

## A Study on Different Tasks of the School Internship Programme of B.Ed Course in Assam

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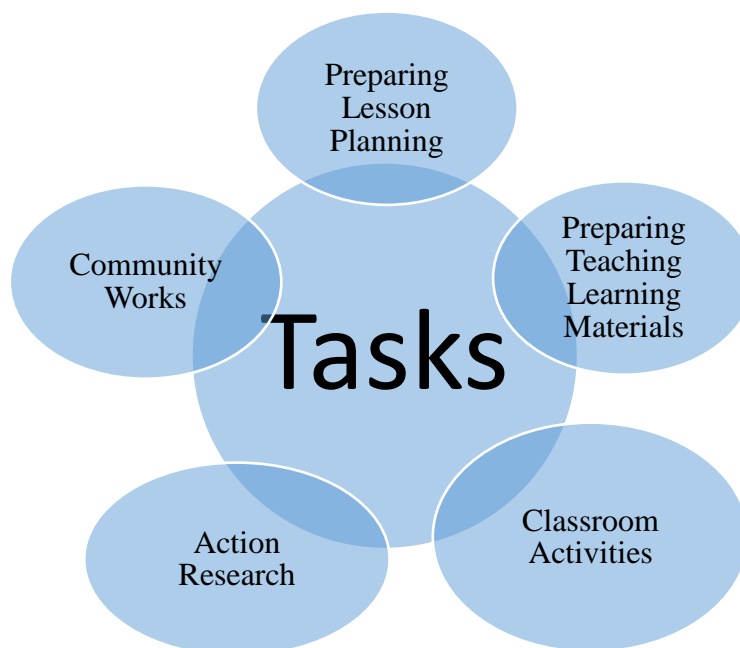
### Introduction:

Teachers are the furthestmost essential part of our education system and the character constructors of our nation. Teachers are important to communicating values, ethics, potentials, information, assistances and tasks to our nation's children. To be a good teacher, they have to go through a practice before entering in real teaching. The school internship is a hands-on experience for the B.Ed trainee. **School** Internship Programme includes all the activities such as classroom teaching as well as all the school-based activities which the internee have to complete within the course period. The study highlighted about components of two-year B.Ed or Bachelor of Education course under Dibrugarh University of Assam. The internship mixes theory and practice, preparation and ringing the lessons in teaching. The internship program delivers a possibility for the student-teacher to appreciate the numerous features of school and assistances to recover teaching skills in real situations (**Parveen, 2012; Jogan 2019**). **Mishra (2015)** conducted a study on internship of two year B.Ed curriculum. In his study discuss about the model frame work developed and implemented by the Mizoram University. **Khetavat and Sarvankar (2017)** also emphasized about problems faced by the student-teachers of during practice teaching of B.Ed course. The main objective of the study was to study about problems faced by student teacher in internship using survey method. They found that some problems like lack of support from school, lack of communication with students, management of students and time etc. **Das and Chowdhury (2019)** conducted a study on practice teaching of B. Ed students. The objectives are to determine the level of supervision given to internees by supervisors and mentors, examine the problems, issues and activities of teacher trainees in practice teaching and to establish benefits of the internship program to internees. They have used stratified random sampling technique. They found fine worth training is not available from trainee, less use of innovative teaching methods etc. **Deka (2016)** highlighted about issues in teacher education in Kamrup district of Assam. One of the objectives is to study views of teacher educators and teacher trainees. Descriptive survey has done using questionnaire and interview. The study found that some main hurdles like not enough staff, untrained teacher educators and lack of financial resource etc. Being a main part of teacher education, practice teaching helps to expansion actual teaching-learning experience.

**Objective:** The main purpose of this paper to study the different tasks of the School Internship Programme of B.Ed Course in Assam.

**Methodology:** For the present study, the researcher used the simple random technique to draw the sample. The primary and secondary source of date has been used for this paper. Two B.Ed colleges of Nagaon District has taken as sample. Apart from Semi structure questionnaires the researcher has used has used secondary source of date such as research papers, article, books etc. The data collected from teacher trainees of the B.Ed course. The paper limited only to a two-year B.Ed. Programme.

**Result:** As per NCTE framework and guidelines (2016) the teacher trainees of B.Ed course have to complete some of the activities during the course. The paper shows that the B.Ed trainees has to ensure various task during internship such as preparing Lesson Planning, Teaching Learning Materials, Classroom Activities, conducting Action Research and Community Works etc. The picture shows-



The paper found that majority of the responded said that they have to prepare 10 lessons plans for each method subject. They also said that they prepared Visual Teaching Learning Materials for pedagogy subjects such as pictures of volcanoes, geographical map of India, Bohag Biday, Layers of atmosphere, various events of Sepoy Mutiny, cottage industry, rectangle, cube, diagram of the food chain etc. Using these kind of teaching aids always bring the students' attention in the classroom. Some of the responded supported that they have taken classes besides their method subjects. Some student-teachers reveal that they used different method for teaching in the classroom such as storytelling, lecture cum demonstration, essay writing etc. A few responded agreed that need research works like case study action research in the internship majority of the responded did not support the need research works during internship. They conducted action research in different topics such as Problem of language, Spelling mistakes, Grammatical mistakes, Homework issue, Indiscipline etc. The study found that apart from classroom activities, they organize co-curricular activities such as games & sports etc among pupils in school. The trainees conducted community activities in group. During internship the trainees had conducted different kind of community activities such as role play, rally on child rights, awareness program on Green and clean, hygiene, spotlessness drive, emerging Reading, Writing, Arithmetic skills of the pupils, adult learning program, field trip, etc. Most of the responded said that community-based activities are essential during teacher training.

The paper can conclude that their various activities which a teacher trainee has to complete during the B.Ed course. School Internship helps to get practical experience to be a real teacher in future. School internship is an inseparable part of two-year B.Ed course. The findings of this paper shows that tasks of internship in B.Ed course for the student-teachers. Teacher Education as well as internship and practical activities are actually needed for the complete advancement of the upcoming teachers of the country.

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