



IMPLEMENTATION OF INTERNSHIP IN TEACHING AT SECONDARY LEVEL IN DAVANAGERE AND KUVEMPU UNIVERSITIES OF KARNATAKA - A COMPARATIVE STUDY

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Abstract

Internship programme is designed to assist pre-service teachers in acquiring professional skills that are necessary to be successful teachers. NCFTE-2009 expects the student-teachers to implement certain activities during the Internship programme. Present study is intended to know to what extent the student teachers develop the Unit plans and maintain Reflective Journals during their Internship Programme at schools. It is a survey type comparative study of the two Universities. The sample of the study consisted of 170 student teachers of B.Ed. Colleges of one Aided and two Unaided Colleges of Davanagere University and 146 student teachers of B.Ed. Colleges of one Aided and two Unaided Colleges of Kuvempu University. A Questionnaire on various aspects of Unit plan and Reflective Journal was used to collect the data. The study revealed that Majority of the student teachers of both the universities prepare unit plans during their internship. Davanagere University is in better position when compared with Kuvempu University with regard to preparation of Unit plans in both the subjects. Kuvempu University is slightly better than Davanagere University in preparing Unit plans based on multiple sources of information, teachers' guidance and needs of the learners. Majority of the student teachers of both the universities have felt that the preparation of Unit plans have helped in writing lesson plans as well as solving classroom problems. All most all the student teachers, except a few (3% -5%) have submitted their Unit plans to the college. Maintenance and assessment of Reflective Journal is better in Davanagere University than Kuvempu University. Nearly half of the student teachers of both the Universities have not maintained the Reflective Journal during the Internship. This shows that both the Universities have to take the teacher preparation programme seriously.

Key Words: Unit Plans , Reflective Journals.



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Introduction

School Internship Programme is one of the important activities in the Teacher preparation programme. The aim of internship is to enable the student teachers to identify himself / herself as a member of the staff of the school; obtain first-hand knowledge of the school;

participate actively in all its activities and have experience of multiple class & large class teaching. Plan for teaching of a unit or a topic and execute the same effectively. The development of the Country rests on the shoulders of teachers because they shape the youth in the Classrooms. Thus the quality of teachers is directly dependent on the quality of teacher education. (Rama devi and M. Nirmala jyothi – 2007)

According to National Curriculum Framework for Teacher Education (NCFTE -2009), school internship programme needs to have visits to Innovative centers of Pedagogy and Learning, wherever feasible, Internship in Schools, Developing Unit plans and maintaining Reflective Journals and Creating and maintaining resources for teaching-learning in the Internship Schools.

Unit planning recognizes that learning takes place most effectively in terms of whole rather than of fractions. Unitary teaching necessitates the interlocking of ideas in order to achieve full understanding . Psychologically, emphasis is placed on significant and comprehensive problems, concepts, and activities rather than on fragmentary pieces. The concept of wholeness is obviously a relative one. It must be interpreted in terms of the maturity of the learner and the possibilities of the proposed learning situation and activities for making significant changes in the behavior of the learner. Meaning of the whole has to be interpreted with reference to the total situation, recognized objectives of the group, maturity level of the students, relationships of the proposed activities to the present level of student and in teacher education to fulfill the major purpose of our Democratic society.(Loretta.E, Heidgerken - 1994)

Reflection is a process whereby a learner takes time to consider an experience s/he has been involved in, or any new learning experience and reflect on how it has been done. It may likewise refer to teachers' consideration of their own work.(Ramesh Shukla-2005) Reflective Journals develop thinking and rethinking habits among the student-teachers . Hence, maintaining the reflective Journal is more meaningful and useful activity in teacher preparation programme. A Reflective Journal is a personal diary of activities, lessons, thoughts, reflections, etc. Student – teachers think back on what they did in the past, how well it worked out, and what changes might benefit them in future. It will be useful to the student teachers to think back on their past experiences as classroom teachers, reflect and write it. Due to this, they are able to recall and analyze the difficulties faced during the conduct of the activities and programmes in schools.

Need and Importance of the Study : “No system of education, no syllabus, no methodology, no textbooks can rise above the level of it’s teachers. If a country wants to have quality education it must have quality teachers” – V.S. Mathews. (Jangaiah. C. - 2011)

Internship in teaching should be a rigorous task which would include preparation of unit plans and maintaining reflective journals. Every teacher in school has to maintain and preserve certain records. The prospective teachers will prepare Unit Plans and write Reflective Journals. Internship experiences need to be organized in a way that is useful in evaluating the teacher’s ability, supports, socialization with in the profession, stimulates development of teaching – learning concepts ,provides a protected field of experimentation, allows insight in to new perspectives and enhances motivation to continue learning and reflecting. (Radha, Mohan 2011)

Internship programmes designed to assist beginning teachers in acquiring professional skills necessary for successful / optional teaching delivery. These programmes are typically designed for individuals who have not fully experienced a teacher preparation programme, especially the student teaching experience. (Carol Sullivan Spafford and others,- 1998)

According to National Council for Teacher Education Document 2004/ 77, the secondary teacher education should consider the following objectives.

- Curriculum, syllabus and availability of teaching learning materials including ICT.
- Requirement of regional conditions and the main stream of Nation’s life.
- Necessity to improve the standard and quality of school education.
- Utilization of locally available resources.

NCTE Document 2004/77 noted that the programme of teacher education is institution based. The students are not exposed to the realities of school and community. Internship, practice of teaching , practical activities are not paid proper attention . The curriculum, pedagogy and evaluation of teacher education needs improvement and radical transformation. Hence, the student teachers should know how to prepare the Unit plans to handle the larger classes as well as small groups more confidently. The daily lesson plans must be based on the Unit plan. This enables student teachers to connect the daily classroom teaching in a meaningful manner and to plan suitable learning activities in their day to day classroom teaching.

Writing Reflective Journals is another important skill to be developed in student teachers by the training colleges. The student teachers should be able to reflect on all the activities

provided during teacher preparation programme especially during the internship and maintain reflective journals. This helps them to use appropriately the knowledge gained, skills learned, experiences acquired and values developed during the internship.

Preparation of quality teachers is possible only when the teacher education institutes adhere to the academic framework laid down by the NCTE in the form of NCFTE. It was felt by the investigators that there is a need to understand the implementation of NCFTE, 2009 in relation to the development of Unit plans and maintaining of Reflective Journals by the student teachers in the training colleges of the two Universities, during their Internship programme.

Objectives of the study

1. To find the present practice of writing Unit plans in secondary teacher education colleges during the Internship Programme.
2. To find the number of unit plans prepared by the student teachers.
3. To know about writing, assessment and uses of writing the Reflective Journals.

Research Questions

1. To what extent the development of Unit Plan & maintaining of the Reflective Journals are implemented during the internship programme ?
2. How many Unit plans are prepared during the Internship programme ?
3. Are the Reflective journals assessed ?
4. Is writing the Reflective Journal useful?

Methodology

Survey method was used in this study.

Sample : Stratified random sampling method was used. Two Universities namely, Davanagere and Kuvempu of Karnataka State were randomly selected. There are 19 B.Ed. colleges under Davanagere University. Out of these 4 are Aided and 15 are Unaided colleges. There are 18 B.Ed. colleges under Kuvempu University. Out of these, 3 are Aided colleges and 15 are Unaided colleges. As a sample of the study one aided and two unaided Colleges of Teacher Education from each of the universities was selected. All the student teachers from these teacher education colleges who were present on the day of the visit of the Investigator were considered as sample. 170 student teachers from Davanagere University and 146 from the Kuvempu University, totally 316 student teachers were considered as sample for the study.

Tool used in the study: A questionnaire titled as “ Questionnaire for the student teachers”. developed by the Investigators was used to collect the data. The study is delimited to two activities of the Internship Programme namely, Developing Unit Plans & Writing Reflective

Journals. The tool contained 17 items on the preparation of Unit Plans, guidance received by the method masters to prepare the Unit plans , record of Reflective Journal, uses of Unit Plans and Assessment of Unit plans etc. Questionnaire comprised of 'Yes' or 'No' type questions and Multiple Choice type questions.

Analysis of the data

The data was tabulated, percentage was calculated and described in the following paragraphs. Responses of student teachers about various aspects of unit plans and maintaining reflective journals are compared.

Table 1: Preparation of Unit Plans during Internship (response in percent)

Sl. No.	Description	University	
		Davangere	Kuvempu
1.	Preparation of unit plans during school Internship		
	a) Yes	84.71	82.19
	b) No	15.29	17.81
2.	Preparation of unit plans in both the methods		
	a) Yes	72.35	39.73
	b) No	27.65	59.59
	c) Not responded	0.00	0.68
3.	Number of unit plans prepared		
	a) One per method subject	68.24	89.04
	b) Two per method subject	20.00	4.79
	c) Less than four per method subject	2.94	4.11
	d) Four per method subject	7.65	2.05
	Not Responded	1.18	0.00
4.	Basis of preparation of Unit Plans		
	a) Based on the information from the text book	31.18	21.92
	b) Based on multiple sources along with the text book	16.47	16.44
	c) Based on teacher's guidance	16.47	18.49
	d) Based on students' needs	4.71	4.11
	e) All the above	29.41	39.04
	Not Responded	1.76	0.00
5.	Number of Journals referred to prepare the unit plan		
	a) Only one journal	32.35	21.23
	b) More than two journals	29.41	52.05
	c) None	37.65	26.03
	Not Responded	0.59	0.68

Preparation of the Unit Plans is one of the essential activities in teacher preparation programme. This will help in preparing the daily lesson plans, and develops confidence and

content mastery in the student teachers, etc. According to the table -1, 84.71% of the student teachers of Davanagere University and 82.19% of the student teachers of Kuvempu University, opined that they have prepared the Unit Plans during the Internship.

Preparation of the Unit plans in both the method subjects 1 and 2 is needed. But 72.35% of the student teachers of the Davanagere University and 39.73% of the student teachers of Kuvempu University have expressed that they have prepared the Unit Plans in both the methods of teaching. 27.65% of Davanagere University and 59.59% of the student teachers of Kuvempu University have expressed that they have not prepared the Unit Plans in two methods.

The practice of teaching during Internship would include not more than 4 Unit Plans per subject (NCF/TE-2009). As per the table 1, 68.24% of the student teachers of the Davanagere University expressed that they have prepared only one Unit Plan per subject but 7.65% of the student teachers of Davanagere University have opined that they have prepared four Unit Plans per subject. 89.04% of the student teachers of Kuvempu University, have expressed that they have prepared only one Unit Plan per subject, and only 2.05% of the student teachers have opined that they have prepared four Unit Plans per subject. It shows that they have not prepared the Unit Plans as per the NEFTE expectations. But, when we compare both the Universities, the Davanagere University is better than the Kuvempu University in preparing the Unit Plans.

Planning of Unit would include a critical engagement with content from multiple sources including the school text book, organization and presentation of subject matter, formulating questions, specifically to (1) assess knowledge base and understanding of students, (2) further the process of knowledge construction & meaning making in the classroom (3) assess student's learning to improve pedagogic practice and further enhance learning (NCFTE-2009).

29.41% of the student teachers of the Davanagere University opined that they have used all the available resources to prepare the Unit Plans, 39.04% of the student teachers of the Kuvempu University, have opined that they have prepared Unit Plans by using the multiple resources. In using multiple resources to prepare the Unit plans Kuvempu University is better than the Davanagere University.

32.35% of the student teachers of the Davanagere University and 21.23% of the student teachers of Kuvempu University have opined that they have used only one journal to prepare the Unit plan. 37.65% of the student teachers of Davanagere University and 26.03% of the

student teachers of Kuvempu University have expressed that they have not referred any Journal to prepare the Unit Plans. It shows that the student teachers are not motivated well in preparing Unit Plans, and are taking it casually.

Table 2: Uses & Advantages of Unit Plans (response in percent)

Sl. No.	Description	University	
		Davangere	Kuvempu
1.	Preparation of Unit plan helped during internship.		
	a) Yes	88.24	88.36
	b) No	10.59	10.96
	Not Responded	1.18	0.68
2.	Unit Plans helped in writing the lesson plans		
	a) Yes	90.00	86.30
	b) No	9.41	13.01
	Not Responded	0.59	0.68
3.	Unit Plans helped to solve the classroom problems		
	a) Yes	88.24	84.93
	b) No	11.18	14.38
	Not Responded	0.59	0.68
4.	Unit Plans were useful in understanding the problems of the students.		
	a) Yes	83.53	86.99
	b) No	14.71	12.33
	Not Responded	1.76	0.68

As per the table 2, 88.24% of the student teachers of Davanagere University and 88.36% of the student teachers of the Kuvempu University opined that the Unit plan preparation helped in teaching during the Internship though more than 10% of the student teachers of both the Universities have expressed that the preparation of the Unit Plan has not helped during the Internship. 90% of the student teachers of the Davanagere University and 86.30% of the student teachers of the Kuvempu University opined that the preparation of the unit plans was helpful in writing the lesson plans. 88.24% of Davanagere University, and 84.93% of the student teachers of Kuvempu University opined that the preparation of the Unit plans helped to solve the Classroom problems. More than 83% of student teachers of both the Universities have expressed that the Unit plans helped to understand the problems of the students.

Table 3: Submission of Unit plans to college after the Internship (response in percent)

Sl. No.	Description	University	
		Davangere	Kuvempu
1.	Unit plans were submitted to the college after completing the internship.		
	a) Yes	94.12	95.89

Sl. No.	Description	University	
		Davangere	Kuvempu
	b) No	4.71	3.42
	Not Responded	1.18	0.68

As shown in the table 3, 94.12% of the student teachers of Davanagere University and 95.89% of the Kuvempu University have submitted their Unit plans to the college after completing the Internship. This shows that more number of student teachers of Kuvempu University have submitted their Unit Plans to the colleges when compared to Davanagere University.

Table 4: Maintenance of Reflective Journals during Internship (response in percent)

Sl. No.	Description	University	
		Davangere	Kuvempu
1.	Maintained a Reflective Journal during the internship		
	a) Yes	54.12	46.58
	b) No	45.29	52.74
	Not Responded	0.59	0.68
2.	Information recorded in reflective journal was related to		
	a) Teaching experiences during internship programme	20.59	13.01
	b) Feedback given by the method masters	22.94	12.33
	c) Classroom problems & their management	20.59	20.55
	d) All the experiences of day to day activities	30.59	34.25
	Not Responded	5.29	19.86

As per the figures reflected in table 4, 54.12% of the student teachers of Davanagere University and 46.58% of the student teachers of Kuvempu University have stated that they have maintained the Reflective Journal to record their learning experiences during the internship. 45.29% student teachers of Davanagere University and 52.78% of the Kuvempu University have stated that they have not maintained the Reflective Journals to record their learning experiences during the Internship. It shows that nearly 50% of the student teachers have not maintained the reflective Journals.

30.59% student teachers of the Davanagere University and 34.25% of the Kuvempu University have opined that they have recorded all the experiences of the day to day activities in the reflective Journals. Kuvempu University is better than Davanagere University in writing the Reflective journals.

Table 5: Submission and Assessment of the Reflective Journal (response in percent)

Sl. No	Description	University	
		Davangere	Kuvempu
1.	Submission of reflective journal to college		
	a) Yes	50.00	40.41
	b) No	49.41	58.90
	Not Responded	0.59	0.68
2.	Journals assessed by the method teacher		
	a) Yes	63.53	50.68
	b) No	35.88	48.63
	Not Responded	0.59	0.68
3.	Mode of assessment		
	a) By Marks	82.35	71.92
	b) By Grade	16.47	23.97
	Not Responded	1.18	4.11

As per the table 5 , 50% of the student teachers of the Davanagere University and 40.41% of the student teachers of the Kuvempu University have stated that they have submitted the Reflective Journals to the College, where as 49.41% of the student teachers of the Davanagere University and 58.90% of the student teachers of Kuvempu University have not submitted their Reflective Journals to the College. With regard to assessment of Reflective Journals, 35.88% of the student teachers of the Davanagere University and 48.63% of the student teachers of the Kuvempu University have stated that the Reflective Journals are not assessed by their Method teachers. With regard to mode of assessment 71% - 82% of the student teachers of both the universities have stated that the Reflective Journals are assessed and awarded marks. 16.47% of the student teachers of Davanagere University, and 23.97% of the Kuvempu University have responded that the Reflective Journals are assessed in terms of Grades.

Table 6: Usefulness of maintaining of the Reflective Journals (response in percent)

Sl. No	Description	University	
		Davangere	Kuvempu
1.	Maintaining reflective journal has been useful.		
	a) Yes	73.53	68.49
	b) No	25.88	30.82
	Not Responded	0.59	0.68

As per the table 6, only 73.53% student teachers of the Davanagere University and 68.49% student teachers of the Kuvempu University have felt that maintaining of the Reflective Journals has been useful. But 25.88% of the student teachers of Davanagere University and 30.82% of the Kuvempu University have felt that maintaining of the Reflective Journals is not useful. However, less than 1% of the student teachers of the Davanagere University and

Kuvempu University have not expressed any opinion. When comparing the two universities, it is observed that more number of student teachers of Davanagere University have felt the usefulness of the Reflective Journal than the student teachers of Kuvempu University.

Major Findings of the Study

- Majority (> 80%)of the student teachers of both the universities have expressed that they prepare unit plans during their internship.
- While about 72% of student teachers prepare Unit plans in both the method subjects in Davanagere University,only 40% of the student teachers of Kuvempu University prepare Unit plans in both the method subjects. This shows that Davanagere University is in better position when compared with Kuvempu University with regard to preparation of Unit plans in both the subjects..
- Only 30% of the student teachers of Davanagere University and 40%of the student teachers of Kuvempu University have expressed that they prepare Unit plans based on multiple sources of information, teachers' guidance and needs of the learners. In this case Kuvempu University is slightly better than Davanagere University.
- Majority (90%) of the student teachers of both the universities have felt that the preparation of Unit plans have helped in writing lesson plans as well as solving classroom problems.
- All most all the student teachers, except a few (3% -5%) have submitted their Unit plans to the college.
- Maintenance and assessment of Reflective Journal is better in Davanagere University than Kuvempu University.
- Nearly 50% of the student teachers of both the Universities have not maintained the Journal to reflect their experiences during the Internship. It shows that neither the student teachers have feltthe importance of maintaining the Reflective Journals nor the Training Colleges are insisting on maintaining them.

Conclusion

Teacher training is aiming at imparting the fundamentals of teachers' education with a view to qualifying the teacher trainee for immediate employment in a school and to provide the basis for special skills and abilities among student teachers, so thatthe student teachers are able to manage the smaller groups as well as the larger classes. Developing Unit Plans and writing Reflective Journals are part of Internship activities. The student teachers should be able to think and re-think on their new learning experiences and reflect on how it has been

done. It is possible to acquire any new knowledge and skills through thinking and rethinking process. This thinking habit can be developed by maintaining the Reflective Journals. But the findings of the study imply that there is a need for the Teacher Education Colleges to abide by the NCFTE,2009 (Currently, NCFTE 2014 is in practice) and give all support and guidance to the student teachers in completing the Unit Plans and writing the Reflective Journals.

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