

PERCEPTION OF B.Ed. PEDAGOGICAL SCIENCE TRAINEES ON INTERNSHIP IN TEACHING

V. Jeevanantham

Research Scholar,
Department of Educational Technology,
Bharathidasan University,
Tiruchirappalli – 620 023.
drvjanantham@gmail.com
9790487749.

Dr. I. Muthuchamy

Professor and Head,
Department of Educational Technology,
Bharathidasan University,
Tiruchirappalli – 620 023.

ABSTRACT

Teacher Education system holds the key responsibility in making of professionally qualified and competent teachers. The accomplishment the abilities to achieve these outcomes and use of various teaching strategies that are to be practiced for becoming of a good teacher. Teaching is considered as an art and therapy. There found no significant difference stream perception of B.Ed pedagogical science trainees teaching, respect, gender and educational qualification, pedagogical science with respect to their locality and optional subjects. The attitude of student teachers towards internship as a perception of B.Ed pedagogical science trainees on Internship in Teaching. The goal of this study was to find out how various college of education in the Tiruchirappalli district of Tamilnadu felt about B.Ed pedagogical science trainees on Internship in Teaching. The study followed a descriptive method with normative survey technique. A Perception on Internship Scale was developed by the investigator and administered to the B.Ed. trainees of various colleges of education in Tiruchirappalli District. The sample for the present study consists of 180 B.Ed. trainees from different colleges of education. The data thus collected were put into appropriate statistical techniques descriptive and differential analysis. The large majority of B.Ed pedagogical science trainees and the learners to provide suitable feedback about internship. An effective and improved internship training is required in developing B.Ed Pedagogical Science trainees personalities as true professional in the field of education.

KEY WORDS: Perception, Internship and B.Ed pedagogical science Trainees.

INTRODUCTION

Teaching is Considered as a good profession. Hence, the teacher education has been restructuring to strengthen its quality of education and training. Further, the National Education Policy (NEP) 2020 has strongly emphasized to promote the process of teaching and learning at secondary level, the teacher education curriculum with two-year duration to develop professionalism and standards of teaching among B.Ed Pedagogical Science Trainees. The prospective teachers are expected to use the best practices and innovative strategies to meet the challenging demand of their teaching career which involves imparting adequate knowledge and for equipping essential skills and competencies of teaching and for developing good attitudes towards teaching. Teaching is an exciting and rewarding activity but like other professions it is demanding. The prospective teachers should know the art of teaching and science of learning and teachers can act according to needs and interests of the learners. The future of a nation is shaped in its classroom and teacher is the architect who shapes the destiny. It depends on personal judgment and individuals' experiences. Thus, the teaching profession becomes more important to enable them to master themselves both the science and the art of teaching. To make the internships more appealing and productive for students universities started the added concept of giving course credit for internship. First is the constant updating and reinforcement in domain knowledge and skills of teachers and second one is equipping B.Ed Pedagogical Science trainees with befitting adequate competencies and developing right attitude towards teaching and to create a convincing leaner friendly environment. Education is most important among all of us.

REVIEW OF RELATED LITERATURE

Parveen, Shaheen (2021) conducted a study on Perception of Prospective Teachers towards the Use of Digital Education Platform for School Practice Teaching during Teaching skill. Prospective teachers training programme was there since pre-independence times, the curriculum of teacher education has changed several times based on the recommendation of various commissions. This study's, focus is on understanding the perception and preference of

students in teacher education towards online learning of teaching practice through an online survey of B.Ed Pedagogical Science trainees towards internship. Nissim, Yonit (2020) Conducted a study on Yonit student-Teachers' Perceptions attitude of B.Ed Pedagogical Science trainees towards internship. The significance of the investigation lies in revealing the meaning given in the student-Teachers reflective Worldview to their future role as teachers and educational leaders. There was no significant difference in the attitude of urban and rural B.Ed Pedagogical Science trainees towards internship. Baruna (2015) revealed favorable response of students towards learning enhancement through two – year B.Ed programme. Public – funded trainees from rural background and economically weaker sections of society had favorable perception regarding their learning enhancement through B.Ed. programme. Public – funded institutions students expressed more favorable perception than that of their private funded institution counterparts. Nataraja (2016) found that most of the student – teacher of Karnataka gave favorable opinion on two – year B.Ed. program. He reported that the teacher – trainees competencies improved by two – year programme.

NEED AND SIGNIFICANCE OF THE STUDY

Nobody is concerned with the practice teaching or internship practice. This reform aims at teacher preparation activities to be grounded in real school environment. The positive side of internship in teaching is to give sense of accomplishment to B.Ed Pedagogical Science trainees. They learn to take responsibility, gain confidence and improve upon their classroom management skills. Most of the B.Ed Pedagogical Science trainees reported that after practice teaching, they feel more confident in teaching before the learners than before. Internship in teaching should act as a firm base for them to develop a disposition for effective teaching. The secondary teacher education programme is not about giving theoretical knowledge of various theories of teaching and learning or micro skills used in the classroom teaching rather this should serve as worthwhile experience in making a competent teacher through school experience programme.

The B.Ed Pedagogical Science trainees have to be aware of some of the innovative teaching strategies that have to be employed inside the classroom so as to make the learners more active listeners inside the classroom. The B.Ed Pedagogical Science Teacher trainees should complete their pre - planning tasks such as micro teaching skills and observation of senior teacher classes. Lesson plan for their subjects of specialization and gather ideas about the preparation of instructional materials that could be used inside the classroom to kindle the student's knowledge with regard to school subjects. It plays a very important role in improving the competency and effectiveness of teacher.

OPERATIONAL DEFINITION OF KEY TERMS:

Perception:

Perception includes all those processes, by which an individual receives information about the environment by seeing, hearing, feeling, testing and smelling. Each human being perceives the world around him in a unique way and this unique interpretation of a situation is called perception.

B.Ed Trainees

The term 'B.Ed. Trainees' refers to the graduates who have completed their under graduation or post-graduation in an affiliated university and joined in the college of education for pursuing B.Ed. degree programme.

Internship in Teaching

Internship is the most important part of any teacher education program. It gives pupil-teachers hands on experience to be acquainted with total school practice including teaching, evaluation, administration clerical work, communication involvement, handling students issues student support services and the like.

Pedagogical Science Trainees

The term Pedagogical Science indicates the group of disciplines that together make up pedagogy, an overarching term for the study of education, which due to its complexity has been divided up into various specialist areas.

OBJECTIVES OF STUDY

The following are the objectives of the study

1. To study the level of perception of B.Ed Pedagogical Science trainees towards internship in teaching.

2. To find out the significant difference if any, in the perception on internship Pedagogical Science with respect to gender.
3. To find out the significant difference if any, in the perception on internship Pedagogical Science with respect to Educational qualification.
4. To find out the significant difference if any, in the perception on internship Pedagogical Science with respect to their locality.
5. To find out the significant difference if any, in the perception on internship Pedagogical Science with respect to their optional subjects.

METHODOLOGY IN BRIEF

The study followed a descriptive method with normative survey technique. A Perception on Internship Scale was developed by the investigator and administered to the B.Ed Pedagogical Science trainees of various colleges of education in Tiruchirappalli District, which are affiliated to Tamilnadu Teachers Education University, Chennai. The B.Ed Pedagogical Science trainees have freely responded the items given in the scale. The data thus collected were put into appropriate statistical techniques – descriptive and differential analysis.

SAMPLE

The sample for the present study consists of 180 B.Ed Pedagogical Science trainees from different colleges of education in Tiruchirappalli District by using simple random sampling technique for the study.

DATA ANALYSIS

Hypothesis:1

The level of perception on internship in teaching means scores of B.Ed Pedagogical Science trainees is not high.

Table 1
Mean and standard deviation for perception on internship in teaching scores of the B.Ed Pedagogical Science Trainees.

Variable	N	Maximum	Mean	S.D
Perception on Internship	180	96	78.9	5.97

The mean and standard deviation for the perception scores of the B.Ed Pedagogical Science trainees are presented in the above table. The maximum possible score of perception on internship in teaching is 96. The mean value was found to be 78.9. It is revealed that the B.Ed Pedagogical Science trainees studying in various colleges of education in Tiruchirappalli District have a higher level of perception towards internship in teaching.

Hypothesis:2

There is no significant difference in the perception on internship in teaching mean scores between male and female B.Ed Pedagogical Science trainees.

The hypothesis was tested by using t – test. The ‘t’ value was computed to find out the significance of difference in perception mean scores between male and female B.Ed Pedagogical Science trainees.

Table 2
Significance of difference in perception means scores of male and female B.Ed Pedagogical Science Trainees

Gender	N	Mean	Standard Deviation	“t” Value
Male	75	70.1	5.02	2.51

Female	105	75.9	5.39	
--------	------------	-------------	-------------	--

The calculated “t” value 2.51 is greater than the critical value 1.97 corresponding to the 0.05 level of significance. This implies that the difference in the perception on internship mean scores under consideration is statistically significant. Hence, the null hypothesis is rejected. Therefore, it is concluded that the male and female B.Ed Pedagogical Science trainees differ significantly in respect of their perception on internship in teaching. Further, the higher mean scores of female B.Ed. trainees have better in their perception than the male B.Ed Pedagogical Science trainees.

Hypothesis: 3

There is no significant difference in the perception on internship in teaching mean scores between UG and PG qualified B.Ed Pedagogical Science trainees.

The hypothesis was tested by using t-test. The ‘t’ value was computed to find out the significance of difference in perception mean scores between UG and PG qualified B.Ed Pedagogical Science trainees.

Table 3
Significant of difference in the perception means score between UG and PG Qualified B.Ed Pedagogical Science trainees towards internship in teaching

Educational Qualification	N	Mean	S. D	‘t’ value
UG	57	71.3	5.46	3.87
PG	123	76.8	5.79	

The calculated ‘t’ value 3.87 is greater than the critical value 2.58 corresponding to the 0.01 level of significance. This implies that the difference in the internship perception mean scores under consideration is statistically significant. Hence, the null hypothesis is rejected. Therefore, it can be concluded that the UG and PG qualified B.Ed Pedagogical Science trainees differ significantly in respect of their perception towards internship in teaching at schools.

Hypothesis: 4

There is no significant difference in the perception means scores between rural and urban B.Ed Pedagogical Science trainees.

The hypothesis was tested by using t-test. The ‘t’ value was computed to find out the significance of difference in perception on teaching mean scores between rural and urban B.Ed Pedagogical Science trainees.

Table 4
Significance of difference in perception means scores of rural and urban B.Ed Pedagogical Science trainees

Locale	N	Mean	Standard Deviation	“t” Value
Rural	66	73.24	5.81	1.31
Urban	44	74.56	6.30	

The calculated “t” values 1.31 is lesser than the critical value 1.97 corresponding to the 0.05 level of significance. This implies that the difference in the internship perception mean scores under consideration is statistically not significant.

Hence, the null hypothesis is accepted. Therefore, it can be concluded that the rural and urban B.Ed Pedagogical Science trainees do not differ significantly in respect of their perception towards internship in teaching at schools.

Hypothesis: 5

There is no significant difference in the perception on internship mean scores among the B.Ed. trainees of different optional subjects.

The hypothesis was tested by using F-test. The 'F' value was computed to find out the significance of difference in perception mean score among the B.Ed Pedagogical Science trainees of various optional subjects.

Table 5
Significance of difference in perception mean scores among the B.Ed Pedagogical Science trainees of different optional subjects

variables	Sum of squares	df	Mean square	Calculated "F" Value
Between groups	132.33	2	51.66	0.61
Within groups	43221.7	178	109.32	
Total	43.354.03	180		

The calculated "F" value 0.61 is less than the critical value, corresponding at 0.05 level of significance. This implies that the difference in the internship perception mean scores under consideration is statistically not significant.

Hence, the null hypothesis is accepted. Therefore, it can be concluded that the B.Ed Pedagogical Science trainees of various optional subjects do not differ significantly in respect of their perception towards internship in teaching.

FINDINGS OF THE STUDY

The research findings of the present study are as follows,

1. The B.Ed Pedagogical Science trainees studying in various colleges of education in Tiruchirappalli District have a higher level of perception towards internship in teaching.
2. Significant difference is found between male and female B.Ed Pedagogical Science trainees in their level of perception towards internship in teaching. The higher perception mean scores of female B.Ed Pedagogical Science trainees have better in their perception towards internship in teaching than the male B.Ed Pedagogical Science trainees.
3. Significant difference is found in their level of perception towards internship mean scores between the UG and PG qualified B.Ed Pedagogical Science trainees. The higher perception mean scores of PG qualified B.Ed Pedagogical Science trainees have better in their perception towards internship in teaching than the UG qualified B.Ed Pedagogical Science trainees towards internship in teaching.
4. No Significant difference is found between rural and urban B.Ed Pedagogical Science trainees in their level of perception towards internship in teaching. Both the rural and urban B.Ed. trainees were equal in terms of their perception mean scores.
5. No Significant difference is found among the B.Ed Pedagogical Science trainees of various optional subjects in their level of perception towards internship in teaching. The B.Ed Pedagogical Science trainees of different optional subjects have similar in terms of their perception mean scores.

EDUCATIONAL IMPLICATIONS

The following are the educational implications of the study

- ❖ Regular in-house training on internship may be arranged for the B.Ed Pedagogical Science trainees at all colleges of education.
- ❖ Institutional work culture, accomplishment of various tasks that makes learning update and continued professional development be possibly encountered.
- ❖ To be enhanced the skills of teaching through interactive classroom instruction adopting innovative pedagogies, influence of self-determined learning among B.Ed Pedagogical Science trainees.
- ❖ Providing more rigorous intensive training to B.Ed Pedagogical Science students on maximum number of days in order to bridge the gap between theory and practice in their respective optional subjects.
- ❖ The teacher trainees will strive to base their professional practice on continuous professional learning, the best knowledge available about curriculum content and pedagogy, together with their knowledge about those they teach.
- ❖ Measures should be taken to bring subject teachers of the schools actively involved in the total assessment of the B.Ed Pedagogical Science trainees during practice teaching.

CONCLUSION:

An effective and improved internship training is required in developing B.Ed Pedagogical Science trainees personalities as true professional in the field of education. Quality and quantity of school education depends upon the quality and quantity of teacher education. As per the results of the study, the B.Ed Pedagogical Science trainees should be encouraged their active learning, attentiveness, evaluation of marks of individual and group assignments were done, engagement of the learners with field work were evaluated properly and weigh age given to internship and practicum activities were carried out appropriately. However, a large majority of B.Ed Pedagogical Science trainees and the learners to provide suitable feedback about internship. This will help the B.Ed Pedagogical Science trainees in developing self-confidence, updating knowledge and development of right attitude towards teaching.

REFERENCES:

- Namita Sahoo (2020) Perception on Internship and Practicum Activities on B.Ed. Programme, EDUTRACKS, Vol.20, No .02.
- Nagendra Prashar(2017) Internship Programme: A need for quality education University News Association of Indian Universities. Volume 55, No:42, 16-22.
- Sing, P.(2013) Attitudes of B.Ed students towards internship as a part of B.Ed curriculum (M.Ed dissertation, University of Jammu, 2013).
- Saleha.P (2012) Internship program in education: Effectiveness problems and prospects. International Journal of learning and Development, Volume 1(1), 487-498.
- Anad Pawan I (2011) Impact of Teacher Training on Teacher Competencies, University News, AIAIU, 49(48).
- AnandhaPadhan (2009) Teaching Profession and Teacher Professionalism, University News, 47 (46), AIAIU, NewDelhi.
- Sharma S.R (2000) Effective Teaching: Modern Methods Tools and Techniques, Mangal Deep publications, Jaipur.