

A Study of Attitude of Pupil Teachers towards Implementation of School Internship in B.Ed Programme

Shazia Zargar¹, Sajad Hussain²

¹M.A Education, B.Ed, JKSet

²M.A Education, M.Phil., Net

ABSTRACT

Since ages teacher has been looked upon by the society as the wisest men of the community. He enjoyed very respectable status in the society. Teacher educator or Teacher training refers to the policies, procedure and provision designed to equip teachers with the knowledge, attitudes, behavior and skills they require to perform their task effectively in and outside the classroom. Teaching is a continuous and never-ending process. It is very much necessary for the teachers to keep themselves up to date and very much professional and skillful in nature. The present study has been conducted to know the Attitude of Teacher Educators towards Internship in Two Year B.Ed Programme. In this study, the investigators finds out the attitude of teacher educators studying in different B.Ed colleges of Jammu division. The research study was descriptive in nature. 200 teacher educators were randomly selected for the study. The findings of the study reveal that the majority of the teacher educators have no significant difference in their attitude towards internship in Two year B.Ed program.

KEYWORDS: Teacher Educator, Internship, Attitude, Gender

INTRODUCTION

Teacher educator or teacher training refers to the policies, procedure, and provisions designed to equip teachers with the knowledge, attitudes, behavior and skills they require to perform their tasks effectively in the classroom, school, and community. Teacher education in our country has to face the challenge of producing teachers for a new society. However, in order to meet the challenge successfully, it is necessary to improve the quality of teacher educators. Teacher education holds the most crucial position in the education system today. In fact, a teacher educator is the topmost academic and professional person in the educational pyramid. A teacher educator is responsible for the education of teachers under whom the community place the destiny of the children. The liability of teacher's quality, therefore, rests on the teacher educator himself. Teaching is a continuous and never-ending process, huge flow of Knowledge and information is emerging in all fields throughout the world and due to the rapid explosion of knowledge and scientific invention, teaching has become a very challenging task for the teachers, as

everything is changing very rapidly. More particularly, the changes brought by ICT have a strong influence on teaching and learning. As we all know that today we are in the age of 21st century, that age which is also called as the age of information and technology. Each and every aspect of life is related to science and technology. So, it is much necessary for the teachers to keep themselves up-to-date and very much professional and skillful in nature. The present study is based upon the facilities available for the professional development of teacher educators as the researcher is very much keen to know about to what extent the teacher educators have made themselves able and competent in this age of science and technology and keep their knowledge developing continuously rather remaining stagnant. As our concern is professional development of teachers let's have an insight into it.

CONCEPT OF TEACHER

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enjoyed very respectable status in the society. In the words of Prof. Humayun Kabir, “Teachers are literally the arbiters of a nation’s destiny. It may sound a truism, but it still needs to be stressed that the teacher is the key to any educational, reconstruction.” Teacher’s influence is everlasting. He shapes the destiny of future citizens. A teacher or school teacher is a person who provides education for pupils. The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum. As stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education, “The teacher is the most important element in any educational program. It is the teacher who is mainly responsible for implementation of the educational process at any stage.” This shows that it is imperative to invest in the preparation of teachers, so that the future of a nation is secure.

A teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or Vocational training, the arts, religion, civics, community roles, or life skills. A teacher who facilitates education for an individual may also be described as a personal tutor, or, largely historically, a governess. In some countries, formal education can take place through home schooling. Informal learning may be assisted by a teacher occupying a transient or ongoing role, such as a family member, or by anyone with knowledge or skills in the wider community setting. Teachers are given a higher place in this society; they are considered as the role model for the pupils because they educate the new generations. Teachers always think about the welfare of their students and always want them to become good citizens of the country and for that they do their level best to make their students of the best in the country because if the teacher becomes successful in making his/her student best it gives a good name to the teacher but there are some reasons which create hindrance in their efforts for the students.

ROLE OF TEACHER IN EDUCATION

The National Policy on Education (NPE 1986) comments on the role of Teacher as: “The status of the teacher reflects the socio-cultural ethos of a

society: it is said that no people can rise above the level of its teachers. The Govt. and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and the concerns of the community.” Teacher has a very vital role in educational system. The role of a teacher in the educational process is always challenging and dynamic. Teacher is said to be the friend, philosopher and a guide. The teacher's work is not only to impart knowledge but it is something more. Teachers’ great task is not only the transmission of knowledge but also to inspire and guide the students towards cherished goals. The teacher in a naturalistic set up is not only a setter of the stage, but a supplier of material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place. Teaching is the core profession and the key agent of change in today's knowledge society.

CONCEPT OF INTERNSHIP

According to the university of Iowa, Pomerantz career center search: - An internship is:

- A structured work experience related to a student’s major and/or career goal.
- An experience that should enhance a student’s academic, career and personal development.
- Supervised by a professional in the field.
- An experience that can be one academic term (summer, spring, fall) or multiple academic terms in length.
- Paid or unpaid, part-time or full-time
- An experience that is mutually agreed upon by the student, supervisor and/or faculty member.
- Meets registration requirements for 0 credit hour or academic internship course.
- Depending on the field the experience might also be called a parti cum or coop.

According to the University of Wisconsin-Madison (www.wisc.edu/), an internship is a Work Based Learning experience that involves on-the-job training to prepare for a future career in a given field, with the emphasis being placed on the development of skills and knowledge pertaining to that particular field of work. A student-teacher intern is expected to gain experience and knowledge and develop vital teaching skills. Stretch and Harp (1991) states that an internship is “A supervised discipline-related work experience; Controlled experiential learning where a student receives academic credit while employed by an organization in a chosen area of interest; A quality work experience, guided and managed by an experienced supervisor, in a position with duties that

the student has not previously performed, which will benefit the student in her or his future career goals". An internship is a formal arrangement designed to provide opportunities for students to study and experience professional career interests in the community. Michael Ellender of Birmingham Forward said of his internship: "I am a very proactive person and was keen to only take a role where I could use my graduate skills. In my experience, if you are willing to show initiative, enthusiasm and work hard, you will be given further opportunities to develop. I was pleased to stay on after the placement and have now been promoted to a higher level role that I enjoy. "In 1906, Herman Schneider, a University of Cincinnati engineering professor and dean, founded cooperative education or internships because he recognized that most students need and want to work while attending college and the practical benefits of internships enhanced the entire learning experience (Linn, Howard and Miller 2004). Internship may be of two types – work experience type and dissertation type. In the first type, during the second year the student teachers need to transform the learnt things acquired from the teacher training institute into practice, which may vary from two months to one year. In doing so, they gain work experience. In the second type, the student teachers who are in the last year may opt for dissertation type internship. Wherein, a student teacher shall perform research form of activity for an organization. The student teachers have to select a topic and conduct an investigation and prepare a report which needs to be presented. Either of the types of internship programs is offered to the student teachers in the countries like UK, USA, Germany, France, Nether land, Pakistan, Denmark. In India, NCERT implemented two-year B.Ed. and M.Ed. courses in the four Regional Institutes of Education since 1999 as per NCTE guidelines. According to Panda "The two-year B.Ed. program introduced by NCERT in its RIEs has certain special features/characteristics. It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee-teachers. It develops a sound knowledge base for trainee-teachers in content areas, develops skills of trainee-teachers to be competent enough regarding how to transact the content materials to the students of the schools meaningfully. Some of the value related objectives that two-year B.Ed. intends to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. of the trainee-teachers towards the profession. It intends to bring integrated development of the trainee teachers

touching cognitive and non- cognitive aspects of their behavior. It is primarily practical oriented. It gives stress on practical activities like internal assessment, project works, sessional works, internship in teaching, practice of micro-teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, field work with community etc. "The introduction of internship in two year B.Ed course throughout the country is a challenging task for all the teacher education institutes. The main aim of internship program is to develop teaching skills among the pupil teachers, it is an effective way to provide training to the pupil teachers about the real world of work. Through this program, the pupil teacher is given an opportunity to integrate theory and practice, to plan and deliver their lessons, to critically analyze their own and peers teaching styles and it also helps them to improve their teaching method. This program helps the pupil teachers to understand the role and responsibilities of professional teachers. Internship program also give them opportunity to understand different aspects of school programs, methods of teaching, their skills, abilities, capabilities and also to improve these in their teaching profession.

SIGNIFICANCE OF INTERNSHIP

Internship program in Teacher education is of great significance because it ensures the professional preparation of prospective teachers. Internship is important because it helps an aspiring teacher to prepare for an educational field. It is continuous assessment of the student teacher in and outside classroom. The aim of these teacher education programs is to train teachers to educate and teach effectively in order to facilitate learning in the classroom (Richter et al. 2004:7). Fletcher (1990:41-55) indicate that internship experiences enhance students' self-confidence, values and attitudes and leads to an increase in student independence, social maturity and interpersonal skills. Parveen and Mirza (2012) emphasized Internship program in Teacher Education is of great significance because it ensures the professional preparation of prospective teachers. It provides them a practical opportunity to develop true understanding of the teaching profession and future prospects of working conditions in that profession. The internship is an educational experience combining daily experiences in the classroom setting, time allocated to work on assignments and exam preparation, and time spent coaching extracurricular activities. Student-teacher interns follow the calendar of a school and work in collaboration with members of the teaching staff. If

an internship program is carefully planned, it fulfils the following aspects.

- It Develop and strengthen skills and attitudes of pupil teachers towards their profession.
- Offers fruitful exposure on the job
- It helps pupil teacher to Understand the nature and status of work condition in an educational institute.
- It also helps in establishing purposeful relationships with the human resources working in the same profession.

In the RIEs “Two-year B.Ed. trains the trainee-teachers properly to meet the multifarious problems of the school or classroom. It provides scope for pedagogical analysis of the content/ units included in its syllabus/curriculum. This pedagogical analysis becomes helpful for healthy integration of contents, methods, theories, practical, etc. for meaningful transaction. About one month pre-internship in teaching program (during Part-I B.Ed. stage), two-month internship in teaching program (during Part- II B.Ed. stage), post-internship meet, twenty days community work program (10 days in Part-I & 10 days in Part-II B.Ed. stage) etc. are some of the special features of this course. Both the pre-internship and internship program are supplemented by many other innovative activities like practice of micro teaching skills in simulated classroom situation, orientation of teachers of co-operative schools, multi-cultural placement, substantial field experiences, field observation, team teaching, substitute teaching, demonstration of the lessons, observation of the lessons, taught by subject teachers, preparation, use and exhibition of teaching aids, conducting action research/ case study, participation in both curricular and co-curricular activities of the school, application of skills, getting opportunities for reflection and application of their own experiences in the school situation, development of teaching learning materials, observation of school processes, taking the arrangement classes, peer group observation of teaching, analysis of school experiences etc. along with the practice teaching” (Panda). “The university of Sindh since its inception has given higher priority to teacher education and producing quality teachers and other professionals to meet the needs of schools and society. To maintain the quality education and to give the real school/classroom experiences to student-teachers, Faculty of Education, University of Sindh started internship program in 2007-08 as a compulsory component of B.Ed degree. In the last semester each student-teacher have to go to the collaborative schools of Faculty of Education for internship, where they practice the lessons of their specialized fields and also observe school

environment, administration, record keeping, timetable arrangements and other component of school program” (Dr. Saleha Parveen). In the internship program number of persons are involved out of which the supervisors and student teachers are the prime ones. According to McIntyre (1997) the mentor is the subject teacher who takes primary responsibility for the professional education in classroom teaching. The mentor teacher is the one who takes the student teacher into his or her classroom as a student-teacher intern. The mentor teacher guides and evaluates the lessons that the student teacher intern presents. Anderson and Shannon (1988) refers mentoring as a nurturing process in which a skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional and/or personal development. Roberts (2000) describe mentoring as a complex social and psychological phenomenon which cannot easily be clarified. A student teacher intern is the one who has to practice how to prepare and teach a well-planned, good and effective lesson by learner centric and interactive methodology. Internships will also allow students to learn about time management, discipline, and effective communication skills.

CONCEPT OF B.ED. PROGRAMME

Education is considered as the instrument through which the world can be changed. It not only contributes for the growth of resources but also for the development and internal growth of the individuals. If a person is well educated, he/she not only face the conflicting problems but also confront them in his/her daily living. It is the education which makes a person not only intelligent, bold, courageous and strong in character but it also constitutes to the growth and development of the society in particular and as well as nation as a whole.

"Education is the deliberate and systematic influence exerted by the mature person upon the immature, through instruction, discipline and harmonious development of physical, intellectual, aesthetic, social and spiritual powers of the human being according to social needs and directed towards the union of the Educand with his creator as the final End". According to Education Commission (1996), "The destiny of India is now being shaped in her classrooms. In a world based on science and technology it is Education that determines the level of prosperity, Welfare and security of the people." Their Education is the bachelor of a progressive nation and the pivot of any system of Education as he has a key role in the whole process the success of the educational process

depends upon the arch of education. The teacher influences the personality of the child and instills in him a thoughts, beliefs and values of life. The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively but in critical measure upon the quality of their Education and in turns depends more upon the quality of their teachers. Becoming a teacher is not an easy job and it requires jumping through a lot of hoops. Teacher training programs are set up to help prospective teachers to acquire the knowledge, competences and attitudes they require to be effective teachers. Simply becoming a teacher, through is the easy part. Becoming a good teacher takes a bit more work. Good teacher is very necessary because they shape the personality of boys and girls and also prepares them as a good citizen for tomorrow. The future of the nation, the quality of coming generation depends largely on qualities of teachers, good Education demands good teachers, i.e., teachers who are up to date and personally well prepared in every aspect of modern pedagogy, so only competent, capable and dedicated group of Teacher Educators can play creative role in society in making their future. As it is well said that: -

TWO YEARS B.ED. PROGRAMME

To ensure the quality teacher training NCTE in the year 2014 made some sweeping changes by increasing the duration of the Bachelor of Education (B.Ed) program from one year to two years with major change in the curriculum. The two-year B.Ed. program introduced by NCERT in its RIEs has certain special features/characteristics. It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on different methodologies and pedagogy of teaching learning among the trainee teachers. It develops a sound knowledge base for trainee-teachers in content areas, develops skills of trainee-teachers to be competent enough regarding how to transact the content materials to the students of the schools meaningfully. Some of the value related objectives that two-year B.Ed. intends to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. of the trainee-teachers towards the profession. It intends to bring integrated development of the trainee-teachers touching both cognitive and noncognitive aspects of their behaviors. It is primarily practical oriented. It gives stress on practical activities like internal assessment, sessional works, internship in teaching, practice of microteaching skills, visit to various community centers, community works, interaction with community members, practical works relating to work experiences, innovative ways for conducting

practical activities related to social issues, health and physical education, work experience, fieldwork with community, project work including students portfolio, each one teach one, plantation drive and psychological test etc.

ROLE OF TEACHER IN THE B.ED. PROGRAMME

Kothari Commission remarks "The destiny of India is being shaped in its classrooms". No doubt education plays a very significant role in nation's development but the quality of education is greatly determined by the quality of teachers, therefore, great efforts were made and still are being made to import the quality of teacher education. Teachers are considered as the nation builders, so we can say that they are the architects of student's life. They help them to be the best version of themselves throughout the life. Teacher educator have to play a decisive role in bringing about qualitative change in the lives of pupil teachers. It is universally accepted that in making teacher education effective & functional in real sense, the role of teacher educator is most crucial. It is the role of teacher educator to prepare future teachers to be lifelong learners & educational workers to create a learning society. But teacher educators can play such type of role effectively only if their own education is better & is imparted in a proper manner. They should have essential teaching aptitude in order to deliver the best to their students. Again, they must be satisfied with their job. This will help in improving the quality of teacher education & ultimately the education system of the country. A farmer takes pride in growing crop, an industrialist in his manufacture products & an artists in his creative master piece but a teacher feels proud when he is able to bring desirable changes in his students. Teacher education is an integral part of education. The success of educational system depends upon the quality of teachers. Presently, India is having a large system of teacher education. Now majority of teacher education institutions are under the control of private sector. The status of teacher educators in these institutions is not good. Most of the teacher educators are ill paid, appointed on contract basis. They are even not paid during vacation period. There is hardly any scope given by the management for their professional growth. Teacher educators are so important factor in determining the quality of education system in the country, it is essential that they should possess some specific skills & abilities suitable to his/her job. They should have sound professional value required for a noble profession like teaching. According to Education Commission (1996), "The destiny of India is now being shaped in her classrooms. In a world based on science and technology it is Education that

determines the level of prosperity, Welfare and security of the people. Thus, Education is the bachelor of a progressive nation and the teacher is the pivot of any system of Education as he has a key role in the whole process, the success of the Educational process depend upon the arch of education. The Ministry of Education document, "Challenge of Education: a policy perspective mentioned, teacher performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis these have to interpreted & implemented by teacher as much through their personal example as through teaching learning process."

IMPORTANCE OF INTERNSHIP IN TEACHER TRAINING PROGRAM

The internship is very essential for today's teachers because it provides them a an opportunity to develop in the real sense a true understanding of the teaching profession and future prospects of working conditions in that profession. It gives proper training to the pupil-teachers for better understanding of needs, interests and abilities of all the students. It builds positive attitude, good level of confidence and helps pupil-teachers in better understanding of all the tasks in profession. A well-trained teacher can essentially face the class with situations and he does not run away problematic situations, all these problems of teachers in education are solved by introduction of internship: Internship is the program which helps to develop and strengthen pupil teachers skills and prepare them for teaching profession. It is the program which helps in reduces the complexities among teachers and helps them to face the class in a better way than the teacher without a proper training in teaching. Internship is of two kinds:

1. **Post-training Internship:-** In which the student teacher, after finishing the professional course, undergoes internship during which the prospective teacher is attracted to a school or works as a regular teacher under close supervision of the head and the degree is only conferred after successful performance of this internship course. This had been in vogue in India in the field of teaching for quite a while but had to be given up on account of certain administrative problems.
2. **Internship as a part of training:-** It is a system where in the trainee is attached to a particular school teacher, who guides and looks to his all-round grooming so far as practical school experience goes and plans out his participation in all the aspects of school life. This guiding teacher is technically known as cooperating teacher. He assesses and discusses with the trainee, the kind

of experience needed for him and arranges for the same e.g. actual classroom teaching performing and supervising practical work, organizing co-curricular activities, understanding records and registers, evaluating and recording child growth and child performance and communicating the same to the pupils and guardians.

IMPORTANT ACTIVITIES PERFORMED BY B.Ed. STUDENTS DURING INTERNSHIP

1. To collect identification data
2. Pupil teacher's time table
3. Pupil teacher's attendance sheets
4. To conduct Morning Assembly
5. Maintenance of school records
 - a. Record of different registers like Admission register, Stock register, Library register etc.
 - b. Attendance registers of staff of practicing school
 - c. Admission registers of the students of practicing school
6. To conduct staff meetings
7. Specimen of cumulative record
8. School leaving certificate and provisional certificate
9. Details of co-curricular activities organized
10. Management of Recess
11. To Conduct class tests (Examinations)
12. Setting question papers.
13. Understanding the physical, mental, social and emotional needs of a child
14. To understand the life of a teacher
15. To understand the related aspects of curriculum
16. Interaction with school teachers, community and panchayat members.
17. Certificate given by the head of the Institution

MEANING OF ATTITUDE

Attitude is an expression of inner feeling and beliefs that reflects whether a person is favourably or unfavourably predisposed to some phenomenon. Attitudes are the prime movers of thoughts and actions. Attitude is one of the most useful concepts that psychologists evolved to deal with the organization of experience and behavior. Attitude are learned largely through socialization process and interaction with other people . Attitude is the most useful concepts with which psychologists get involved to deal with the organization of experience and behavior. Attitude are closely related to opinions. It is all due to experimental psychology that attitude is brought to conscious level. Attitude is a point of view, sustained or otherwise, true or false which one holds towards an idea, object or person.

Rosenberg (1953) says, “An attitude is a relatively stable response to an object.”

Thurstone (1946) defined an attitude as “the intensity of positive or negative affect for or against psychological objects.”

G.W. Allport (1953) has defined, “an attitude as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon individual’s response to all objects with it is related.” Allport’s definition implies that attitude refers to a general state of readiness.

Sarnoff (1962) has given a very short cut idea about the attitude. He states, “it is a disposition to react favourably to a class or subject.”

Michael Hogg defined attitude as “An attitude is a negative or positive evaluation of an object which influences human’s behavior towards that object.”

COMPONENTS OF ATTITUDE

There are three components of attitude these are: (a) Cognitive, (b) Affective and (c) Behavioural.

- a. Cognitive includes person’s perceptions, beliefs and stereotypes. It is the set of information, idea, facts and knowledge about an object. Opinions are substitutes for cognitive component.
- b. Affective component includes the emotions and feelings towards an object. It can be liking or disliking, positive or negative evaluation towards the object.
- c. Behavioural component consists of the tendency to act or react to object in certain ways. Attitudes depends upon the environment in which the individual lives. It does not develop abruptly. The development of attitude is a slow process, this object and some degree of this object and some degree of individual’s environment with the object.

CHARACTERISTICS OF ATTITUDE

1. Attitude is the complex combination of those things which we call personality, beliefs, values, behaviours and motivations.
2. Every person irrespective of his/her status possesses an attitude in himself/herself.
3. An attitude helps us in defining our identity and how we behave towards the situation and objects. It guides our actions, behaviour and is present in every one’s mind.
4. Attitude are inferred from the way individuals behave which could include the behaviour of filling out an attitude questionnaire.
5. Attitude are directed towards psychological object or category people categorize. In different ways

one’s own conceptual system (scheme) determines how one categories the object towards which attitude are directed.

6. Attitude are learned because it follows changes. Finally attitudes influence behavior, holding an attitude towards an object give some areas on how to behave towards the object in a certain way.
7. Attitude have motivational and evaluative properties.
8. An attitude indicates the sum total of a person’s inclination and feelings. It also refers to one’s readiness for doing any work.

Attitude are relatively stable. Attitude are closely related to opinions. It is a feeling or disposition of a person to favour or to be against objects, persons and situations. A distinction can be made however a person can state his opinion in words but may not be able to express his attitude in the same way. He will reveal his attitude by his action and only indirectly by the content of his statements. Different people can have different attitudes towards the same thing or idea e.g. Some people have a positive attitude towards their children for using internet because they think that it will help them in their studies. But some people oppose it by saying it is a waste of time and has a negative attitude towards the use of internet. This negative or positive evaluation of an object is known as attitude. It influences individual’s behavior towards the object in a favourable or unfavourable manner. Attitude are also related to prejudices. A prejudice is rigidly fixed, attitude becomes a prejudice when the predisposition is so strong hat no attention is paid to evidence that might call for a changed reaction.

An attitude is an inferred (not directly observed) intervening variable, but it is reflected in such over activity as judgments, choices and actions. Attitude have objects, people, things or issues, towards which they are addressed. Attitude have four dimensions; intensity, direction, extensity and duration. Each of these aspects influences upon the behaviour of an individual.

NEED AND SIGNIFICANCE OF THE STUDY

Internship is of great significance because it ensures the professional preparation of students in various ways such as understanding of the target profession and future prospects of working conditions in that profession. A carefully planned internship program serve the following functions.

- Understanding of the target profession and future prospects of working conditions.
- Can provide valuable exposure on job.
- Develop professional skills and attitudes.

- Establish useful contacts with people working in the same profession.

The organizations and institutions that allow internship program benefit by having a dedicated and excited interns as a part of their team. Thus, it can be said that internship program works in two ways and in it both the interns and the organizations are benefitted. Internship creates interests and desire in learner to learn effectively and accurately, with the help of internship full participation of all the pupils can be obtained and utilized. Realizing the importance of internship as an important component for professional preparation of students, the investigator decided to take this area for research.

STATEMENT OF THE PROBLEM

“A STUDY OF ATTITUDE OF TEACHER EDUCATORS TOWARDS INTERNSHIP IN B.Ed. TWO YEAR PROGRAMME”

OBJECTIVES OF THE STUDY

1. To prepare an attitude scale for measuring attitude of teacher educators towards internship in B.Ed. two-year program.
2. To find whether there is difference in the attitude of teacher educator belonging to different gender (i.e., male and female) towards internship in B.Ed. two-year program.
3. To find whether there is difference in the attitude of teacher educator belonging to different locality (rural and urban) towards internship in B.Ed. two-year program.
4. To find out differences in the attitude of B.Ed. teachers towards internship-cum-teaching practice in B.Ed. two year program on the interaction between gender (male and female) and locality(rural and urban) when attitude scores were taken as dependent variable.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in the attitude of teacher educator belonging to different gender (i.e., male and female) towards internship in B.Ed. two year program.
2. There will be no significant difference in the attitude of teacher educator belonging to different locality (male and female) towards internship in B.Ed. two-year program.
3. There is no significant difference in the attitude of B.Ed. teachers towards internship in B.Ed. two Year program under the joint influence of gender (i.e., male and female) and locality (urban and rural) when attitude scores are taken as dependent variable.

DELIMITATIONS OF THE STUDY

The present study was carried out under the following limitations:

1. The study was carried on teacher educator of B.Ed. colleges only.
2. The sample comprised of 200 only.
3. The study was confined to Jammu division only.
4. Only 20 colleges were covered in the study.
5. Present investigation used ANOVA technique.

OPERATIONAL DEFINITIONS OF THE TERM USED

Attitude

Attitude has been found to affect perceptions, judgements and other cognitive process of the individual as well as selectively orient the person to the sort of propaganda he will voluntarily believe and expose himself to. Attitude on the other hand may be positively or negatively directed. Attitudes are inner feelings or beliefs of an individual towards particular phenomenon.

Internship-cum-teaching practice

The term internship has been borrowed from medical education which implies the word to hospital experience where the medical doctor is required to have field experience under the doctor guidance of better practioners before he is allowed to start practice of his own. Thus internship is an integral part of his professional preparation.

Two year B.Ed. Programme :Two year B.Ed program provide greater scope to the pupil teachers for development of sound knowledge on different areas i.e., content knowledge, knowledge of different methodologies and techniques used in teaching and learning and knowledge of pedagogy among the trainee-teachers. Two year B.Ed program will be able to produce efficient well trained teachers, who will have a positive impact on the students and guide them with effective and innovative teaching methods. These students further will contribute to the society by their expertise. This program will be help full for both the teachers and the students for making clarity of the contents and reach the heights in their respective careers. This will help in overall growth of the country. In this way it can be concluded that two years Bachelors of Education course can enhance the quality in teaching profession.

RESEARCH METHOD USED

There are basically three types of method in educational research:

1. Historical Method
2. Experimental Method
3. Descriptive Method or Normative Survey Method

The survey approach to educational problem is one of the most commonly used approaches. It is used in studying local as well as state, national and international aspects of education. It involves interpretation, comparison, classification, evaluation and generalization, all are directed towards proper understanding and solution of significant educational problems. As for the present study, the investigator decided to adopt the descriptive method of research to measure the attitude of teacher educator towards internship-cum-teaching practice in two-year B.Ed. Program.

VARIABLES STUDIED

The following variables were studied in the present research.:

A. Independent variable:

1. Gender: Male and Female
2. Type of Locality: Rural and Urban

B. Dependent Variable: Attitude Scale Scores

SAMPLING

“Sampling generally refers to the process of selecting a small part or specimen of something in order to determine some quality or characteristics of the whole. “Foundation of a research depends upon the sampling. Sampling is the basis of all statistical methodology of research. Sampling is the essence of the research. The whole process of investigation demands a successful sample which would purely reflect the population. The investigator can never collect data from the whole population in any investigation. The investigator has to take selected groups of individuals who would represent the whole population and form the basis for making reference of certain population of facts. This is known as sampling. The size of sample varies from study to study, method and nature of population. It is easier, less time consuming than the whole population. The sample is used in collecting the research data. So sampling is fundamental to all statistical methodology of research. A good sample will produce a result very much approaching the population and generalization would be effective. It is a tool, which enable us to draw conclusions about the characteristics of the population, after studying only those subjects that are included in a sample. Sampling is both advantageous and essential. It saves the investigator’s time money and energy. In the present study the sample of 200 pupil teachers were randomly selected from different B.Ed. Colleges of Jammu Division.

SELECTION OF TOOLS

Meaning of Tools:-For collecting the data for the study of any problem the researcher may use different types of devices, which in technical term are called “Tools” or “Instruments”. All the worthwhile tools,

besides some specific requirements for particular purpose for which they are used should have some general qualities which are as under :-

1. Validity
2. Reliability
3. Usability

Best has very rightly remarked that “Like the tools in the carpenter box, each research tool is appropriate in a given situation to accomplish a particular purpose.” For the present study only one type of Attitude scale was used to collect the required data. The main theme was to know the attitude of teacher educator towards internship-cum teaching practice in B.Ed. two-year program. In the present study for the purpose of data collection keeping in view the research the researcher used a structured scale.

PREPARATION OF SCALE

The scale will be prepared keeping in view the principles for preparing the statements for measuring the attitude of students. The focus of the statements was on different aspects of B.Ed. Internship. The researcher collected the views of teacher educator and important views were discussed with supervisor. It helped to prepare a rough outline of attitude scale. After this the investigator again discussed the scale with his learned supervisor. Some improvements were made in the scale. Finally, the scale having 28 items were prepared. Everybody involved in preparing the scale were satisfied because it was in good shape and helpful in gathering all the necessary information. The statements were framed in such a manner which enabled a researcher to measure the attitude objectively. All statements were general and based on a single idea. About 50% of the questions related to internship-cum-teaching practice in B.Ed. two year program were favourable and the remaining 50% were related to unfavourable aspect of the B.Ed. Internship.

ADMINISTRATION OF TOOLS

Before administering the scale, the investigator made everything clear to the pupil teachers (male and female) by explaining them how they should tick (✓) mark about the statements related to internship-cum-teaching practice in B.Ed. two-year program. No time was set. All precautions were taken to prevent discussions between students. Precaution were also taken to prevent copying. The sheets were collected, scoring was done on the basis prescribed procedure and raw scores were obtained.

SCORING PROCEDURE

After collection of data the first thing done was scoring. The present scoring was made keeping in view given responses in accordance with prescribed procedure of scoring. Appropriate instruction was put

at the beginning of statement. The following scheme was used for scoring the responses.

	SA	A	I	D	SD
For Favourable statement	5	4	3	2	1
For unfavourable statement	1	2	3	4	5

STATISTICAL TECHNIQUE USED

In the present investigation, the investigator used this techniques

Two-Way Analysis of Variance with 2x2 factorial design was applied in order to study the attitude of Teacher educators towards Internship cum teaching practice in B.Ed Two year program.

Step I. Correction or C = $\frac{(\sum X_T)^2}{N_T}$

Step II. Sum of squares for total (SS_T)
 $SS_T = \sum X^2_T - C$

Step III. Sum of squares for A (SS_A)
 $SS_A = \frac{(\sum A_1)^2}{NA_1} + \frac{(\sum A_2)^2}{NA_2} - C$

Step IV. Sum of squares for B (SS_B)
 $SS_B = \frac{(\sum B_1)^2}{NB_1} + \frac{(\sum B_2)^2}{NB_2} - C$

Step V. Sum of squares for between cells (SS_{Bet. cells})
 $SS_{Bet. cells} = \frac{(\sum A_1 B_1)^2}{N_1} + \frac{(\sum A_1 B_2)^2}{N_2} + \frac{(\sum A_2 B_1)^2}{N_3} + \frac{(\sum A_2 B_2)^2}{N_4} - C$

ANALYSIS AND INTERPRETATION OF DATA

Table A: Showing the summary of ANOVA for 2x2 Factorial Design

Source of variance	SS	Df	MS	F	Level of Significance
A	1.6	1	1.6	0.01	Insignificant
B	672.4	1	672.4	5.30	Significant*
AXB	78.5	1	78.5	0.62	Insignificant
Within	4567.9	36	126.8		

*Significant at 0.05 level

Interpretation

The F-ratio for the factor A Gender (Male and Female) came out to be 0.01 and the table values for the significance are 4.11 and 7.39 at 0.05 and 0.01 level of significance against df 1 and 36. It means that there is no significant difference in the attitude of teachers belonging to different gender (male & female) urban and rural towards internship in B.Ed. two year program. Hence hypothesis 1 stating that there will be no significant difference in the attitude of teacher educator towards internship in B.Ed. two year program belonging to different Gender (male and female) towards internship in B.Ed. Two year program is accepted.

The F-ratio for the factor B Locality (Rural and Urban) came out to be 5.30 and the table values for the significant are 4.11 and 7.39 at 0.05 and 0.01 level

of significance against df 1 and 36. It means that there is a significant difference in the attitude of teachers belonging to different locality i.e. rural and urban towards internship in two year B.Ed. program. Hence hypothesis 2 stating that there will be no significant difference in the attitude of teacher educator towards internship in B.Ed. two year program belonging to different locality (Rural and Urban) towards internship is rejected.

The F-ratio for interaction (AxB) has been found to be 0.62 less than the table value 4.11 and 7.39 against degree of freedom 1 and 36 level of significance. It indicates that under joint influence there is no difference in the attitude of teachers' educators towards internship in B.Ed. two-year program. Hence hypothesis 3 stating that there will be no significant difference in the attitude of teacher educator towards

internship in B.Ed. two year program under joint influence of Gender (Male and Female) and locality (urban and rural) is accepted.

MAIN FINDINGS

The following main findings are drawn on the basis of study:

1. There is no significant difference in the attitude of teacher educator belonging to different gender (i.e., male and female) towards internship in B.Ed. two-year program.
2. There is a significant difference in the attitude of teacher educator belonging to different locality (male and female) towards internship in B.Ed. two-year program.
3. There is no significant difference in the attitude of B.Ed. teachers towards internship in B.Ed. two-year program under the joint influence of gender (i.e., male and female) and locality (urban and rural) when attitude scores are taken as dependent variable.

EDUCATIONAL IMPLICATIONS

Internship is an integral part of B.Ed program. It provides Direct learning experience to student-teachers on various roles of a teacher including teaching the subject. The important aspect of school-based teaching practice is that it provides trainee teachers with the opportunity to integrate the theoretical knowledge on strategies and methods and instructional aids to try out in the real-life situation. Internship is a new innovation in the field of education and it plays very important role in improving the competency of the pupil teacher. It helps to develop functional understanding of educational psychology and methodology among interns. It develops the skill in the planning of lessons and developing an ability of preparing instructional material and teaching aids. It will increase the positive attitude for continuous learning and keeping abstract with the latest content and methodology. It also helps to understand and practice with professional sincerity and professional ethnics.

The present study has some significant educational implications for the teachers, administrators and others who are concerned in bringing qualitative improvements in teacher education process. The present research will help to develop the constructive and cooperative attitude towards students and the community. The main purpose of the program of internship is to provide real experience to prospective teachers and to initiate them in the skills of teaching the children. But the patterns or producers followed for internship are not in agreement with the purpose. Internship in teaching is a new phase to denote the

contemplated reform in internship, which includes internship and a wide variety of supervised field experiences. Outstanding schools are selected and student teachers carefully supervise internship and all other experiences during this period. The student teacher is given an opportunity to participate in a wide range of practicable school activities so that he may develop a sense of close identity with school community. The present study will help the pupil teachers to acquainted with the total school curriculum and program. The present research will help the students to know the importance of internship during their training. It will be beneficial for the researchers too as not much research has been done on this topic so far. It will provide a base to the researchers interesting in doing further research on this topic. It will prove a boon in proceeding with their research work.

SUGGESTIONS FOR FURTHER RESEARCH

A few suggestions can be given for those who are interested to pursue the research in relation to the present study:

1. The present study was confined to a sample of 200 B.Ed. teachers of different colleges of Jammu Division. It is suggested that same type of further investigation can be made on B.Ed students.
2. Only 20 B.Ed. colleges were included in the research. More colleges can be taken for study.
3. The study was confined only to the teachers of the B.Ed. Colleges. Students of the B.Ed. colleges can also be included in the study.
4. The other factors affecting the attitude of B.Ed. teachers towards internship-cum-teaching practice should also be studied.

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