

**Somaiva Vidyabihar university**

**K J Somaiva College of Education**

**Workplace based Internship Model (2020-21)**

School and Teacher education have to work in collaboration so as to produce teachers who contribute in the best possible ways. With this aim an Experimental model i.e. Workplace based Internship Model was carried out. This model was used in line with the needs of recruitments of teachers at schools. It aimed at a smooth transition of the prospective teachers into the real classroom scenarios. Initially the model stresses on focusing on the induction program. The prospective teachers were oriented to the culture and working of the institution so that they can perform to their best during the entire internship program.

**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:**

Schools have to put in lot of efforts for grooming the students according to their culture and expectations. Through Workplace based Internship Model a group of students would be placed in all four semesters in one school itself For this the prospective teachers were associated with a mentor teacher so that they can share the queries or challenges at any point of time .After the teaching practice sessions the mentor sent the feedback either in written form or orally. Apart from them the teacher educators who monitored the trainee teachers lessons also gave. By semester 4 the prospective teachers were well equipped to adapt to the working of Akanksha group of schools. Through this model the prospective teachers would getting the best platform to be fit for being recruited in the school..

**The following are the main components of the work-based internship model:**

**Hands on experience:**

One of the main objectives of this strategy is to give student teachers hands-on experience in real-world teaching situations. They gain a deeper knowledge of the challenges of teaching by actively participating in classroom activities, lesson planning, and student assessments.

**Mentoring:**

During their internship, student teachers are matched with seasoned mentor teachers who will provide them with advice and assistance. This mentoring is priceless since it provides individualized feedback, helpful criticism, and professional progress. advice.

**Reflection:**

The work-based internship approach includes reflection as a key component. It is encouraged for student teachers to reflect on their teaching experiences, pinpoint their strengths and areas for development, and modify their approaches as necessary. Reflective practice encourages on-going development and self-awareness.

**Theory and Practice Integration:**

The approach places a focus on the coordination of the theoretical ideas taught in B.Ed courses with real-world classroom implementations. The teaching process is enriched by this information synthesis, and student teachers are better prepared to choose effective teaching strategies.

**Numerous advantages come with the workplace-based internship program for pre-service teachers:**

**Practical Skill Development:**

By putting their theoretical knowledge to use in practical situations, student instructors develop practical skills such as fundamental teaching methods, classroom management strategies, and efficient communication approaches.

Building ties with seasoned teachers, school administrators, and other student teachers through internship experiences enables student teachers to develop their professional networks. Future employment possibilities may greatly benefit from these connections.

**Flexibility:**

Student instructors gain the ability to modify their instructional strategies to meet the particular needs of distinct students by working with varied student populations and in a variety of teaching situations.

**Building Confidence:** Student teachers gain confidence and a sense of competence in their teaching talents when they successfully navigate genuine classroom problems.

**About the students:**

The student interns were pursuing second year B Ed program. There were a total of 9 students in all who finished Semester 1 and 2 in which they learnt about Pedagogy of school subjects like English, Maths, Geography, English, Science and Hindi. The details of the students are as follows:

<b>Name</b>	<b>1st pedagogy</b>	<b>2nd pedagogy</b>
Manju Mathew	Science	Maths
Rashmin Keshwani	Science	Maths
Bhavika	Economics	Maths
Roseline Fernandes	Economics	English
Elizabeth Fernandes	Economics	English
Onkar Singh	Maths	Science
Pooja More	Science	Maths

Seema (Marathi medium)	Marathi	History
Pooja Yadav	Science	Maths

Regarding the competency of the students they had been trained to design innovative lessons and differentiated worksheets .Apart from this they were trained on the use of web-tools for teaching as well as assessment. They were also oriented to the use of online teaching platforms like Google Meet and Zoom.

### **The Practice of WBL Internship Program:**

In the online internship program they were oriented about their roles and duties as interns and at the same time were informed about the work culture and the expectation of the institution from them. During the Internship the student teachers gave co-teaching lessons, individual lessons, by incorporating different methods and approaches to teaching. The Student teacher were mentored by Akanksha School teachers. The students followed the instructions of the school teachers and gave their best lessons.

The college worked in best capacity to build a strong relation with the school. Students not only gave lessons but also designed content for these schools. Despite being online internship program students made online resources with the help of various online soft-wares like geogebra, Kahoot, pedlet etc to create interactive learning experiences for school students. Apart from this they also created interactive videos of their teaching to teach in asynchronous mode. Each student meticulously completed the requirements under Internship

### **Regarding supervision of lessons:**

Right from the first week onwards all the lessons of the students were supervised by the teacher educator. Each day the zoom link was provided well in advance. After each class a break of fifteen minutes was observed to enable students and the teacher educator to join the next link smoothly.

### **Problem encountered and resources required:**

Despite of Holistic efforts in our pilot launch of the model only one out of nine students was placed in AKanksha group of school with the conversion rate of 9.01%. . The year 2020-2021 was Pandemic Covid 19 year, when other teacher education institutes shunned internship altogether, we gave the opportunity of Online Internship and also made all possible efforts to launch our Workplace Internship Model.

Online internships within the work-based learning model face several challenges. Firstly, maintaining effective communication and supervision can be difficult in virtual settings, potentially leading to misunderstandings and reduced mentorship. Additionally, providing hands-on experiences and practical skill development online can be limited, impacting the overall learning outcomes. Overcoming these challenges requires resources such as robust digital platforms for seamless communication, project management, and skill assessment.

High-speed internet access, necessary software, and hardware are essential for participants to engage fully. To enhance virtual engagement, dedicated mentors and supervisors must be available, offering regular guidance and feedback. Incorporating virtual labs, simulations, and remote project collaborations can help simulate real-world experiences. Clear guidelines, well-structured tasks, and regular evaluations are necessary for successful online internships, ensuring that students gain meaningful

## Glimpses of Workplace Internship Model

2020-21

