

Somaiya Vidyavihar University:  
K J Somaiya College of Education  
**Workplace based Internship Model (2022-2023)**

In the evolving realm of education, academic knowledge and real-world experience must be seamlessly combined. Aspiring teachers frequently find themselves at the nexus of theory and practice, especially those seeking a Bachelor of Education (B.Ed) degree. The work-based internship approach has acquired a lot of popularity as a way to close this gap and give student teachers the knowledge and abilities they need. This strategy provides pre-service teachers with a transformative learning experience that improves their ability to teach while also preparing them for the complex difficulties of the contemporary educational environment.

### **Objectives of WBL based Internship Model**

1. Establishing the connections between course work, field engagement and real world work environment
2. Providing opportunities for developing professional skills and competencies among PSTs required for ever changing and challenging job scenario
3. Developing positive professional identities among PSTs.
4. Providing wide career opportunities to the psts.
5. Creating platform for collaboration among the college and school through constructive dialogue and non- hierarchical working relationship

### **The Context:**

For pre-service teachers, the workplace-based internship concept extends beyond the conventional classroom setting. It encourages trainee instructors to spend time in real-world classroom settings like schools, community centres, and educational institutions. Student teachers have the chance to see seasoned educators at work, engage in conversation with various student populations, and actively participate in the teaching process.

### **The focus of the WBL model-**

1. Committed efforts for students' comprehensive career growth;
2. Making the educational institutions as integral partners in shaping the careers of the pre-service teachers (PS.Ts).
3. "Exposure to application" strategy for planning and implementing the WPL model.
4. Contextualisation of WPL based internship program.
5. Designing the WPL based internship model grounded in Research

### **Benefits of the Workplace based Internship Model:**

The workplace-based internship model for pre-service teachers offers a plethora of benefits:

1. **Practical Skill Development:** Student teachers acquire essential teaching skills, classroom management techniques, and effective communication strategies by applying theoretical knowledge in real-world settings.
2. **Placement opportunities-** Assign each intern to a mentor teacher in the host school for placement and mentoring. A seasoned educator who can advise and encourage the intern during the internship should serve as the mentor.
3. **Gradual Involvement:** At first, interns might watch mentor instructors in the classroom to learn about their pedagogical approaches. As they acquire confidence, they can gradually assume teaching duties, beginning with one-on-one or small-group lessons.
4. **Becoming reflective practitioner:** Include routine reflection sessions in which interns can talk about their experiences, difficulties, and learning results. This motivates them to evaluate their teaching strategies critically and make adjustments.
8. **Lesson Planning and Delivery:** Demand that interns prepare and present classes while being guided by their mentor. This enables them to put their theoretical knowledge to use in the classroom.

**Evidence of Success:** The workplace internship model has achieved significant success, as shown by its reliable performance in comparison to goals and benchmarks and by the overwhelmingly favourable feedback and outcomes from various stakeholders.

The internship program frequently meets or exceeds its primary goals in terms of performance against targets. For instance, the program routinely met its goal of turning interns into full-time employees. We started from the year 2020-2021 that was our first year to implement the model wherein we did not meet our target, the next year was 2021-2022 here too the model did not work as expected. Both of these years were of Pandemic Covid 19 when other teacher education institutes shunned internship altogether. We were the one who gave the opportunity of Online Internship and also made all possible efforts to launch our Workplace Internship Model. In the year 2022-23 the model gave amazing conversion rate. This shows that the internship approach successfully seeks out and develops top talent, ensuring a smooth transition into useful team members.

### **Year 2022-23**

#### **Conversion rate of student teachers deployed in Interning School where WBL Internship Model was incorporated:**

1. Podar International School (5 students assigned and recruited)– 100 %

<b>Podar Internstional School</b>		
Khan Ayasha	Science	Maths
Ruchi Shah	English	Economics
Roma Shaikh	History	
Shabnam Khan	Science	Math
Ekta Prajapati	Eco	English

2. JBCN International School (5 students assigned and recruited)- 100 %

<b>JBCN International School</b>		
Rhea Cortez	Economics	English
Yamini Seth	Science	
Ekta Parikh	Maths	Economics
Eesha Savla	English	History
Vrusti Shah	English	History

3. New English School & Jr. College, Murbad (1 student assigned and recruited)- 100%

<b>New English School &amp; Jr. College, Murbad</b>		
Prashik Sonawane	Hindi	History

4. SK Somaiya College of Arts, Science and Commerce-(1 student assigned and recruited)- 100%

<b>SK Somaiya College of Arts, Science and Commerce</b>		
Madhuwanti Banerjee	History	English

5. K Somaiya Vinay Mandir (students assigned and 2 students recruited)-100%

<b>SK Somaiya Vinay Mandir</b>		
Nessie Edwards Ravikumar	English	History
Yesha Mehta	English	

6. Arya Gurukul Convent School (3 students assigned and 2 recruited) – 66%

<b>Arya Gurukul School</b>		
Akansha Rajput	History	
Roshni Singh	Hindi	Roshni Singh
Kushal Meena	English	Kushal Meena

**Problem encountered and resources required:**

Problems encountered, such as scheduling the WPL based Internship model is not easy. Searching top schools for WPL based internship models is difficult, as schools don't agree to give us permission. Finding good schools may be far from pre-service teachers' vicinity in such cases transportation becomes a problem. Sometimes even after getting permission in schools, completing the requisite amount of lessons in the school becomes difficult due to pre scheduled school programs and classes.

**Resources required-**

**Regular Feedback:** Create frequent check-ins with student instructors and schools to discuss any issues that may have emerged and to make any necessary improvements.

-It's crucial to keep in mind that, *despite the possibility of encountered difficulties*, these issues are frequently manageable with careful planning, efficient communication, and a readiness to change. Despite these difficulties, the implementation of a work-based internship model requires cooperation between educational institutions, schools, and pre-service teachers.

### Conclusion:

A revolutionary method of preparing pre-service teachers for the demands of the teaching profession is the work-based internship model. This strategy provides aspiring teachers with the information, abilities, and self-assurance necessary to succeed in the complex educational environment by fusing real-world experience, mentoring, and reflective practice. Even though there are difficulties, the advantages of the work-based internship model greatly exceed these difficulties, making it a crucial component of programs for teacher preparation. This paradigm maintains an essential link between theory and practice as education continues to change, ensuring that the following generation

## Glimpses of Workplace Internship Model

2022-23



