

Importance of Internship Program in Teacher's Training Programme

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Abstract: To make life successful, education is needed, not just a degree. Our degree is - our service is my humility and simplicity of life. If this degree is not attained and my soul is not awakened, then the degree of paper is meaningless. The above line related to education reflects the importance of education. Our government is also committed to education. This is the reason why our government implemented the Right to Education Act 2009, National Curriculum Framework 2005 and National Curriculum Building Teacher-Education 2009 for the promotion and dissemination of education, stating that the teacher's responsibility is not only to communicate the content but also the students Concepts and knowledge have to be built naturally, for this, training of teachers is required from time to time. This training can be in any form of serving and pre-service as training is a practical skill in which I can achieve the required level of proficiency in my business. Training also has special importance in teacher education program. Earlier training in teacher education used to be in the form of practice teaching, but in the new context, now the term school-based training (internship) has been used in place of practice teaching. The school-based training program conceptualized in the new curriculum has been started by the National Council of Teacher Education in consultation with the Ministry of Human Resource Development so that the student teacher grows into a contemplative and mature professional.

Keywords: Internship, Teacher, Training, Program

I. INTRODUCTION

To make life successful, education is needed, not just a degree. Our degree is - our service is my humility and simplicity of life. If this degree is not attained and my soul is not awakened, then the degree of paper is meaningless. The above line related to education reflects the importance of education. Our government is also committed to education. This is the reason why our government implemented the Right to Education Act 2009, National Curriculum Framework 2005 and National Curriculum Building Teacher-Education 2009 for the promotion and dissemination of education, stating that the teacher's responsibility is not only to communicate the content but also the students Concepts and knowledge have to be built naturally, for this, training of teachers is required from time to time. This training can be in any form of serving and pre-service as training is a practical skill in which I can achieve

the required level of proficiency in my business.

Training also has special importance in teacher education program Earlier training in teacher education used to be in the form of practice teaching, but in the new context, now the term school-based training (internship) has been used in place of practice teaching. The school-based training program conceptualized in the new curriculum has been started by the National Council of Teacher Education in consultation with the Ministry of Human Resource Development so that the student teacher grows into a contemplative and mature professional.

1.1 RESEARCH REQUIRED

It is believed that doctors, lawyers, engineers etc. cannot achieve the required level of proficiency in their business without actual and practical training. With this approach, there are also challenges in teacher education, but in the new context of teacher education, why did the need for school-

based training (internship) in place of training called practice teaching? In the context of National Curriculum Construction Teacher Education 2009 Ed. Why did the first year students need four weeks and the second year students got 16 weeks training after doing two years of training? Why did the school's trainees also need school-based training in place of practice teaching? B. Ed. And D.EL.Ed Why schools are a place of training for D.EL.Ed trainees? To find out the answer to all these questions, the desire of the researcher to do research on this subject was awakened.

1.2 RESEARCH STATEMENT

B. Ed and D.E L. Ed or training mother trainees The study of the functionalities of the functional workers.

1.3 OBJECTIVES OF RESEARCH

1. B.Ed. And D.E L.Ed Comparative study of the entire situation of the school in the school-based training program of the trainees receiving the training of.
- 2 . B.Ed. And D.EL.Ed. To study and maintain comparative study of school records in the school-based training program of the trainees receiving training.
3. B.Ed. And D.EL.Ed. To conduct observational comparative study of the teaching work in the school-based training program of the trainees receiving training.
4. B.Ed. And D.EL.Ed. To undertake observational comparative study of co-teaching work in the school-based training program of the trainees receiving training of
5. B.Ed. And D.EL.Ed. To conduct a comparative study to suggest future research in the school-based training program of the trainees receiving the training of Research hypothesis:

1.4 RESEARCH HYPOTHESIS

1. B.Ed. And D.EL.Ed There is no difference of any kind in the school-based training program of the trainees receiving the training of the students in observing the entire situation of the school.
- 2 . B.Ed. And D.EL.Ed There is no difference of any kind in

the observation and maintenance of school records in the school-based training program of the trainees receiving the training of.

3. B.Ed. And D.EL.Ed There is no difference of any kind in the observation of teaching work in the school-based training program of the trainees receiving the training of.
4. B.Ed. And D.EL.Ed There is no difference of any kind in the observation of coeducation work in the school-based training program of the trainees receiving the training of.

1.5 DELIMITATION OF RESEARCH

1. The researcher has confined his research work to all the blocks in Bikaner district.
- 2 . The researcher has included government school in Jaipur district in his research work.
3. The researcher got his research work. B.Ed. And D.EL.Ed. Only those trainees who have received the training of.
4. The researcher has kept the school-based training program in his research work.

1.6 RESEARCH METHOD

The researcher has used the primary and secondary sources and survey method in his research work.

Research Methodology and Statistics:

The following research methodology and statistics will be used in the research work presented.

- Median
- Deviation of standard
- T value

1.6.1 TABLE

Table		
College	Column A D.El.Ed.	Column B B.Ed.
College A	15	36
College B	10	23
College C	28	12

1.6.2 FORMULA FOR T-TEST

$$t = \frac{m_A - m_B}{\sqrt{\frac{S^2}{n_A} + \frac{S^2}{n_B}}} \quad S^2 = \frac{\sum (x - m_A)^2 + \sum (x - m_B)^2}{n_A + n_B - 2}$$

$$df = n_A + n_B - 2$$

1.6.3.RESULT**T= 0.446****S= 9.5****DF = 6****1.7 UTILITY OF RESEARCH**

1. Usefulness from the perspective of the student teacher
2. Utility from teacher's point of view
3. Utility from the point of view of the institution
4. Utility from the point of view of Block Education Officer
5. Utility from the point of view of District Education Officer
6. Utility from the point of view of Department of Education
7. Utility from Government point of view
8. Utility from the point of view of society
9. Utility from teaching point of view
10. From the student's perspective,

The Utility School Positioned Training (Internship) program is scheduled for 20 weeks of apprenticeship in schools during the two-year course for learners receiving teacher education training. It is a challenge to implement this program together in which many difficulties will be faced at the initial stage. During this program, indirectly, student teachers, head of the institution, teachers, students and parents will be stressed. The following challenges will be faced.

II. CHALLENGE WILL BE FACED**2.1 ALLOCATING HUGE TO START A SCHOOL**

based training program in the school-bound case for all institutions' trainees simultaneously is nothing short of a

challenge. Which organization How many students will be allocated in a school. It was not clear to anyone. Therefore, according to the different institutions, for the purpose of students internship to be present in the Gah district, the order was relieved. When this order and son appeared in the district education officer's office, they faced a variety of problems. Many of the pupils were present in front of the staff praying for planting near the house. Where and when to put the Student. What will be our intention to hope? B.Ed. and D.EL.ED. There will be a difference between the first year and the second year, or will be allocated equally! Will the tinning subject be noticed?

When the pending list was found, there was no transparency in the allocation. For example, a primary school student was also allotted primary school. Will the Sanskrit subject Student study in the primary class?

2.2 . HOW TO CALCULATE THE WORKING DAY

for the learners who are undergoing teacher education training during the two-year course is scheduled for apprenticeship in twenty weekends. Four weeks The first year and sixteen weekends are in the midst of calculating the training program for the second year pupils. The institution head of the school allotted to the students is conducting the training program by calculating by their own drink. Calculating the training program and conducting the training program. While calculating the training program, many institutions are incorporating the head-light. So many institutions are not including the principal Alpacas. The calculation of the first year and the second year are also done separately. That is, in the practice of clear order and rules, everyone is presenting their views.

2.3. IN CERTIFYING ATTENDANCE SHEETS

Learners are facing a lot of difficulties in certifying attendance sheets for students' teachers who have received teacher training. Who will certify the presence of the son. What will be its format? What will be the role of the head of

the institution? Who will authenticate the first-ever presence students? Will the pupil have to wander to the village block level and the District Education Officer office (district level)? Will the student's presence be proved in the student's one-time affair? On what basis will the District Education Officer sign? In the absence of unspoken rules, the important time of all will be wasted and scheduled work will be affected.

2.4. INSTITUTION HEADS DO NOT HAVE CLEAR INFORMATION

Internship prescribed for learners who are undergoing teacher education training. What will be the role of the founding of the allotted school during the program? It was completely unclear. Due to this, students and institution heads are not able to clarify this. That What will be his role? What tasks will the students - teachers do in the school. Work under the guidance of student teacher D.EL.ED. and B.Ed student Will have to prepare for the course. How will these lessons be modified? How will the work of the pupils be done? What to do in a workday. How will the learner observe the teacher? Will a priest be able to observe the selected teacher? Whose life will be their problem? After the initial problems, the concerned authorities have defined the role, giving authority to the head of the institution. Will the institution head solve all the challenges?

2.5. TO COMPUTE

The most challenge is to successfully complete the internship program in due course. On what basis will the student teachers be observed and evaluated. Whether in the absence of clear rules, the institution will be able to evaluate the head students properly and independently. Will the head of the institution send the marks of the concerned student's organizations by post or will the student be nominated as the correspondent. In this case, what will happen to the privacy of numbers? Will the calculation actually be done by proper calculation? This type of work has put us in such a situation that if they are not calculated properly then the students will be at a loss? Will the teacher be afraid of the local father group while assessing. If

there is any mistake in filling the Ankakan letter, the student will again go to rural areas to rectify it. The student will then turn around to authenticate that marking form. The B.Ed colleges which are under different universities will have different division of digitization due to their different curriculum.

2.6. TEXT RESULTS ARE LATE

Late second year regular student teachers in the food internship program without waiting for the first year exam results when the school was allotted to the students and students started their internship program. If a student fails in the first year then what will happen to his internship? Will this student be able to enter the first year internship or regularize the second year internship or will stop the second year internship in between. Due to this type of ambiguous rules, the student will remain in the hunger. Which will affect the student's mental balance? In solving such a developed problem, all the institution heads are taking their own specific work. If the internship would have started after the test result, then the students certainly would not have to face this problem.

2.7. IT WILL NOT BE EASY TO USE NEW TECHNOLOGY

it will not be easy to get the internship program to teach in state schools using new technology because there is no availability of smart class in local schools. Students will not be able to make teaching here through new technology, new teaching methods, new supporting materials due to lack of resources. Practical knowledge cannot be obtained by simply storing it in a file. Will the students be so educated that even under adverse circumstances, they will complete the work according to the plan of the program. It is clear that the student will not be fully successful in using new technology due to lack of facilities.

2.8. OBSERVATION WILL NOT BE EASY

In school-based training program, students will observe

various aspects in the teaching school, so in the absence of full knowledge, the school will not be able to observe the car properly. Without training, they will become so capable that they will be able to observe various areas properly. Looking at his experience, it seems that such observation would be a mere imaginary observation. In the absence of complete information about the schemes, teaching methods, scholarships, records conducted in the school, the review will be a mere formality. Due to half-incomplete information about the problems coming to run the school smoothly, they will deviate from the goal. Did the school administration hand them over? Will give direct role related to the school by giving role or ask to wait for empty time.

2.9. THERE WILL BE A SHORTAGE OF SUPERVISORS

During the school-based training program, teachers of teacher education training institutes are not with the student teachers in the allotted school and neither will be present to provide any kind of guidance, so that the student teachers will be present in the school when first If you have to bear a lot. They miss the supervisor. They will not be comfortable in the allotted school. The school administration may not have given them priority in the beginning. They will sit in solitude and await their turn. Whenever there will be problems during the internship program, you will definitely miss your teach

2.10. ROLE OF SCHOOL ADMINISTRATION

During the school-based training program, will the student teachers be entrusted with the responsibility of full teacher or not? How much the school administration supports the student-teacher in completing this program? Will these students force teachers to do formalities only by assigning they full teacher duties or will they be given the opportunity to adjust from time to time according to all circumstances? Will the school administration give them all kinds of roles and give them direct experience related to the school or will they bother to wait for the blank time.

2.11. GETTING SUPPORT OF LOCAL SCHOOL STUDENTS

The biggest challenge during the internship program is whether the local students and their mentors will fully support the teachers over such a long period? It would be acceptable for the Advisers to study them or not. Yet the Advocate is so aware that they find the future of their children more important. It is believed that this process will affect the test results of children. There will definitely be a clear interpretation on his presence during this training program. Will these students be present continuously?

2.12. EXAMINATION RESULTS COURSE RESPONSIBILITY

During the internship program, what will be the responsibility of the student-teacher? They will work independently until it is decided. Who will have the responsibility to complete the course properly during this program? Will the student teacher or school teacher do this work? Will the student teacher allocate this task and check it from time to time and evaluate it appropriately? Would this type of evaluation be appropriate? What will happen to students during this program? Who will complete their course? When the same subject is taught again and again, the student's test result will not be correct. What will be spent on it when its test result is defined? Who will partially impact the result of the exam?

III. CONCLUSION

Thus we can say that B.Ed. and D.El.Ed Opportunities for trainees receiving ED training along with learning theoretical aspects in the school-based training program, as well as if the student teacher acquires primary skills in the field of classroom teaching, prayer, school activities, social customs and child psychology. If found, his personality as a teacher grows quickly. By joining these processes, there is a communication of self-confidence in the student teachers, but also the ability to reason logically and psychologically to the theoretical aspects of learning. In this program of student experience, the student teacher has been given many opportunities to explore himself. Sometimes it gets meaningful experience as an observer or sometimes as a

participant the school gets involved in the program. In this way, the responsibility of a student teacher is not only to communicate only the content but also to make the student's concepts and knowledge self-evident. In addition, the student teacher has to be proficient in subjects such as the use of credentials, organizing activities, using information and communication techniques in teaching under the class management evaluation. In school location training, student teaching has got opportunities for contact with the Advisers and Community Units so that it can analyze the interrelationship of education and its emerging social platforms. The objective of this program is to provide opportunities to understand school records, latest teaching act and concepts. They also include snakes, case study contemplative reports, functional research, and psychological surveys to encourage research trends. In conclusion, we would like to say that the school-oriented training program is a linguistically encouraging, important result-oriented school program. In which the student teacher is getting a new direction. All these opportunities have been provided to the student-teacher throughout the period, thereby developing social, educational, cultural, personal and constitutional dimensions of his personality. It is clear from the above facts

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