

2. Internships & Apprenticeships

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Abstract:

The National Education Policy (NEP) 2020 has introduced transformative changes in the Indian educational landscape, particularly impacting the Bachelor of Education (B.Ed.) curriculum. This paper explores the implications of NEP 2020 on teacher education, emphasizing the shift towards experiential and competency-based learning. The revised B.Ed. curriculum, now spanning two years and divided into four semesters, integrates practical and activity-oriented components such as internships, project-based assignments, and various extracurricular activities. The focus is on enhancing teaching practices through hands-on experiences, aligned assessments, and a broader understanding of educational dynamics. This approach aims to produce well-rounded educators equipped with both theoretical knowledge and practical skills to meet contemporary educational challenges.

Keywords:

National Education Policy (NEP) 2020, Bachelor of Education (B.Ed.), Experiential Learning, Competency-Based Learning, Practical Teaching Experience, Teacher Education, Internship Program, Educational Assessment, Activity-Oriented Teaching.

“Teacher is a very noble profession that shapes the character, calibre and future of an individual. If the people remember me as a good teacher that will be the biggest honour for me. ---- A.P.J. Abdul Kalam

2.1 Introduction:

Teacher education is vital for creating the best teachers for future generation. As Abdul Kalam rightly said, teaching is a noble profession that shapes the students' character, calibre, behavior and more. One should be dedicated to this profession beyond merely obtaining a B.Ed. degree certificate.

A teacher must think from multiple perspectives and fulfil various roles such as instructional expert, counsellor, manager, researcher, motivator, and friend. Teachers should develop themselves to be seen as role models. For a teacher, theoretical knowledge is insufficient; practical knowledge is crucial to broaden their horizons and become professional educators.

The B.Ed. curriculum consists of four semesters over two years. Each semester includes practical components like project-based assignments, cultural activities, sports, DLLE activities, action research, presentations, workshops, seminars, excursions, field trips, outreach programs, and various competitions to showcase talents.

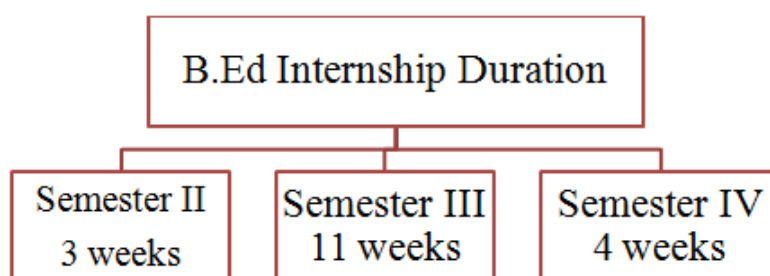
One of the most important elements of the B.Ed. curriculum is the internship program, where students gain practical teaching experience in various schools or colleges. During these internships, students engage in activities such as teaching lessons, observing peer lessons, observing teachers' lessons, and participating in various scholastic and non-scholastic activities conducted by the institutions. This hands-on experience allows them to combine theoretical knowledge with practice, building their professional understanding, competencies, and skills.

NEP 2020 looks forward more towards experiential learning. Educational approach includes different types of experiential learning and moves to competence-based teaching and learning. Here is a breakdown of the main points.

- 1. Experiential Learning:** This method emphasizes on hands-on activities, arts, sports, storytelling in class lessons to actively involve students in their own education. The approaches are integrated within every subject and they delve into how different subjects interrelate together.
- 2. Competency-Based Learning:** Emphasis is placed upon achieving specific learning outcomes. This signifies classroom interactions changing to developing competencies rather than mere rote memorization.
- 3. Aligned Assessment Tools:** Assessments will be aligned with particular learning outcomes and competencies for each course and grade level within it. These include assessments “as” learning (ongoing feedback), “of” learning (summative evaluations), and “for” learning (diagnostic and formative assessments).

The aim is to improve the overall educational experience by making it more interesting while ensuring that it attains desirable goals in terms of knowledge acquisition. According NEP 2020,

B.Ed. curriculum needs to focus more on practical and activity-oriented teachings and learning. Since 2015 B.Ed. course was extended from one year to two years which are further divided into 4 semesters. The internship program is included in the second, third, and fourth semesters:



Students choose two pedagogical methods based on their educational background (undergraduate and postgraduate). They select major and minor subjects based on

their pedagogy. Semesters II and III focus on the major subject (method 1), while Semester IV focuses on the minor subject (method 2).

2.1.1 As per University of Mumbai guideline the structure mentioned for conduction of internship in B.Ed. course.

- Semester II (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 3 weeks:

1. Observation of school activities (Any three)
2. Peer lessons observation (5 lessons)
3. Shadowing of School Teacher (One Week) - 5 lessons to be observed and recorded in Pedagogy of school subject I
4. Teaching lessons in Pedagogy of school subject I (5 Lessons)

- Semester III (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 11 weeks:

1. During Internship teaching not less than 10 lessons in the opted Pedagogy of school subject I distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges.
2. Taking 2 theme-based lessons
3. 3 co-teaching lessons with school teachers
4. Administration of Unit Test and analysis of results (in the pedagogy of school subject I opted)
5. Daily maintaining Reflective Journal with reference to internship program.

- Semester IV (All activities should be systematically documented and maintained for the purpose of internal assessment)

Internship for 5 weeks (4 weeks +1-week community work II):

1. Develop learning resources
2. Conduct Action Research
3. During Internship teaching not less than 5 lessons in the opted pedagogy of school subject II distributed over different standards from V to XII of recognized secondary and higher secondary Schools/ Colleges
4. 5 Co-teaching lessons with peers
5. Maintain Reflective journal with reference to internship program.
6. Participation in Community work II in collaboration with schools/ NGO's (for a period of 1 week)

The NEP 2020 focus more on techniques such as foundational literacy and numeracy, multi-level teaching and evaluation, teaching children with disabilities, catering to students' interests and needs, and using technology. Teaching should be focus more upon on learner-centeredness, child-centeredness, student-centeredness, and also emphasizes more on collaborative learning.

2.2 Objectives of Internship:

Internships are designed as professional training for student teachers, providing them with practical knowledge and experience. Internships functions as a bridge between pre-service training (theoretical preparation) and actual teaching in real-world situations. Student teachers are expected to integrate their knowledge, skills, and attitudes through the experiences gained during the internship program. The internship encourages and motivates student teachers to reflect on their own strengths and weaknesses, focus more on continuous improvement and better

preparation for their future employment. The internship programme enables the student teachers to:

- Develop the ability to clearly define the general and specific objectives of teaching based on the subjects, topics selection, and subtopics chosen.

Example: Let's take the subject mathematics. Topic will be "Perimeter of rectangle".

Before introducing the topic, it is important to assess the students' prior knowledge. This can be done by checking if the pupils are aware of the shape of a rectangle using teaching aids or audio-visual techniques. Students should understand that the opposite sides of a rectangle are equal in length and size.

General objective: The pupil acquires the knowledge of perimeter of rectangle. (General overview)

Specific objective: The pupil recalls the formula of perimeter of rectangle. (To effectively achieve specific objectives after teaching the topic, it is important to utilize different teaching methodologies and various maxims of teaching)

By establishing these objectives, the lesson will ensure that students have a clear understanding of rectangles and their properties.

- Effectively develop the ability to select appropriate topics and subject delivery resources that meet students' expectations related to their age, knowledge competencies, needs, and desires, it is essential to consider the following:

1. Understand Students' Needs and requirements:

- ❖ To check students' prior knowledge, interests, and learning styles.

- ❖ To identify the specific competencies and skills among students need to be developed further.

2. Selection of Appropriate Topics:

- ❖ Selection of topics that is relevant to students' lives and interests.
- ❖ To ensure topics are age-appropriate and aligned with curriculum standards.

3. Selection of Effective Learning Resources and Teaching Aids:

- ❖ Make use of variety of resources, including textbooks, multimedia, hands-on materials, and digital tools.
- ❖ To analyze resources are accurate, up-to-date, and engaging.
- ❖ Selection of resources that caters to different learning styles (visual, auditory, kinaesthetic).

4. Alignment of Resources with Learning Objectives:

- ❖ Match resources to the specific objectives of the lesson.
- ❖ Ensure that resources help clarify and reinforce key concepts.

5. Avoiding uses of mismatched and irrelevant Resources:

- ❖ Before using resources evaluate the credibility and reliability.
- ❖ Don't allow errors or outdated information.
- ❖ Resources do not distract from the main topic.

6. To Engage Students in teaching Learning Process:

- ❖ Employ interactive and participatory teaching methods.

- ❖ Incorporate students' feedback and resources whenever needed.
- ❖ To Foster a positive and inclusive learning environment.

Selection of appropriate learning resources and teaching aids, educators can enhance student engagement, ensure accurate understanding of topics, and support the overall learning experience.

- Develop the ability to plan the lesson effectively with understanding the principles of learning and organize the topic thoroughly by using proper techniques and resources at each stage of lesson plan.

Example: In the lesson planning it contains 3 columns

Table 4.1: Lesson Planning

Teaching Points/ Content Analysis	Teacher Activities	Students Response/ Activities
<p><u>Topic:</u> Direct Proportions</p> <p><u>Examples:</u></p> <p>1. In a model of a ship, the mast is 9 cm high, while the mast of the actual ship is 12 m high. If the length of the ship is 28 m, how long is the model ship?</p> <p><u>Solution:</u></p> <p>Let the length of the model ship be x.</p>	<p>Teacher asks questions based on examples.</p> <p>What is the length of the actual ship?</p> <p>What is the length of a model ship?</p>	<p>12 m</p> <p>9 cm</p>

Teaching Points/ Content Analysis	Teacher Activities	Students Response/ Activities						
<table border="1" data-bbox="360 607 826 719"> <tr> <td data-bbox="360 607 715 658">Length of actual ship (in m)</td> <td data-bbox="715 607 770 658">12</td> <td data-bbox="770 607 826 658">28</td> </tr> <tr> <td data-bbox="360 658 715 719">Length of model ship (in cm)</td> <td data-bbox="715 658 770 719">9</td> <td data-bbox="770 658 826 719">x</td> </tr> </table> <p data-bbox="349 786 847 875">Here the length of mast and actual length of ship are in direct proportion.</p> $\frac{12}{9} = \frac{28}{x}$ $X \times 12 = 28 \times 9$ $X = \frac{28 \times 9}{12}, x = 21 \text{ cm}$ <p data-bbox="349 1339 847 1429">Hence, the length of the model ship is 21cm.</p>	Length of actual ship (in m)	12	28	Length of model ship (in cm)	9	x	<p data-bbox="866 689 1145 779">What is the length of the other actual ship?</p> <p data-bbox="866 835 1158 875">What to be found out?</p> <p data-bbox="866 1021 1150 1111">What will be the next step?</p> <p data-bbox="866 1541 1169 1581">What is the value of x?</p>	<p data-bbox="1204 689 1268 730">28m</p> <p data-bbox="1204 786 1401 981">The length of the model ship whose length is 28 m.</p> $\frac{12}{9} = \frac{28}{x}$ $X \times 12 = 28 \times 9$ <p data-bbox="1204 1205 1342 1335">X = 21cm</p> <p data-bbox="1204 1480 1289 1520">21 cm</p>
Length of actual ship (in m)	12	28						
Length of model ship (in cm)	9	x						

1st column: Teaching point/ Content analysis: the detail description of the content which is going to be taught in the classroom.

2nd column: Teacher activities: Teachers takes an activity by using various methodologies it may be questioning method, audio-video, brainstorming, group discussion, teaching aids display etc.

3rd column: Student activities/ responses: the exact responses of the students or activities carried out during session by following teacher activities.

- Develop the adequate lesson plan which should be suitable to the occurrence and most appropriate for realizing the objective set-forth.

Example: To ensure that the specific objectives mentioned in the lesson plan are effectively met, it is crucial to align them with recap questions that assess students' understanding in terms of knowledge, comprehension, and application. By matching specific objectives with appropriate recap questions, educators can effectively gauge whether students have grasped the concepts in terms of knowledge, understanding, and application. This approach ensures that students are not only able to recall information but also apply their learning to real-life situations, reinforcing their comprehension and practical skills.

- Develop the ability to motivate and encourage the pupil sufficiently and sustain the interest level among students also maintain discipline in the classroom.

Example: According to B. F. Skinner “Work is built on the assumption that behavior is influenced by its consequences”. His reinforcement theory states that you can change someone’s behaviour by using reinforcement, punishment and extinction. In the classroom it’s up to the teacher when and how she acknowledges to the students based on their performances and behavioral pattern of learning.

- Develop the abilities to adjust the programme by keeping in mind the varying need and interest of the learners.
- Develop the ability to apply different techniques and tools for evaluation process to check the continuous achievement and progress of the pupil as an individual or in a group by using different assessment tools such as oral, written, projects, performances etc.

Example: There are various assessment processes like formative, summative, performance-based assessment, diagnostic, peer and self-assessment. So, by using these assessment techniques and tools, teachers can effectively evaluate and support

the continuous achievement and progress of their students by ensuring that each learner reaches their full potential.

- Developing the ability to diagnose and address the problems faced by pupils is crucial for fostering a supportive and effective learning environment. Teachers play a key role in identifying academic, emotional, or personal issues that students may encounter and providing timely interventions to help them overcome these challenges.
- Developing the ability to correlate with different subjects and different disciplines is an essential skill for educators. This approach enhances students' understanding and also helps them to understand interconnectedness of knowledge, making learning more meaningful and engaging. By drawing connections between subjects, teachers can provide students with a broader perspective and deeper comprehension of the material.
- Develop the ability to plan, organize, guide enrichment activities and field programmes like excursions, field visit, educational tour etc.

Examples: To teach the parts of plants and their functions, organize a visit to a botanical garden. Students can observe various plant species, identify parts of plants, and learn about their ecological roles.

- Develop the ability to plan and organize various co-curricular activities which is considered as indispensable aspect for development of the students.

By effectively planning and organizing co-curricular activities, educators can provide students with a holistic education that goes beyond academics, nurturing well-rounded individuals who are prepared for various challenges in life.

Example: Arranging Sports event, Cultural activities, Community service, Competitions

2.3 Internship Consists of Three Phases:

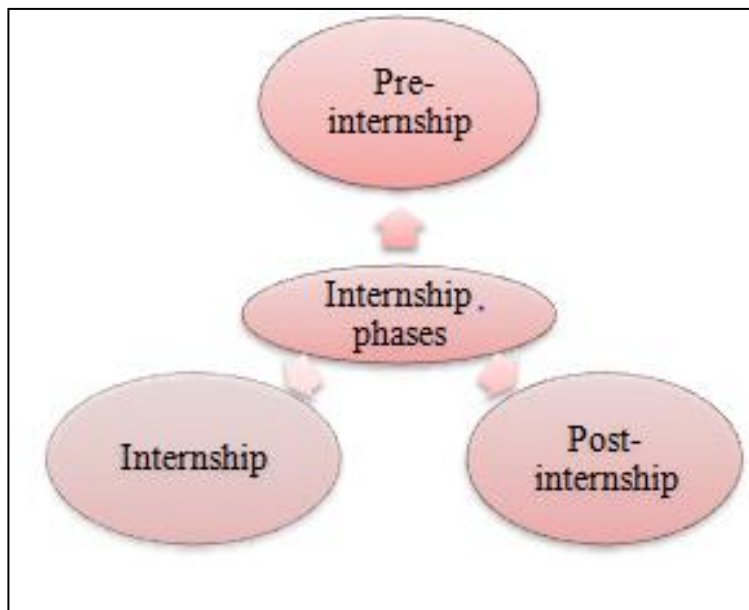


Figure 2.1: Internship Consists of Three Phases

- **Pre-Internship Phase:** Preparing the student teachers for a successful and productive experience during the internship. Steps of pre-internship are as follows:
 - Identify schools or colleges that allows for internships.
 - Taking permission from the institutions.
 - Forming groups of student’s teachers for internship programme
 - Skill of developing lesson plan by coordinating with micro teaching skills.

- **Internship Phase:** Vigorously engage in practical, hands-on work experience and apply theoretical knowledge in a real-world setting. Participation in various school activities like assembly, sports, important days, examination supervision. Coordinating with teachers for selection of topics and taking practice teaching lessons. Simultaneously completing other components. Regularly seek feedback

from your supervisor or mentor to understand your strengths and areas for improvement. Use this feedback to elevate your performance.

- **Post-Internship Phase:** Reflect on the internship experience, evaluate the outcomes, and plan for future career steps. Self-Evaluation where assesses your performance, considering your achievements, the skills you've developed, and the goals you've met. Request for final feedback from your supervisor or mentor.

By carefully navigating each phase of the internship process, individuals can maximize their learning, build valuable professional relationships, and make significant strides toward their career goals.

2.4 Reflections:

The reflective cycle is a way to learn from your experience, in short, your gain and pain of your internship programme. It can be used to help trainees to learn from mistakes, to make sense of situations, and analyses and reflect on their reactions to different situations.

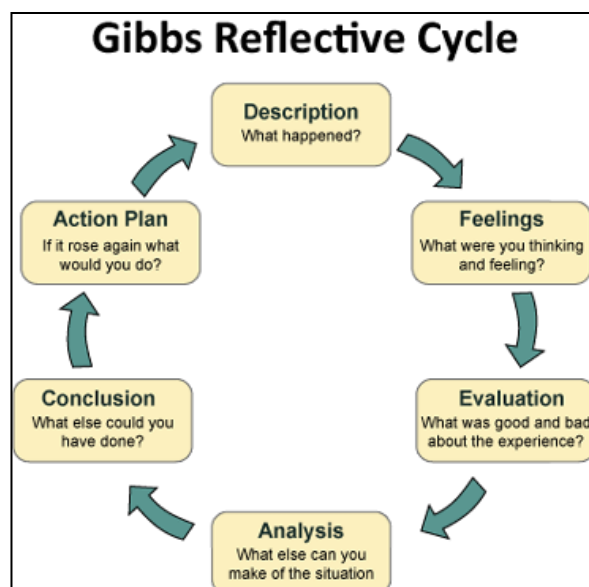


Figure 2.2.: Gibbs Reflective Cycle

An internship can foster better working relationships between students and employers, as well as good communication within the company. It also has a social impact by bringing students into contact with the local community efficiently, and cultivates their connections with professionals and regular employers. In contrast to academic settings at university (role plays, case studies), students can hone their interpersonal skills by practicing in real-world settings. This helps them understand themselves and people from different backgrounds. Internships may focus on subjects where students can take part in service and social action initiatives as well as discover how to work effectively with others. Therefore, we can conclude that an internship helps B.Ed. students develop their professional experience and personality.

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