making skills. They also foster industry-academia collaboration, allowing students to engage with professionals and real-world challenges. Internships empower students to explore diverse career pathways, enhance employability and entrepreneurial skills, and cultivate lifelong learning habits. They also ensure inclusivity and equity in education, providing a level playing field for students from diverse backgrounds to showcase their talents and potential. By embracing internships as a mandate, NEP 2020 aims to create a dynamic, responsive, and inclusive education system that prepares students for the challenges and opportunities of the 21st century. The B.Ed. school internship program is essential for aspiring educators as it offers practical application of theoretical knowledge in real classroom settings, developing teaching skills and strategies. It also provides opportunities for

students to learn effective classroom management techniques, such as behavior management and lesson planning. The program also fosters professional development by allowing students to observe experienced educators in action and receive constructive feedback on their teaching practices. The internship also exposes students to diverse learners, fostering cultural competence and adaptability. Reflective practice and self-assessment are encouraged, identifying strengths and areas for improvement. Networking and collaboration are also fostered, with professional connections being valuable resources for future career opportunities. Completion of the B.Ed. internship program is often a prerequisite for obtaining teaching certification or licensure in many jurisdictions. Overall, the B.Ed. school internship program prepares aspiring educators for the challenges and responsibilities of teaching, bridging the gap between theory and practice, cultivating essential teaching skills, and fostering professional growth and development.

REVIEW OF RELATED LITERATURE

Ummaimah, Summiya and Hafsa (2022) conducted a study on Exploring Problems,

Faced by B.Ed. (1.5 Year) Program Students' during their Stay at Institute of Education and Research, Lahore. A sample of 183 B.Ed. students at the Institute of Education and Research (IER) found that most faced academic workload, time management, and teachers' punctuality difficulties. The mean number of problems faced was 67.032, with pioneers experiencing more problems than juniors. Science students faced almost equal problems compared to arts students. No significant difference was observed in graduation degrees or faculties, but significant differences were observed in facing problems between pioneers and juniors during their 1.5-year stay. **Jogan (2019)** conducted a study on Evaluating the Effectiveness of a School Internship. Data from IV semester trainee teachers was collected and analyzed using Google Forms. Results showed that they developed integrated teaching skills with proper guidance and support from subject teachers and supervisors, and were highly satisfied throughout the internship program. **Gupta (2019)** conducted a study on Perceptions and experiences of B.Ed. students about internship and sessional work which examined the experiences and challenges of

80 student-teachers during their internship and sessional work at a college. Results showed that the internship program was a valuable opportunity to improve teaching skills, with supervisors playing a crucial role. However, challenges included classroom management, distance from practice school, lesson plans, administration, psychological tests, and data collection. **Sahoo and Sharma (2018)** examined student teachers' perceptions of curriculum reforms in various teacher education programs. The study involved 300 students from RIE, Bhubaneswar, and Radhanath IASE, Cuttack. Data was collected through a questionnaire covering curriculum components such as perspectives in education, curriculum pedagogic studies, and practicum and school internship. The results showed that most M.Ed. students had high opinions about curriculum reform, while B.Ed. and B.A/B.Sc. B.Ed. students had favorable opinions. D.El.Ed. students also expressed positive views about some curriculum areas. The study concluded that curriculum reforms have been appreciated by student teachers. **Chakrabarty and Behera's (2014)** study examined the attitudes of secondary female teacher-trainees pursuing their B. Ed. course

in teacher training institutions under The University of Burdwan. The study targeted female teachers from government-sponsored and private colleges. The results showed significant differences in attitude between deputed-fresher and government-private female teachers. The findings suggest that attitudes can significantly influence their success.

STATEMENT OF THE PROBLEM

"EVALUATING EFFECTIVENESS AND CHALLENGES IN B.ED. STUDENT TEACHER INTERNSHIPS"

DEFINITIONS OF OPERATIONAL TERMS

Internship

An internship is a temporary work-experience opportunity for students or recent graduates, providing hands-on experience in a specific field and developing essential skills like communication, problem-solving, and teamwork. It typically lasts a few weeks to a year and may involve attending meetings, shadowing employees, or participating in ongoing projects. Benefits include valuable work experience, professional connections, career exploration, and potential job opportunities. In the present study internship is a period of work experience offered by

Guru Nanak Dev University Amritsar Punjab, for the 15 weeks full time school and 2 weeks field work. Student teachers are offered internships in designated schools during the 3rd semester, which involve all school-based activities.

Student Teacher

A student teacher, also known as a practicum teacher, is a college student gaining practical classroom experience under a certified teacher. They bridge the gap between theoretical knowledge and practical teaching, observe experienced teachers, plan and deliver lessons, and receive guidance from a mentor teacher. They actively participate in the classroom environment, develop lesson plans, implement instructional strategies, and reflect on their teaching practice. Benefits include valuable hands-on experience, essential teaching skills, confidence building, and the opportunity to test career aspirations in a real-world setting.

OBJECTIVES OF THE STUDY

- To evaluate the effectiveness usefulness of internship program.
- To find out the challenges faced by the student teachers during school internship program

METHODOLOGY

Survey method of descriptive research was used to study the opinion of student teachers about school internship program.

Population

Population of the study comprised of all student teachers of B.Ed. colleges of Amritsar District.

Sample

The study utilized a random sampling technique. The sample consists of total 180 respondents were selected from different B.Ed. colleges of Amritsar District.

Tool

For the present study self prepared open-ended questionnaire for student teachers and was forwarded through Google form and collected the data successfully to know the perception of student teachers about the B.Ed. Internship Programme.

STATISTICAL TECHNIQUE

The sample data was analyzed using the percentage analysis technique.

RESULTS AND DISCUSSION

Results was presented in percentage based upon the responses of the interns to the questionnaire.

Table 1 Responses of the interns regarding the effectiveness and usefulness of the Internship Program.

S. No	Items related to the effectiveness and usefulness of the Internship Program. N=180	Response		
		Agree%	Disagree%	Neutral%
1	Experienced the real role and responsibility of the teacher	97	0	3
2	Gained insight into the actual school situation and the challenges faced by teachers.	91	5	4
3	Gained knowledge of various types of school records by observing them.	89	7	4

4	Internship program has been effective in enhancing your teaching skills?	100	0	0
5	Gained knowledge and experience in innovative teaching techniques like brainstorming, activity-based learning, and concept mapping.	85	9	6
6	Expertise in innovative evaluation techniques such as storytelling, puzzles, and concept mapping	84	6	10
7	Enriched with knowledge about the preparation & actual use of curricular material resources for teaching	76	11	13
8	Gained experience in the preparation and analysis of diagnostic testing, as well as the development and implementation of a remedial program.	77	15	8
9	Feedback and guidance received during the internship program have positively impacted your teaching practices	100	0	0

Table 2 Responses of the interns regarding the challenges faced by the teacher educators during Internship

S.No.	Response
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	Items related to the problems faced by student teachers during Internship Program. N=180	Agree	Disagree	Neutral
1	Managing students' behavior or classroom dynamics during your internship	75	10	15
2	Workload and responsibilities associated with the internship program are manageable for student teachers	70	25	5
3	Difficulties in adapting to the classroom environment and school culture during your internship	85	5	10
4	Support and guidance provided by supervisors adequately address the challenges faced by student teachers during the internship program	100	0	0
5	Long Distance of Practicing school	90	1	9
6	Insufficient Time for Teaching with innovative technique	80	18	2

Table-1 revealed that the responses of 180 interns regarding the effectiveness of an internship program in preparing them for a teaching career. The results were overwhelmingly positive, with 97% of interns stating they experienced the real-world teaching role. 91% gained insight into the school environment and challenges faced by teachers. 89% gained knowledge of school records, highlighting the program's emphasis

on practical aspects of teaching. All interns (100%) agreed that the internship program enhanced their teaching skills. 85% gained knowledge of innovative teaching methods, but there's room for improvement. 84% learned about innovative evaluation techniques, but further integration is needed. 76% felt enriched by knowledge about curriculum materials, but some improvement is needed to ensure all

interns feel confident. 77% had positive experiences with diagnostic testing and remedial program development, but focusing on strengthening these skills for a larger portion could be beneficial. 100% of interns agreed that feedback and guidance during the internship positively impacted their teaching, emphasizing the importance of ongoing support throughout the program. In line with the findings of the study, previous literature by Jogan (2019), Parveen and Mirza (2012) concluded that student-teachers perceive internship programs as valuable opportunities to enhance their teaching skills, with in-depth interviews revealing their importance and positive impact on their performance. Overall, the internship program is highly effective in equipping interns with essential teaching skills and knowledge.

Table-2 revealed that a majority of interns (75%) faced difficulties in managing student behavior or classroom dynamics, suggesting the need for more support and strategies. The majority (70%) found the workload manageable, but 25% disagreed, suggesting the program should revisit workload distribution and provide adequate support. 85% of interns reported difficulties in adapting to the classroom environment and

school culture, emphasizing the need for resources and guidance. Supervisor support was highly regarded, with all interns (100%) agreeing that supervisors adequately addressed the challenges. However, 90% of interns agreed that the distance to the practicing school posed a logistical hurdle, suggesting the program should explore alternative arrangements. Despite 80% reporting having time for innovative teaching techniques, 18% felt limited, suggesting the program should consider strategies to ensure all interns have sufficient opportunities to practice these methods. The data suggests that while the program provides valuable support, some areas require further attention, such as offering more resources and strategies for classroom management, adjusting workload distribution, and ensuring interns feel equipped to adapt to the school environment. In line with the findings of the study, previous literature by Mondal and Arjun (2022), Banu and Maheshwari (2019) and Rana (2017) revealed that the implementation of a two-year B.Ed. course has led to numerous challenges for both pupils and teachers and administration.

Conclusion

Overall, B.Ed. student teacher internships are effective in providing real-world teaching experience and practical skills to aspiring teachers. These programs are supported by feedback and guidance, enhancing their overall teaching skills. However, there are areas that need improvement, such as classroom management, workload management, and logistical hurdles. Classroom management is a significant challenge for many interns, and a smooth transition to the school environment is essential. Logistical hurdles, such as distance to practicing schools, can be addressed through alternative arrangements or mitigating factors. Additionally, deeper integration of innovative teaching and evaluation methods can ensure confidence in future classrooms. Addressing these challenges can strengthen B.Ed. student teacher internship programs, ensuring continuous improvement and maximizing benefits for future interns.

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