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Analytical Study on Practice Teaching of B.Ed. Students in B.Ed. Department, Gobardanga Hindu College, under WBSU in India.

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ABSTRACT:

This study attempts to present internship prevailing in West Bengal State University from the year 2015. Teacher Education Institutions have potential to bring changes in educational system and build a nation. Internship provides excellent opportunity for the prospective teacher to learn to teach, acquire all the necessary understandings, skills, attitudes and appreciations in a real school situation. Teacher Education involves deliberating several issues relating to content, learning and teaching methodologies, materials development and capacity building requirements for its effective implementations. This study focuses on the overview of practice teaching, its problem, issues and challenges and focused on the significance of concerns, activities and context. This article consists of three sections. The first section presents the overview roll of trainee teacher in practice teaching. Second section presents the challenge of teacher educators and the third section criticize the B.Ed. curriculum related to the Internship Programmes in B.Ed. Programme of B.Ed. Department, Gobardanga Hindu College under West Bengal State University. The methodology of the study is a mixed type involving interpretative, analytical study of documents, survey questionnaire, interview, observation and study secondary sources, like books, articles, journal, thesis, university news, expert opinion and websites etc. Finally, meaningful suggestions are offered.

KEYWORDS: B.Ed. Curriculum on WBSU, Practice Teaching, Teacher Education, Teacher Educator, Trainee Teacher, Teaching Experience.

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1. INTRODUCTION:

The Indian education system in general reflects an ever-changing history, especially since last fifteen years. In changing scenario the Teacher Education Policy in India has evolved over time and is based on recommendations contained in various Reports of Committees/Commissions on Education, the important ones being the Kothari Commission in 1966, the Chattopadhyay Committee in 1985, the National Policy on Education (NPE) in 1986/92, Acharya Ramamurthi Committee in 1990, Yashpal Committee in 1993, and the National Curriculum Framework (NCF) in 2005. It is important to study how teacher education programs are being implemented, and how, in particular, implementation has been affected by current teacher education policies. In changing scenario teacher education focused on build in a relationship between theoretical and practical¹. Teacher education is the base of the education system in any country. In present situation teacher education influenced by social structure, political philosophy, educational philosophy, Social process, cultural needs, social control, social organisation and social change². Practice Teaching is an integral part of teacher training and researcher established the positive experiences during practice teaching and find out the challenges of student-teachers experiences also³. In Tagore voice, the highest education is that which doesnot merely gives only information but it makes our life in harmony with all existence⁴. According to Krishnamurti thought, teachers are geared towardsreflective practice. This can be achieved through self-awareness⁵. Curriculum Framework for Teacher Education (NCFTE) propose humanisticand liberal teacher education programmes with reflective practices.It imagine that, “Teacher education programmes at all stages should provide opportunities to the would-be teachers for understanding the selfand others, develop sensibilities, the ability for self-analysis and the capacityto reflect”⁶. Indian Education Commission (1964-1966), popularly known as Kothari Commission which was the sixth commission in the history of commission in India. It emphasise that, “The quality of training institutions remains, with a few either mediocre or poor, competent staffs are not attracted, vitality and realism are lacking in the curriculum and programme of work which continue to be largely traditional and set patterns and rigid techniques are followed in practice teaching with a disregard for present day needs and objectives”⁶. Since 1990, Mallik mentioned that, NCERT has propogated its CLASS programme, to nearly 14,000 higher secondary schools in the country. In the other hand, SSA Framework (2008) provides general guidelines for in-service training based on NCF 2005.

In West Bengal there is a wide gap between teachers’ experience in B.Ed. curriculum and practicum. The success of teacher education programme depends mainly on the proper implementation of Teacher Education in real classroom teaching. Effective curriculum frameworks for initial teacher education focused on developing professionalism in pre- service teachers are

expected to have their base in well-defined standards for various categories of school teachers. Practice teaching is a part of teacher education framework. This practice teaching occupy a lot of space in the teacher training curriculum. Practice teaching plays a special role for build an efficient teacher. In view of the above studies researchers wants to study the attempts to present internship prevailing in West Bengal State University from the year 2015. Also researchers investigate the major challenges by student-teacher in two years B.Ed. programme.

2. OBJECTIVES OF THE STUDY:

This study is specifically designed to:

- Identify school, and classroom experiences of teacher trainees in the college of education in the academic year, 2015-17, 2016-18, and 2017-19.
- Determine the level of supervision given to internees by supervisors and mentors.
- To find out the level of teaching effectiveness of trainee teacher in period of school internship.
- Examine the problems, issues and activities of teacher trainees in practice teaching.
- Examine the NCTE guidelines and B.Ed. programme of West Bengal State University.
- Establish benefits of the internship program to internees and suggest possible measures for the improvement of internship program.

3. METHODS OF DATA COLLECTION AND ANALYSIS:

This study employs an interpretative approach where qualitative data were collected and analysed by document study. The researchers collected the data from survey questionnaires administered to students and faculty, interviews of senior faculty and department chairs, and document analysis of program and policy documents. This study secondary sources, like books, articles, journal, thesis, university news, expert opinion and websites etc.

Population:

The population of study included all students of B.Ed. session 2015-17, 2016-18, and 2017-19, enrolled in the B.Ed. Department, Gobardanga Hindu College under West Bengal State University who had done their teaching practice.

Sample Selection:

A representative survey sample was drawn by using a stratified random sampling strategy; however, a purposive interview sample was drawn by using a purposive sampling strategy. Collected data from 300 students and senior Teacher Educators.

4. PURPOSE OF STUDY:

To analyse the pre- and in-service teacher's role to enhance the teaching and learning in school internship. To explore the roll of Teacher Educator's and this institution.

This study was conducted in following three dimension as –

- Roll of Trainee Teacher.
- Roll of Teacher Educator.
- Present Curriculum of that University.

5. DELIMITATIONS:

The study was delimited to B.Ed. programme of B.Ed. Department, Gobardanga Hindu College under West Bengal State University who had done their teaching practice. The prospective teachers only were taken as participants of the study.

6. LIMITATIONS OF THE STUDY:

There are some limitations of the study methodology. The collected data is relatively small number of survey participants (students and faculty) from the B.Ed. Department of Gobardanga Hindu College.

7. DEFINITION OF KEY TERMS:

Teaching:

Teacher is someone from whom we can learn something. He will be on one side, our friend, on the other hand, as a guide and father. Actually our greatest teacher is this nature. But in the classroom we understand something else. We call teacher's work as teaching. Teaching is a social process. There are so many educationists, complimented their definitions about teaching, Here are some, to keep in mind.

According to Gagne, "Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person."

Skinner- Teaching is the arrangement of contingencies of reinforcement."

Edmund Amidon defined it as-" Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity."

Practice Teaching:

Practice teaching is a particular period. In that period trainee teacher (student) spends teaching at a school as a regular teacher. The term teaching practice represents the range of

experiences to which student teachers are exposed when they work in classrooms and schools^{7, 8, 9}. On the one hand, student teachers should experience the excitement of being a part of a real classroom setting, of getting to know learners, of planning and organising the classroom tasks¹⁰.

Internship is designed to prepare teachers not only for their roles as classroom teachers of students, but as professionals studying their own teaching practice, participating in site based decision making and coordinating their work with teachers and other members of the school community. There is a two-year B.Ed. curriculum with a school internship. Teachers do not stay in teacher as a teacher only for school students. Teachers are involved in these training with the various activities of the school. During this time, he has to work with the development of the school and gain a healthy relationship with teachers and the education staffs. In reality, this is the best time to work in the hands. The first time trained teachers get the chance to teaching. At this time they can achieve class management experience. It is designed to be an intensive, full-time classroom experience that allows the pre-service teacher to further develop and refine the skills, competencies and dispositions needed to be an effective educator in today's schools. Trainee teachers get four months' chance to do this training. After four months of training, they have to sit for the assessment.

Teacher education:

Teacher education is seen as a continuous process, which begins with initial training and continues throughout the teacher's professional life.

Teacher education = teaching skills + pedagogical theory + professional skills.

Teaching skills: the teaching skills provides various teaching strategy, methods, different approaches, techniques and training practice.

Pedagogical theory:

Pedagogical theory includes the philosophical, sociological and psychological considerations.

Professional skills:

Professional skills includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills, advanced technologies, communication skills and all lifelong learning skills^{4,8,12}.

Various universities of India have developed their own curriculum in accordance with the NCTE guidelines, for teacher's training programme. The main content of our discussion is practice teaching in B.Ed. programme. Now let's take a look at the curriculum framework in West Bengal

State University for Teacher Training. Also we will take a look at how the NCTE guidelines or courses are available for Practice Teaching.

8. RESULTS:

NCTE Guideline:

B.Ed. as a teacher training programme:

According to NCTE's precise description B.Ed. is called Secondary Teacher Education course. This is the mandatory requirement which is mainly required for teaching at Secondary stage and also the B.Ed. programme is a special training course. At present the continuous and comprehensive evaluation (CCE) kind of training is giving for the student teacher. Nowadays it is again well-known as continuous and comprehensive assessment. B.Ed. training is a skill development course consisting of teaching skills. In microteaching session student teacher is training with only five skills in the two year duration. Now in the two year B.Ed. duration it is having a lot of time to train all the teaching skills and student teachers has to equip with more number of skills.

They have to undertake some activities in the first part of the internship and some other in the second part. A few such activities are suggested below (which have been elaborated in detail in the internship handbook, school internship: framework and guidelines, January, 2016):¹¹

The total field engagement twenty(20) weeks divided into two parts consisting of four(4) weeks organized in second semester, 1st year and the rest sixteen(16) weeks to be organized in third semester, second year. The engagement of 16 weeks' duration is further split into 14 weeks of school internship and 2 weeks of engagement with the field other than the school (i.e. community engagement). The total internship time is to be split between two types of schools at the rate of 80% and 20%.

Table 1. 1st & 2nd Year B.Ed. Internship curriculum according to NCTE

Sl.No.		1 st Year	2 nd Year	Total
1.	Internship Duration	2 Weeks (2 nd Sem)	18 Weeks (3 rd Sem)	20 Weeks
2.	Total Programme Credit	40	40	80
3.	Internship Credits	4	16(14+2)	20
4.	Total Marks Assigned	1000	1000	2000
5.	Marks Assigned for Internship	100	400	500
6.	Weightage in terms of Credits	10%	40%	25%
7.	Weightage of Internship in terms of Marks	10%	40%	25%

A few such activities are suggested by NCTE:

- a) Understanding the Internship School and the community around.
- b) Analysis of school syllabus and textbooks.
- c) Observing the classroom teaching of regular teachers.
- d) Observation of classroom teaching of peer student-teachers.
- e) Preparation of case study of the internship school and the innovative activities that the school undertakes.
- f) Preparation of Lesson Plans and Unit Plans.
- g) Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.
- h) Teaching as a substitute teacher.
- i) Mobilisation and development of teaching-learning resources.
- j) Preparation of a question papers and other assessment tools.
- k) Preparation of a diagnostic tests and organisation of remedial teaching.
- l) Undertake case study of a child.
- m) Undertake action research project on at least one problem area of schooling.
- n) Community work, community survey etc.
- o) Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.
- p) Writing a term paper on a selected theme.¹¹

Teacher Training Curriculum of West Bengal State University:

A Short History of Gobardanga Hindu College:

Gobardanga Hindu College, a Govt. Sponsored co-educational Degree College affiliated to the West Bengal State University, Barasat, North 24Pgs. West Bengal, India, is an institution to reckon with. Previously, educated and renowned persons along with a number of college teachers of Doulatpur College, presently in Bangladesh, under the compulsion of the National War of Independence, came to the then India and established this college on 27th November, 1947, immediately after independence with a view to enlighten the young generation with the broader Indian milieu and culture. This college has about ten acres of land which enables our campus to become a green campus. This college have twenty two UG department, two PG department & one B.Ed. Department. This college got 'A' level NAAC accreditation in the 2nd cycle also. Establishment of B.Ed. department in 1st July, 1962¹². The Institution offers 8 method (or school subjects) subjects to the students. The method subjects are namely: Bengali, English, Sanskrit,

Education, History, Geography, Mathematics and Physical Science. Currently, the number of seats in this Department is 100(hundred)^{4,8,12}.

Now look at the curriculum of West Bengal State University for Teacher Training. Better to say that there is only one Teacher Training College under this university, named Gobardanga Hindu College. This is a general degree college. Under this college there is a section of Teacher Training Department. This B.Ed. department is followed the curriculum made by the West Bengal State University.

Regulations for 2 year B.Ed. course in West Bengal State University following NCTE regulations, 2014. In exercise of the power conferred by the Government of West Bengal (Memo No.329-Edn(CS)/EE/10M-16/15 dated 6th April,2015). This regulation called the Regulations for B.Ed. Programme effect from 2015.

The duration of this program is two academic years consisting of four semesters. The academic year shall commence from July1st of every year. Each semester is roughly of 6 months duration including regular classes, practical work, field visit, practice teaching, assignments, internal and external examination.

Table 2: B.Ed. 3rd Semester Marks Division of West Bengal State University.

2nd year Semester – III : Full Marks: 500 (Credit - 20)							
Course Code	Course Name	Marks	Credit	Class Teaching hours	Internship	Internal Assessment Weightage (in %)	External Assessment Weightage (in %)
1.3.7b	Pedagogy of School Subject - II	50	2	32	----	30	70
	School Internship	350	14	-----	448	50	50
Practicum/ Hands on Experience/ Students Activity/ Seminar/ Workshop/ etc. Engagement with the Field (Credits- 4) (Marks = 100) (128 Hours) Pedagogy of School Subject (Credit-1 = Marks 25) Community-based Activities (Credit-3 = Marks 75)							
<i>Note: All practical activities will have both Internal as well as External Assessment (Internal- 60%, External – 40%)</i>							

Table 2: 3rd Semester Marks Division of WBSU.

Now we focused on Practice Teaching that means Internship Programme. Teaching Internship included in 2nd semester and 3rd semester in consecutively 1st and 2nd year. In 2nd semester conducted Teacher Internship dated mentioned from 16th May to 31st May in each academic calendar. But in that internship has no external evaluation. This internship experience will

be evaluated in the 3rd semester. In the sense, the name of the exercise is “Community Based Activities”. Following activities are included in the syllabus:

- Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- Gardening.
- Cleanliness of the campus and beautification.
- Cleaning of furniture.
- Assembly.
- Community Games.
- Cultural Programmes.
- SUPW.
- Scout & Guide/NSS.
- Celebration of National Festivals, Teachers Day etc.
- First Aid.
- Aesthetic development activities – decoration of classroom etc.

Allocated marks in this exercise mentioned as 75 marks that would be refer to 3 credit points. (Credit 1 = 25 Marks, according to WBSU curriculum.)

The second phase School Internship organize in 3rd semester. Most of the area in 3rd semester covered by School Internship.

Table 3: B.Ed. 3rd semester marks division of B.Ed. Dept. at Gobardanga Hindu College.

Sl.No.	Course Name		Internal	External	Total	Credit
1.	Pedagogy of School Subject Part-II	Theory	15 (Assignment, Class test, Viva, demonstration)	35 (Theory Exam)	50	2
2.	Practical	i. Practicum	15	10	25	1
		ii. *Community based activities	45	30	75	3
3.	During School Internship	i. Final teaching	0	100	100	4
		ii. Lesson Plan	0	25(vi va) 25(work lesson)	50	2
		iii. School activities & Record keeping(Note book)	30	20	50	2
		iv. Method Teacher	100	0	100	4
		v. Principal/HOD/TIC	50	0	50	2
Total			255	245	500	20

- Note Book prepared on any eight (8) issue related to the subjects covered in the curriculum.
- Prepared a Community based activities on any three (3) issue from the given curriculum.
- All practical activities will have both Internal as well as External Assessment (Internal = 60%, External = 40%).

Questionnaire: there are two set questionnaire, one for trainee teacher and another for teacher educator.

The major key areas identified in school internship:

We will focus on many topics on trainee teachers and Teacher Educators during the school internship. These are follows:-

Table 4: Major Key areas Identified in School Internship.

Sl.No.	For Trainee Teacher.	Sl.No.	For Teacher Educator.
1.	Teaching quality.	1.	Class observation by Mentor.
2.	Innovative teaching.	2.	No. of school conducted.
3.	Daily attendance.	3.	Visit time.
4.	Subject knowledge.	4.	No of visiting days.
5.	Teaching skills.	5.	TLM Preparation.
6.	Intern School environment.	6.	Behaviour of trainee teachers.
7.	Daily routine.	7.	Use of teaching skills.
8.	Curriculum activity.	8.	Experience.
9.	Relationship with school teacher, students and others.	9.	Marks division.
10.	School infrastructure.	10.	Providing Demo class.
11.	Student (trainees) – teacher (teacher educator) relationship.	11.	Relationships.
12.	Class-room management.	12.	View of final teaching.
13.	Daily Lesson plan.	13.	Assessment & Evaluation system.
14.	Teaching methodology.		

Now we will focus on the curriculum of the Practice Teaching in two years B.Ed. Programme. The issues that have been emphasized in this case are those that are:

Table 5: Roll of Trainee Teacher & Teacher Educator in school internship programme.

Sl.no.	Curriculum of internship.	Roll of trainee teacher.	Roll of teacher educator.
1.	Pedagogy of school subject.(Theory paper)	Study on	Teaching.
2.	Community based activity	Field work.	Guide & supervise (method teacher).
3.	Practicum(Pedagogy of school subject)	Practical work.	Guide & Supervise.
4.	Lesson plan.	60 lesson plan.	Min.50% class observation & checked.
5.	Final teaching.	1 lesson plan.	Guide.
6.	School activities & record keeping(note book)	Field work & experience.	Guide and supervision.

9. DISCUSSIONS:

Analysing about Trainees:

- Teaching quality: Trainee teachers must be careful about quality during the class. He will teach with appropriate teaching materials, competency and subject knowledge etc. It is expected that trainee teachers will provide very good quality of teaching. But in many cases good quality training is not available from trainee teachers. In many cases, while teaching the lessons they use the book or notebook directly.

- **Daily attendance:** It is mandatory for teachers who are trained to attend school regularly, but in many cases this does not happen. Regarding the attendance of school, many times the authorities of the schools are seen to be neglected. There is considerable impact on the trainee teachers in this regard.
- **Teaching technique:** The teaching of a trainees depends entirely on his own. He must apply the teaching technique that he will give to the class. When giving lessons in his/her subject, never let it become mechanical in any way, it should never become mechanical. Teaching is done only for teaching or for doing this work. The teaching process is done without following any sincerity or methods.
- **Innovative teaching:** Students do not feel bothered at any time when reading any school subjects. It is essential to be fond of teaching. In this case different educational models can be used for teaching. As example, Concept Attainment Model (COM), Advance Organizer Model (AOM), Inquiry Training Model (ITM). But students cannot use this kind of program for the overall curriculum. This type of practical activity or course is not connected at the school internship.
- **Subject knowledge:** A trainee teacher must have a clear idea of his/her subjects. He will prepare his lessons beforehand and go to the class. Knowledge about the subject depends some of the educational quality of the trainees. Apart from this, the student must prepare the lesson of teaching. The overall idea of book details or books should be taken out. But the students go straight to the class without having enough goals in this regard. The specific lesson plan is not always followed. The way in which the methods are designed or evaluated or asked to follow is not always followed.
- **Teaching skills:** Teachers are taught about five skills in the field of teaching methodology. Teacher must apply his teaching skills while giving lessons to the students. The concept of Micro-teaching is included in the B.Ed. curriculum. Here are different types of teaching skills that are taught to the students. Five types of skill are taught at the minimum. The main work of the students is to use these skills during teaching in class. In all cases, these skills are not used properly.
- **Teaching methodology:** The teaching method must be modern and colourful. Students and teachers will maintain good relations during the teaching-learning in class room. Teaching methods are discussed in specific books in each subject according to B.Ed. syllabus. These procedures are taught by the students as per the curriculum. This taught to the students of B.Ed. second semester. Now the matter is how many applications of these methods could be done by the trainees. There are at least 5%-10% of the students who

cannot proper use of teaching methods. These methods can't be applied properly to the classroom environment and the number of students for a long time.

- Intern School environment: Different schools have different environments. Teachers who are trained in this new environment have to adapt. They will try to adapt themselves to this new environment. Not everybody can adapt to the school environment. There are at least 10% of the students who cannot adapt to the school environment properly. The main reason for this is the growing environment of the students. Apart from the personal desires of the students, emotions, effects, personality, behaviour etc.
- Curriculum activity: During the four-month school internship, there are various co-curriculum activities of the school. Trainer teachers participate in those Curriculum activities. A large part of the students can not follow the functional curriculum. They cannot always have themselves prepared or ready to develop something new or active activities. It is the point of saying that they have always followed the traditional method.
- Relationship with school teacher, students and others: Trainee teachers develop friendly relations with other school teachers. They also maintain good relations with other non-teaching staffs. They must obey the headmaster or acting head teacher of the school. Misbehave with school teacher, students and no-teaching staff, is very rarely seen.
- School infrastructure: The school infrastructure depends largely on learning. Keep a watch on whether there is suitable light-air in classrooms. Keep a healthy environment in the classrooms. There are different schools in different schools. Different types of schools have different educational infrastructure. Such as technology, technical support and general equipment's. It is not possible to properly handle the teaching process without proper presence in the school.
- Student (trainees) – teacher (Educator) relationship: Students and teachers must maintain good relations. Since the teaching method is cantered on the student, the relationship between the student and the teacher is very important. During the school internship, a long time student's stay away from the teacher's training college. So not all teachers and students are contacted regularly. So there is a slight gap in direct communication.
- Class-room management: The teacher's skills will be displayed in class management. The classroom management depends on the teacher's self. If there is a lot of students in the class then there is a problem with class management. During the school visit, in most of the schools, the number of students in a class is more than 80. The teacher's job is to overcome this problem. 80% of Trainee Teachers manage the class management well.

- Daily Lesson plan or Learning design: Subject teacher will make specific Lesson plan or learning design for each class of his class. Without lesson plan or learning design, classes cannot be taken in any way. Should not be entered in the classroom without a lesson plan. At least 40 percent of the Trainees teach the classes without the lesson plan. The school authorities are quite apathetic about this. Again, it is not possible for Teacher educators to observe the students every day. In this opportunity, the students often teach classes without a lesson plan.

Analysing about Teacher Educator:

- Class observation by Mentor (teacher educator): During the four-month school internship, teachers came from college to observe the trainee teachers. During the class, the teacher of GHC came to class and observed the entire class. Later, he gave students his valuable advice. According to the rules, a whole class should be monitored for class inspection. But the real field is a little different. During the visit to the school, teachers do not visit the class for a full time.
- No. of school conducted: A rule that has been going on for a long time is to select at least 10 schools for 100 students. But sometimes it's seen to be exceptional. In that case, 9 to 12 or 13 schools are selected.
- Visit time: According to the rules, teachers visit all classes in the trainees who are allocated in this school. In most cases this is done, but sometimes there are slight changes.
- No of visiting days: The schedule for a visit to the school is determined. The teachers went to school visit according to 'school observation routine'. No one can visit any school in any way or any other way. This is also mentioned.
- TLM Preparation: Teachers help and cooperate for the preparation and use of educational aids. Then notice that the educational equipment is being used properly.
- Behaviour of trainee teachers: The Teacher Educators are satisfied their behaviour.
- Use of teaching skills: In most cases teaching skills are expressed from the student. However, in some cases some learning skills are not used properly. In these cases the teachers give them valuable advice.
- Experience: There are many teachers in the teacher training department who are very senior. There are some teachers who are young in this profession. A beautiful collaboration between elderly and young teachers is seen here. As the trainee teachers can learn from senior teachers, also young teachers get the opportunity to learn many things from senior teachers.

- Marks division: There are different views of teachers in the evaluation field. For example, in the final teaching, school based activities etc. They have special opinion in number division. For example, the number is divided into different types for different types of skills, use of blackboard, behaviour of students, use of educational materials (TLM), class management etc. School attendance, the curriculum to be adhered to, to adapt to the school, to adapt quality assurance lessons will be specified on the basis of number distribution.
- Providing Demo class: There are no demo classes available during the school internship period. Teacher is going to visit the school to correct students' mistakes. Teachers give valuable advice on visiting the school on the student's error.
- Relationships: A good relationship is observed between teachers and students.
- View of final teaching: Teachers have different opinions about this. Four months of school internship is just one day final training for why this is their main question. It is very good to have this final teaching examination done at least a little or occasionally to take the exams.
- Assessment & Evaluation system: examine students in CCE mode. Also, examination of school internship should be follow CCE mode.

10. INTERPRETATION:

According to the NCT guidelines, school internship is considered one month in the first year. This matter is very neglected in this college i.e. this university. In the third semester, the subject of school based activities, according to the curriculum required under the guidance of the method teacher, but in this case a little different form has been observed here. Although the attendance rate of the students is satisfactory at the school's internship, there is a need for a very specific plan in this regard. Different educational models, such as Concept Attainment Model (COM), Advance Organizer Model (AOM) etc., have different practicalities, but they do not have any use in school internship periods. The ability of teaching and adapt to the new environment of the school is satisfactory. Students' relations with college teachers are good enough. A lot of students have been reluctant to use regular lesson plans. After the completion of four-month school internship, evaluation by external examiner most of the students are unhappy in most cases. Because four-month sessions of this practice session are only 5 minutes, 10 minutes or fifteenth-twenty minute counted for final teachings that means final evaluation. Since the beginning of the B.Ed. curriculum, the University has not revised or evaluated any form of this syllabus.

11. RECOMMENDATIONS:

- For one month students should be sent to school for the second semester.
- Give importance to the method subject.

- Do more in managing the education system in field work.
- Arrange a Demo Classes in college during the school's internship.
- Regular Lesson Plan has to be strictly used. The head of the school will have enough effective role to play.
- Specific learning materials should be used and there will be specific guidelines for this.
- It is mandatory to formulate policies to maintain various subject-based balances to send students to the schools.
- A periodic assessment for school internship should be done.
- In particular, the policy of arranging remedial classes will be made.
- They have to give full freedom to the students so that they can organize any kind of activities during school.
- Compulsory professional development programme.
- Promote ranking and promotion system.
- Practice-based teaching research activity.
- The development of open lesson.

12. CONCLUSION:

Ultimately, school internship are the most important part of B.Ed. curriculum. After reviewing the last three years of the students, we have been able to highlight their problems and their activities here. In spite of some problems, in many cases, the two-year course plays an important role for students and the next generation of pre-service teachers. In the course of two years, it is important to make this special section, i.e., the importance of third semester and planning. This part can be acquired and refined according to the requirement.

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