Appendices

Appendix_I

LIST OF EXPERTS

1. Dr. Priti Chaudhari Associate Professor, Department of Education, Veer Narmad South Gujarat University, Surat, Gujarat,	6. Dr. Hemendra Mistry USAL4EXCELLENCE Fellow, University of Salamanca, Spain.
2. Dr. Pinkal Chaudhari Assistant Professor, Department of Education (Central Institute of Education), 33, Chhatra Marg, University of Delhi, Delhi – 110 007.	7. Dr. Pratiksha Modi Assistant Professor, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat
3. Dr. Bhumika Barot Associate Professor, Sardar Patel University, Vallabh Vidyanagar, Gujarat.	8. Dr. A. V. Jayalakshmi Assistant Professor, Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara.
4. Dr. Sudhir Tandel Associate Professor, Indian Institute of Teacher Education, Gandhinagar, Gujarat.	9. Mrs. Krutika Dhimmar Middle School Teacher, Primary Kumar Shala Kanthariya, Bharuch, Gujarat.
5. Mrs. Jyoti Chauhan Middle School Teacher, Primary Kumar Shala Sherpura, Bharuch, Gujarat.	

Date:

To
The Head,
Department of Education

Subject: Letter of Recommendation for Data Collection and Research Work

Respected Sir/Madam,

This is to certify that Ms. Shefali Dhimmar is a bonafied student of Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, vadodara. She is conducting a research titled "A study of B.Ed. School Internship Programme in Gujarat" under the guidance of Prof. R. C. Patel. She needs to collect data from convener/In charge of school Internship Programme, supervisors and student teachers of your institution for her research work.

Your cooperation will be highly appreciated.

Best Regards,

Prof. R. C. Patel

Head, Department of Education (CASE)

Faculty of Education and Psychology

The Maharaja Sayajirao University of Baroda, Vadodara.

Head
Centre of Advanced Studies in Education [CASE]
Faculty of Education & Psychology
The M.S. University of Baroda
Vadodara

Appendix_III

Date:-

To
The Head,
Department of Education

Sub: - Application for seeking permission for Data collection of research work

Respected Sir,

I, Shefali Dhimmar, am pursuing Ph.D. under the guidance of Prof. R. C. Patel in Department of Education, Faculty of Education and Psychology, The M. S. University of Baroda, Vadodara. The title of my research study is "A study of B.Ed. School Internship Programme in Gujarat". In order to get the data for research work I am conducting a survey to collect responses of convener/In charge of school Internship Programme, supervisors and student teachers. Therefore, I request you to permit me to collect data at your institute. Information provided by convener/In charge of school Internship Programme, supervisors and student teachers will be kept confidential and used for research purpose only.

Anticipating your kind cooperation and positive response

Thanking You.

Yours Sincerely

Shefali Dhimmar
Research Scholar

Through

Prof. R. C. Patel
Guide

Prof. R. C. Patel
Head of Department

Head
Centre of Advanced Studies in Education [CASE]
Faculty of Education & Psychology
The M.S. University of Baroda
Vadodara

સ્કૂલઇન્ટર્નશિપપ્રોગ્રામનાકન્વીનરમાટેપ્રશ્નાવલી

Respected convener/In charge of the School Internship Programme

I shefali Dhimmar, am pursuing a Ph.D. under the guidance of Prof. R. C. Patel in the Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara. The title of my Ph.D. study is "A Study of B.Ed. School Internship Programme in Gujarat". As a part of my study, I need to collect your views on the School Internship Programme followed in your institutions.

This Questionnaire contains close-ended as well as open-ended questions regarding the school internship programme. You are requested to respond to all the questions honestly. Your kind cooperation will be a great help in building up a true scenario of a school internship programme in Teacher Education Institutions. The data collected from you will be used only for research purposes and will be kept strictly confidential.

નામ:-

ઉંમર:-

જાતિ:- સ્ત્રી / પુરુષ

શૈક્ષણિક લાયકાત:-

અનુભવ:-

શિક્ષણ સંસ્થાનું નામ:-

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૧. શિક્ષણસંસ્થામાંકેટલા અધ્યાપકસહાયક) Assistant Professor)_____ Adhoc_____સહયોગી પ્રોફેસર (Associate Professor)_____ પ્રવાસીઅધ્યાપક)visitingFaculties)_____ પ્રોફેસર(Professor) _____છે.

૨. શિક્ષણસંસ્થામાંકેટલાપ્રશિક્ષણાર્થીઓછે? _____

૩. બે વર્ષીય બી.એડ.અભ્યાસક્રમમાં સ્કૂલઇન્ટર્નશિપપ્રોગ્રામનોસમયગાળોકેટલોછે?

   ૧. સોળ અઠવાડિયા૨) વીસઅઠવાડિયા૩) બાવીસઅઠવાડિયા૪)અન્ય

૪. બે વર્ષીય બી.એડ.અભ્યાસક્રમમાં સ્કૂલઇન્ટર્નશિપપ્રોગ્રામનાસમયગાળા દરમિયાન કરવામાં આવતી પ્રવૃતિઓ નીચેના કોષ્ટકમાં જણાવો.

સેમસ્ટર	કઈ કઈ પ્રવૃતિઓનું આયોજન કરવામાં આવે છે?	સમયગાળો(કેટલાદિવસો?/કેટલા અઠવાડિયા?)
1st Sem		
2nd Sem		
3rd Sem		
4th Sem		

૫. પ્રશિક્ષણાર્થીઓ માટે પ્રિ સ્કૂલ ઇન્ટર્નશિપ (Pre School Internship) દરમિયાન કઈ કઈપ્રવૃતિઓનું આયોજન કરો છો?(એક કરતાં વધુ વિકલ્પ પર √ ચિન્હ કરી શકો છો)

૧) માઈક્રોટીચિંગ ૨) સિમ્યુલેશનનું ૩) પ્રેક્ટિસ ટીચિંગ ૪) શાળાના શિક્ષકોનું નિરીક્ષ ૫) અન્ય

૫.૧ **Microteaching**

તમારીશિક્ષણસંસ્થામાંમાઈક્રોટીચિંગનું આયોજનકરવામાંઆવ્યું હતું? (હા/ના)	
સમયગાળોકેટલોહતો?(કેટલા દિવસ)	
માઈક્રોટીચિંગનું આયોજન ક્યાં કરવામાં આવ્યું હતું? (શિક્ષણ સંસ્થા/શાળા)	
પ્રશિક્ષણાર્થીઓને પ્રિ સ્કૂલ ઇન્ટર્નશિપ) Pre School Internship) માટે કૌશલ્યનું ઓરિએન્ટેશન આપવામાં આવ્યું હતું? (હા/ના)	
જો હા, તો કયા કૌશલ્યનું ઓરિએન્ટેશન આપવામાં આવ્યું હતું?	
દરેક વિષયમાં કુલ કેટલાપાઠનું આયોજન કરવાનું હતું?	
ભણાવવાનો સમયગાળો કેટલો હતો?	
કયા કૌશલ્યનો સમાવેશ કરવામાં આવતા હતા?	
પ્રશિક્ષણાર્થીઓનું નિરીક્ષણ કોણ કરતું હતું?	
કોના દ્વારા પ્રતિપોષણ આપવામાં આવતું હતું?	
પ્રશિક્ષણાર્થીઓનું મૂલ્યાંકન કોણે કર્યું હતું?	
એક ગ્રુપમાંકેટલા પ્રશિક્ષણાર્થીઓ હોય છે?	

૫.૨ Simulation/ Bridge Lesson

તમારીશિક્ષણસંસ્થામાંસિમ્યુલેસનનું આયોજનકરવામાંઆવ્યું હતું? (હા/ના)	
સમયગાળોકેટલોહતો?(કેટલા દિવસ)	
સિમ્યુલેસનનું આયોજન ક્યાં કરવામાં આવ્યું હતું?(શિક્ષણ સંસ્થા/શાળા)	
દરેક વિષયમાં કુલ કેટલાપાઠનું આયોજન કરવાનું હતું?	
ભણાવવાનો સમયગાળો કેટલો હતો?	
પ્રશિક્ષણાર્થીઓનું નિરીક્ષણ કોણ કરતું હતું?	
કોના દ્વારા પ્રતિપોષણ આપવામાં આવતું હતું?	
પ્રશિક્ષણાર્થીઓનું મૂલ્યાંકન કોણ કરતું હતું?	
એક ગ્રુપમાંકેટલા પ્રશિક્ષણાર્થીઓ હોય છે?	

૫.૩Practice Teaching/Macro lesson/Stray Lesson/Block Teaching

તમારીશિક્ષણસંસ્થામાંપ્રેક્ટિસ ટીચિંગનું આયોજનકરવામાંઆવ્યું હતું? (હા/ના)	
સમયગાળોકેટલોહતો?(કેટલા દિવસ)	
પ્રેક્ટિસ ટીચિંગનું આયોજન ક્યાં કરવામાં આવ્યું હતું? (શિક્ષણ સંસ્થા/શાળા)	
જો શાળા, તો પ્રેક્ટિસ ટીચિંગ માટે શાળાની પસંદગી કોના દ્વારા કરવામાં આવી હતી? (શિક્ષણ સંસ્થા/ પ્રશિક્ષણાર્થીઓ/અન્ય)	
દરેક વિષયમાં કુલ કેટલાપાઠનું આયોજન કરવાનું હતું?	
ભણાવવાનો સમયગાળો કેટલો હતો?	
પ્રશિક્ષણાર્થીઓનું નિરીક્ષણ કોણ કરતું હતું?	
કોના દ્વારા પ્રતિપોષણ આપવામાં આવતું હતું?	
પ્રશિક્ષણાર્થીઓનું મૂલ્યાંકન કોણ કરતું હતું?	
એક ગ્રુપમાંકેટલા પ્રશિક્ષણાર્થીઓ હોય છે?	

૬. પ્રશિક્ષણાર્થીઓને પ્રિ સ્કૂલ ઇન્ટર્નશિપ (Pre School Internship) દરમિયાન કઈ કઈ પ્રવૃતિઓ સોંપવામાં આવે છે?

૭. સ્કૂલઇન્ટર્નશિપ માટે શાળાની પસંદગી કોના દ્વારા કરવામાં આવી હતી?

૧) શિક્ષણ સંસ્થા ૨) પ્રશિક્ષણાર્થીઓ 3) અન્ય

૮. સ્કૂલઇન્ટર્નશિપ દરમિયાન અન્ય કઈ પ્રવૃતિઓ પ્રશિક્ષણાર્થીઓને સોંપવામાં આવતી હતી?

સેમસ્ટર	તાલીમાર્થીઓને કઈ પ્રવૃતિઓ સોંપવામાં આવે છે?
સેમસ્ટર ૧	
સેમસ્ટર ૨	
સેમસ્ટર 3	
સેમસ્ટર ૪	

૯. સ્કૂલઇન્ટર્નશિપપ્રોગ્રામદરમિયાનપ્રશિક્ષણાર્થીઓએદરેક વિષયમાં કેટલાએકમ આયોજન (Unit Plan)બનાવવાનાહોયછે?

૧૦. પ્રશિક્ષણાર્થીઓએસ્કૂલઇન્ટર્નશિપપ્રોગ્રામદરમિયાનદરેક વિષયમાં કુલ કેટલાપાઠનું આયોજન કરવાનું હોયછે?

૧ (15 ૨) 20 3) 25 ૪) 30 ૫) અન્ય

11. Assessment

સ્કૂલઇન્ટર્નશિપપ્રોગ્રામદરમિયાનપ્રશિક્ષણાર્થીઓનુંમૂલ્યાંકન કોણ કોણ કરે છે?	કઈ પ્રવૃતિઓનું મૂલ્યાંકન કરવામાં આવે છે?			
	સેમસ્ટર ૧	સેમસ્ટર ૨	સેમસ્ટર 3	સેમસ્ટર ૪
સુપરવાઈઝર				
પ્રિન્સીપાલ				
માર્ગદર્શક				
અન્ય				

૧૨. પ્રશિક્ષણાર્થીઓ માટે દરેક વિષયમાં વાર્ષિક પાઠનું (Annual Test Lesson) આયોજન કરવામાં આવે છે?(હા/ના)

૧૩. પ્રશિક્ષણાર્થીઓ માટે સ્કૂલઇન્ટર્નશિપની મૌખિક પરીક્ષાનું (Viva) આયોજન કરવામાં આવે છે? (હા/ના)

૧૩.૧) જો હા, તો ગ્રુપ કે વ્યક્તિગત મૌખિક પરીક્ષાનું (Viva) આયોજન કરવામાં આવે છે?

Respected convener/In charge of the School Internship Programme

I shefali Dhimmar, am pursuing a Ph.D. under the guidance of Prof. R. C. Patel in the Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara. The title of my Ph.D. study is "A Study of B.Ed. School Internship Programme in Gujarat". As a part of my study, I need to collect your views on the School Internship Programme followed in your institutions.

This Questionnaire contains close-ended as well as open-ended questions regarding the school internship programme. You are requested to respond to all the questions honestly. Your kind cooperation will be a great help in building up a true scenario of a school internship programme in Teacher Education Institutions. The data collected from you will be used only for research purposes and will be kept strictly confidential.

_____

Name: -
Age: -
Gender: -
Education Qualification: -
Teaching Experience: -
Name of Teacher Education Institution: -

_____

1. How many assistant professors, associate professors, and professors are there in the teacher education institutions? _____

2. How many student teachers are there in the teacher education institutions?

3. What is the duration of the school internship programme in a two-year B.Ed. Programme?
   1. Sixteen Weeks   2. Twenty weeks   3. Twenty-two weeks   4. Other

4. Mention the activities to be carried out during the school internship program in the two-year B.Ed. Curriculum in the table below.

Semesters	Which activities are planned?	Duration (How Many Days? / How Many Weeks?)
1st Sem		
2nd Sem		

3rd Sem	
4th Sem	

5. Which activities are planned during the preschool internship? (You can mark √ more than one option.)

   1. Microteaching 2. Simulation 3. Practice Teaching 4. Observation of School Teachers 5. Other

5.1 Microteaching

Was microteaching organized in your teacher education institutions? (yes/no)	
How long was the period? (How many days?)	
Where was the microteaching organized? (Teacher Educational Institution/School)	
Were the trainees given skill orientation for the Pre-School Internship? (Yes/No)	
If Yes, Orientation of which skills were provided?	
How many lesson plans were to be prepared for each subject?	
What was the time duration for teaching?	
Which skills were included?	
Who observed the student teachers?	
Who provided feedback to the student teachers?	
Who assessed the student teachers?	
How many student teachers are there in a group?	

5.2 Simulation/ Bridge Lesson

Was simulation organized in your teacher education institutions? (yes/no)	
How long was the period? (How many days?)	
Where was the simulation organized? (Teacher Educational Institution/School)	

How many lesson plans were to be prepared for each subject?	
What was the time duration for teaching?	
Who observed the student teachers?	
Who provided feedback to the student teachers?	
Who assessed the student teachers?	
How many student teachers are there in a group?	

5.3 Practice Teaching/Macro Lesson/Stray Lesson/Block Teaching

Was practice teaching organized in your teacher education institutions? (yes/no)	
How long was the period? (How many days?)	
Where was the simulation organized? (Teacher Educational Institution/School)	
If school, by whom was the school selected for practice teaching? (Educational Institution/ Trainees/ Others)	
How many lesson plans were to be prepared for each subject?	
What was the time duration for teaching?	
Who observed the student teachers?	
Who provided feedback to the student teachers?	
Who assessed the student teachers?	
How many student teachers are there in a group?	

6. Which activities are assigned to the student teachers during the Preschool internship?

7. By whom was the school selected for the school internship?

    1) Educational Institution 2) Student teachers 3) Others

8. Which other activities were assigned to student teachers during the school internship?

Semester	Which activities are assigned to student teachers?
Semester 1	
Semester 2	

Semester 3	
Semester 4	

9. How many unit plans in each subject have to be prepared by the student teachers during the school internship program?

10. How many lesson plans do student teachers have to prepare in each subject during the

   School internship program?

   1) 15 2) 25 3) 30 4) Other

11. Assessment

Who evaluates student teachers during the school internship programme?	Which activities are evaluated?			
	Semester 1	Semester 2	Semester 3	Semester 4
Supervisor				
School Principals				
Mentors				
Other				

12. Was the Annual Test Lesson organized for the student teachers in each subject? (Yes/ No)

13. Is viva conducted for student teachers during the school internship?

   If yes, individual or oral viva is conducted?

સુપરવાઈઝર માટે પ્રશ્નાવલી

Respected sir/madam

I shefali Dhimmar, am pursuing a Ph.D. under the guidance of Prof. R. C. Patel in the Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara. The title of my Ph.D. study is "A Study of B.Ed. School Internship Programme in Gujarat". As a part of my study, I need to collect your views on the School Internship Programme followed in your institutions.

This Questionnaire contains close-ended as well as open-ended questions regarding the school internship programme. You are requested to respond to all the questions honestly. Your kind cooperation will be a great help in building up a true scenario of a school internship programme in Teacher Education Institutions. The data collected from you will be used only for research purposes and will be kept strictly confidential.

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નામ:-
ઉંમર:-
જાતિ:- સ્ત્રી / પુરુષ
શૈક્ષણિક લાયકાત:-
અનુભવ:-
શિક્ષણ સંસ્થાનું નામ:-

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૧. પ્રશિક્ષણાર્થીઓને સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશેનું ઓરિએન્ટેશન આપો છો? (હા/ના)
   ૧.૧) જો હા, તો સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશેની કઈ માહિતી આપતા હતા?

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૨. શું તમે શાળાના પ્રિન્સિપલને સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશેનું ઓરિએન્ટેશન આપો છો?(હા/ના)

૨.૧) જો હા, તો સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશેની કઈ માહિતી આપતા હતા?

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3. શું તમે સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન શાળાની મુલાકાત લો છો? (હા/ના)

   3.૧) જો હા, તો કેટલા સમયાંતરે મુલાકાત લો છો?

      ૧) અઠવાડિયામાં એક વાર ૨) મહિનામાં એક વાર 3) અઠવાડિયામાં બે વાર ૪) અન્ય

૪. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પ્રશિક્ષણાર્થીઓનું નિરીક્ષણ કરો છો? (હા/ના)

   ૪.૧) જો હા, તો કેટલો સમયગાળો?

      ૧) 15 મિનિટ   ૨) 20 મિનિટ 3) 35 મિનિટ ૪) 45 મિનિટ ૫) અન્ય

   ૪.૨) જો હા, તો પશિક્ષણાર્થીઓના કેટલા તાસનું નિરીક્ષણ કરો છો?_____

૫. પ્રશિક્ષણાર્થીઓને પ્રતિપોષણ આપો છો? (હા/ના)

   ૫.૧) જો હા, તો પ્રશિક્ષણાર્થીઓને પ્રતિપોષણ કઈ રીતે આપો છો? (લેખિત કે મૌખિક)

૬. પ્રશિક્ષણાર્થીઓને માર્ગદર્શન આપો છો? (હા/ના)

   ૬.૧) જો હા, કયા પ્રકારના મુદ્દાઓને ધ્યાનમાં લઈને માર્ગદર્શન આપો છો?

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૭. શું તમે પ્રશિક્ષણાર્થીઓની જર્નલ, નિરીક્ષણ પુસ્તક અને ચિંતનાત્મક નોંધ (Reflective Diary) તપાસો છો?

	હા/ના	કેટલા સમયાંતરે તપાસો છો? ૧) અઠવાડિયામાં એક વાર ૨) મહિનામાં એક વાર 3) અઠવાડિયામાં બે વાર ૪) અન્ય
જર્નલ		
નિરીક્ષણ પુસ્તક		
ચિંતનાત્મક નોંધ (Reflective		

Diary)		
અન્ય		

૮. શું તમે પ્રશિક્ષણાર્થીઓનું મૂલ્યાંકન કરો છો? (હા/ના)
    ૮.૧) જો હા, તો તમે કઈ પ્રવૃતિઓનું મૂલ્યાંકન કરો છો?

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૯. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન શાળાના આચાર્ય સાથે કેટલા સમયાંતરે મુલાકાત થાય છે?
    ૧) અઠવાડિયામાં એક વાર ૨) અઠવાડિયામાં બે વાર ૩) માહિનામાં એક વાર ૪) અન્ય
    ૯.૧) ક્યા મુદ્દાઓની ચર્ચા કરવામાં આવે છે?

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૧૦. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પ્રશિક્ષણાર્થીઓ સાથે કેટલા સમયાંતરે મુલાકાત થાય છે?
    ૧) અઠવાડિયામાં એક વાર ૨) અઠવાડિયામાં બે વાર ૩) માહિનામાં એક વાર ૪) અન્ય
    ૧૦.૧) ક્યા મુદ્દાઓની ચર્ચા કરવામાં આવે છે?

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૧૧. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામનો સમયગાળો બે વર્ષીય બી.એડ. અભ્યાસક્રમમાં કેટલો હોવો જોઈએ? શા માટે ?
    ૧) સોળ અઠવાડિયા ૨) વીસ અઠવાડિયા ૩) બાવીસ અઠવાડિયા ૪) અન્ય

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૧૨. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામનું આયોજન કયા સેમેસ્ટરમાં કરવું જોઈએ? શા માટે?

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૧૩. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ માટે શાળાની પસંદગી કોણે કરવી જોઈએ? શા માટે?
૧) શિક્ષણ સંસ્થાના વડા ૨) સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામના કન્વીનર દ્વારા ૩) સુપરવાઈઝર દ્વારા
૪) પ્રશિક્ષણાર્થીઓ દ્વારા 5) અન્ય

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૧૪. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામની વ્યવસ્થા કેવા પ્રકારની સ્કૂલમાં કરવી જોઈએ? શા માટે?
૧) સરકારી ૨) ખાનગી ૩) ગ્રાન્ટ-ઇન-એઇડ ૪) અન્ય

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૧૫. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન એક શાળામાં કેટલા પ્રશિક્ષણાર્થીઓની ફાળવણી કરવી
જોઈએ?___

૧૬. માર્ગદર્શકને સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે ઓરિએન્ટેશન આપવું જોઈએ? (હા/ના/)
૧૬.૧) જો હા, તો શા માટે?

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૧૬.૨) જો હા, તો કયા મુદ્દાને ધ્યાનમાં રાખીને આપવું જોઈએ?

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૧૬.3) જો ના, તો શા માટે?

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૧૭. પ્રશિક્ષણાર્થીઓને શાળા વિશેની માહિતી આપવી જોઈએ? (હા/ ના)

૧૭.૧) જો હા, તો કેમ?

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૧૭.૨) જો હા, પ્રશિક્ષણાર્થીઓને શાળા વિશેની ક્યા પ્રકારની માહિતી આપવી જોઈએ?

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૧૭.3) જો હા, તો પ્રશિક્ષણાર્થીઓને શાળા વિશેની માહિતી કોણે આપવી જોઈએ?

૧) શિક્ષણ સંસ્થા ૨) શાળા

૧૮. પ્રશિક્ષણાર્થીઓએ સ્કૂલ ઇન્ટર્નશિપ દરમિયાન પાઠનું આયોજન કરવું જોઈએ? (હા/ના)

૧૮.૧) જો હા, તો શા માટે?

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૧૮.૨) જો ના, તો શા માટે?

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૧૯. પ્રશિક્ષણાર્થીઓએ સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન દરેક વિષયમાં કુલ કેટલા પાઠનું આયોજન કરવું જોઈએ? શા માટે?

(૧) 15 (૨) 20 (૩) 25 (૪) 30 (૫) અન્ય

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૨૦. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન સુપરવાઈઝરે શાળાની મુલાકાત કરવી જોઈએ? (હા/ના)

૨૦.૧) જો હા, તો સુપરવાઈઝરે કેટલા સમયાંતરે શાળાની મુલાકાત કરવી જોઈએ?

૧) અઠવાડિયામાં એક વાર ૨) પંદર દિવસે એક વાર ૩) મહિનામાં એક વાર ૪) અન્ય

૨૧. નીચેના કોષ્ટકમાં જવાબની સામે (✓) નિશાની કરો

	સુપરવાઈઝર	શાળાના આચાર્ય	માર્ગદર્શક	અન્ય
પ્રશિક્ષણાર્થીઓનું નિરીક્ષણ કોણે કોણે કરવું જોઈએ?				
પ્રશિક્ષણાર્થીઓનું પ્રતિપોષણ કોણે કોણે આપવું જોઈએ?				
પ્રશિક્ષણાર્થીઓનું મૂલ્યાંકન કોણ કોણ કરવું જોઈએ?				

૨૨. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પ્રશિક્ષણાર્થીઓને વેતન (Stipend) મળવું જોઈએ?(હા/ના)

૨૨.૧) શા માટે?

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૨૩. પ્રશિક્ષણાર્થીઓને વેતન (Stipend) કોના દ્વારા મળવું જોઈએ?

૧) શિક્ષણ સંસ્થા દ્વારા ૨) શાળા દ્વારા ૩) સરકાર દ્વારા ૪) અન્ય

૨૪. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન કઈ કઈ સમસ્યાઓનો સામનો કરવો પડે છે?

➢ ઓરિએન્ટેશન સબંધિત

- ➢ શાળા પસંદગી સંબંધિત
- ➢ નિરીક્ષણ સંબંધિત
- ➢ પ્રતિપોષણ સંબંધિત
- ➢ વહીવટી કામ સંબંધિત
- ➢ પ્રશિક્ષણાર્થીઓના મૂલ્યાંકન સંબંધિત
- ➢ અન્ય

૨૫. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામને સુધારવા માટે સૂચનો આપો.

Questionnaire for Supervisors

Respected sir / madam

I Shefali Dhimmar, am pursuing a Ph.D. under the guidance of Prof. RC Patel in the Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara. The title of my Ph.D. study is "A Study of B.Ed. School Internship Programme in Gujarat". As a part of my study, I need to collect your views on the School Internship Programme followed in your institutions. This Questionnaire contains close-ended as well as open-ended questions regarding the school internship programme. You are requested to answer all the questions honestly. Your kind cooperation will be a great help in building up a true scenario of a school internship programme in Teacher Education Institutions. The data collected from you will be used only for research purposes and will be kept strictly confidential.

_____

Name:-

Age:-

Gender:- Female / Male

Educational Qualification:-

Teaching Experience: -

Name of Teacher Education Institution:-

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1. Do you provide orientation about the school internship programme to student-teachers?
   (Yes / No)

    1.1) If Yes, what information was provided about the school internship programme?

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2. Do you provide orientation to the school principals about the school internship programme?
   (Yes/No)

    2.1) If Yes, what information was provided about the school internship programme?

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3. Do you visit the school during the school Internship programme? (yes/no)

    3.1) If Yes, how often do you visit?

        1) Once a week   2) Once a month   3) Twice a week   4) Others

4. Do you observe Student teachers during the School Internship programme? (Yes / No)

    4.1) If Yes, then how much time?

        1) 15 minutes 2) 20 minutes   3) 35 minutes   4) 45 minutes   5) Others

    4.2) If Yes, how many classes do you observe the Student teachers ?_____

5. Do you give feedback to the student-teachers? (Yes / No)

    5.1) If Yes, then how do you give feedback to the Student teachers? (written / oral)

6. Do you provide guidance to the student-teachers? (Yes/No)

    6.1) If Yes, then which points are taken into consideration while guiding them?

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7. Do you examine student-teachers' journals, observation books, and reflective diaries?

	Yes/No	How often do you examine? 1)Once a week 2) Once a month 3) Twice a week 4) Others
Journal		
Observation book		
Reflective diary		
Other		

8. Do you evaluate student-teachers? (Yes /No)

    8.1) If Yes, which activities do you evaluate?

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9 . How often do you meet the school principal during the School Internship Programme?

1) Once a week   2) Twice a week   3) Once a month   4) Others

9.1) Which points are discussed?

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10. How often do you meet the student teachers during the school Internship programme?

1) Once a week   2) Twice a week   3) Once a month   4) Others

10.1) Which points are discussed?

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11. How much should be the duration of the school Internship during the two-year B.Ed. programme? Why?

1) Sixteen weeks   2) Twentyweeks   3) Twenty twoWeek   4) Other

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12. During which semester the School Internship should be organized? Why?

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13. Who should select the school for the school internship programme? Why?

1) Head of TEI 2) Convener of the School Internship programme 3) By the Supervisor 4) By Student teachers 5) Others

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14. Which type of school should be selected for the school internship programme?

    1) Government   2) Private   3) Grant-in–Aid   4) Others

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    _____

15. How many student teachers should be allotted in one school during the school internship programme? _____

16. Should orientation be given to the mentor about the School Internship programme? (Yes /No)

    16.1) If Yes, why?

    _____

    _____

    _____

    _____

    16.2) If Yes, then which points are to be considered for it?

    _____

    _____

    _____

    16.3) If No, why?

    _____

    _____

    _____

17. Should Student teachers be given information about the school? (Yes / No)

    17.1) If Yes, why?

    _____

    _____

    _____

    17.2) If yes, What kind of information about the school should be given to the students?

    _____

    _____

_____

_____

17.3) If Yes, Who should provide information about the school to the Student teachers?

     1) Teacher Education Institution   2) School

18. Should Student teachers prepare lesson plans during the School Internship programme?

(Yes / No)

18.1) If Yes, Why?

_____

_____

_____

18.2) If No, why?

_____

_____

_____

19. How many total lesson plans student-teaches should prepare during the school internship

programme? Why?

 (1) 15   (2) 20   (3) 25   (4) 30   (5) Others

_____

_____

_____

20. Should the supervisor visit the school during the School Internship Programme? (Yes /No)

   20.1) If Yes, then how often the supervisor should visit the school?

     1) Once in a week   2) Once in fifteen days   3) Once in a month   4) Others

21. Tick (✔) against the answer in the table below

	Supervisor	School Principal	Mentor	Other
Who should observe the student-teachers?				
Who should provide feedback to the student teachers?				
Who should evaluate the student teachers?				

22. Should student teachers get a stipend during school Internship programme? (Yes / No)

  22.1) Why ?

  _____

  _____

  _____

23. By whom should the student-teachers get the Stipend?

  1) By Teacher Education Institution   2) By School   3) By Government   4) Others

24. What problems have to be faced during the school internship programme?

> ➢ Related to Orientation
> ➢ Related to school selection
> ➢ Regarding Supervision
> ➢ Regarding feedback
> ➢ Related to administrative work
> ➢ Related to the evaluation of student-teacher
> ➢ other

25. Provide suggestions to improve the school internship programme.

પ્રશિક્ષણાર્થીઓ માટે પ્રશ્નાવલી

Dear Student-teacher

I shefali Dhimmar, am pursuing a Ph.D. under the guidance of Prof. R. C. Patel in the Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara. The title of my Ph.D. study is "A Study of B.Ed. School Internship Programme in Gujarat". As a part of my study, I need to collect your views on the School Internship Programme as student teachers are come to the school for internship.

This Questionnaire contains close-ended as well as open-ended questions regarding the school internship programme. You are requested to respond to all the questions honestly. Your kind cooperation will be a great help in building up a true scenario of a school internship programme in Teacher Education Institutions. The data collected from you will be used only for research purposes and will be kept strictly confidential.

_____

નામ:-

ઉંમર:-

જાતિ:- સ્ત્રી / પુરુષ

શૈક્ષણિક લાયકાત:-

શિક્ષણ સંસ્થાનું નામ:-

વિષય પદ્ધતિ:-

શિક્ષણ અનુભવ:-

_____

૧. શું તમને સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે જાણ કરવામાં આવી હતી? (હા/ના)

    ૧.૧) જો હા, તો સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે તમને કઈ રીતે જાણ કરવામાં આવી હતી?

    _____

    _____

    ૧.૨) જો હા, તો, સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે કઈ માહિતી આપવામાં આવી હતી?

    _____

    _____

    _____

૨. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ માટે શાળાની પસંદગી કોના દ્વારા કરવામાં આવી હતી?

૧) શિક્ષા સંસ્થા ૨) પ્રશિક્ષણાર્થીઓ દ્વારા ૩) અન્ય

૩. બે વર્ષીય બી.એડ. અભ્યાસક્રમમાં સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન ક્યા પ્રકારની શાળામાં ઇન્ટર્નશિપ કરી હતી?

૧) સરકારી ૨) ગ્રાન્ટ ઇન એડ ૩) ખાનગી ૪) અન્ય

૪. સ્કૂલ ઇન્ટર્નશિપ દરમિયાન તમે કયા ધોરણમાં ભણાવતા હતા?_____

પ. શું તમને સ્કૂલ ઇન્ટર્નશિપ દરમિયાન શાળા વિશેની માહિતી આપવામાં આવી હતી? (હા/ના)

પ.૧) જો હા, તો શાળા વિશેની માહિતી કોણે આપી હતી?

૧) શિક્ષણ સંસ્થા ૨) શાળા ૩) અન્ય

પ.૨) જો હા, તો કયા પ્રકારની માહિતી આપવામાં આવી હતી?

_____

_____

_____

૬. શાળાના આચાર્ય દ્વારાતમને શાળાના નિયમો વિશે જાણ કરવામાં આવી હતી? (હા/ના)

૬.૧) જો હા, તો ક્યા પ્રકારના નિયમો વિશે જાણ કરવામાં આવી હતી?

_____

_____

૭. સુપરવાઈઝરે સ્કૂલ ઇન્ટર્નશિપ દરમિયાન શાળાની મુલાકાત લીધી હતી? (હા/ના)

૭.૧ જો હા, તો સુપરવાઈઝર કેટલા સમયાંતરે શાળાની મુલાકાત માટે આવતા હતા?

૧) અઠવાડિયામાં એક વાર ૨) પંદર દિવસે એક વાર ૩) મહિનામાં એક વાર ૪) અન્ય

૮ શું તમે સુપરવાઈઝર સાથે મિટિંગ કરી હતી? (હા/ના)

૮.૧) જો હા, તો કયા પ્રકારના મુદ્દાની ચર્ચા કરવામાં આવી હતી?

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_____

_____

૯. નિરીક્ષણ

સ્કૂલ ઇન્ટર્નશિપ દરમિયાન તમારું નિરીક્ષણ કોણે કર્યું હતું?	કેટલા તાસનું નિરીક્ષણ કર્યું હતું?	કેટલા સમયગાળા માટે?
સુપરવાઈઝર		
શાળાના આચાર્ય		
માર્ગદર્શક		

અન્ય		

૧૦. પ્રતિપોષણ

સ્કૂલ ઇન્ટર્નશિપ દરમિયાન તમને પ્રતિ પોષણ કોણે કોણે આપ્યું હતું?	કયા મુદ્દાને ધ્યાનમાં રાખીને આપતા હતા?	કઈ રીતે આપતા હતા? (લેખિત કે મૌખિક)
સુપરવાઈઝર		
શાળાના આચાર્ય		
માર્ગદર્શક		
અન્ય		

૧૧. માર્ગદર્શક

સ્કૂલ ઇન્ટર્નશિપ દરમિયાન તમને માર્ગદર્શન કોણે કોણે આપ્યું હતું?	કયા મુદ્દાને ધ્યાનમાં રાખીને આપતા હતા?
સુપરવાઈઝર	
શાળાના આચાર્ય	
માર્ગદર્શક	
અન્ય	

૧૨. દસ્તાવેજોની તપાસ

સ્કૂલ ઇન્ટર્નશિપ દરમિયાન તમારી જર્નલ, નિરીક્ષણ પુસ્તક અને ચિંતનાત્મક નોંધ (Reflective Diary) કોણે કોણે તપાસી હતી?	કેટલા સમયાંતરે તપાસતા હતા? ૧)અઠવાડિયામાં એક વાર ૨)અઠવાડિયામાં બે વાર ૩)સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ પૂર્ણ થયા પછી ૪)અન્ય
સુપરવાઈઝર	
શાળાના આચાર્ય	
માર્ગદર્શક	
અન્ય	

૧૩. શું તમે સ્કૂલ ઇન્ટર્નશિપ દરમિયાન શાળાના શિક્ષકોનું નિરીક્ષણ કર્યું હતું?

૧૩.૧) જો હા તો કેટલા તાસનું નિરીક્ષણ કર્યું હતું?_____

૧૪. શું તમે અભ્યાસક્રમનું વિશ્લેષણ (Analysis of Syllabus and Textbook) કર્યું હતું? (હા/ના)

    ૧૪.૧) જો હા, તો ક્યા મુદ્દાઓને ધ્યાનમાં રાખીને અભ્યાસક્રમનું વિશ્લેષણ (Analysis of Syllabus) કર્યું હતું?

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_____

૧૫ શું તમે સ્કૂલ ઇન્ટર્નશિપ દરમિયાન અન્ય પ્રશિક્ષણાર્થીઓનું નિરીક્ષણ કર્યું હતું? (હા/ના)

૧૬ શું તમે સ્કૂલ ઇન્ટર્નશિપ દરમિયાન વ્યક્તિ અભ્યાસ (Case Study) કર્યો હતો? (હા/ના)

    ૧૬.૧) જો હા, તો કઈ વ્યાક્તિને પસંદ કર્યો હતો?

_____

_____

    ૧૬.૨) વ્યક્તિ અભ્યાસની પ્રક્રિયા જણાવો.

_____

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_____

_____

૧૭. સ્કૂલ ઇન્ટર્નશિપ દરમિયાન શાળામાં કેટલા એકમ આયોજન (Unit Plan) બનાવ્યા હતા?____

૧૮. સ્કૂલ ઇન્ટર્નશિપ દરમિયાન શાળામાં કુલ કેટલા પાઠ આયોજન બનાવ્યા હતા?_____

૧૯. પાઠનું આયોજન કરતી વખતે કઈ કઈ મુશ્કેલીઓનો અનુભવ થયો હતો?

_____

_____

૨૦. પાઠ આયોજનનું અમલીકરણ વર્ગખંડમાં કરતી વખતે કઈ કઈ મુશ્કેલીઓનો અનુભવ થયો હતો?

_____

_____

૨૧. **શાળામાં વિધાર્થીઓ માટે પરીક્ષાનું આયોજન કર્યું હતું? (હા/ના)**

    ૨૦.૧) ક્યા મુદ્દાઓને ધ્યાનમાં રાખીને પ્રશ્નપત્ર બનાવવામાં આવ્યું હતું?

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_____

૨૨. **મૂલ્યાંકન માટેનું (Assessment tool) માળખું બનાવ્યું હતું? (હા/ ના)**

    ૨૨.૧) મૂલ્યાંકન માટેના (Assessment tool) માળખમાં ક્યા મુદ્દાઓનો સમાવેશ કરવામાં

આવ્યો હતો?

_____

_____

૨૩. નિદાનાત્મક કસોટી (Diagnostic Test) બનાવી હતી? (હા/ના)

    ૨૩.૧) જો હા, તો કઈ રીતે?

_____

_____

૨૪. શું તમે ઉપચારાત્મક શિક્ષણ (Remedial Teaching) નું આયોજન કર્યું હતું? (હા/ ના)

    ૨૪.૧) જો હા, તો કેમ?

_____

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૨૫. ક્રિયાત્મક સંશોધન (Action Research) એટલે શું?

_____

_____

૨૬. ક્રિયાત્મક સંશોધન (Action Research) કર્યું હતું? (હા/ના)

    ૨૬.૧) જો હા, તો ક્રિયાત્મક સંશોધનનો વિષય શું હતો? શીર્ષક લખો.

_____

    ૨૬.૨) ક્રિયાત્મક સંશોધન કરવાની પ્રક્રિયા જણાવો.

_____

_____

    ૨૬.૩) ક્રિયાત્મક સંશોધન માટે કેટલો સમય ફાળવવામાં આવ્યો હતો?_____

૨૭. ટર્મ પેપર (Research Paper) લખ્યું હતું? (હા/ના)

    ૨૭.૧) જો હા, તો ક્યા વિષય માટે?

_____

૨૮ ચિંતનાત્મક નોંધ નિયમિત લખતા હતા? (હા/ના)

    ૨૮.૧) જો હા, તો શું લખતા હતા?

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૨૯. ચિંતનાત્મક નોંધ લખતી વખતે કઈ કઈ તકલીફો કે પડકારો અનુભવ્યા હતા?

_____

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૩૦. સ્કૂલ ઇન્ટર્નશિપ દરમિયાન શાળામાં તમારા દ્વારા કઈ સહ-અભ્યાસિક પ્રવૃતિઓનું આયોજન કરવામાં આવ્યું હતું? ૨૮

૩૧. કમ્યૂનિટી સંબંધિત/સમાજને સંબંધિત પ્રવૃતિઓનું આયોજન કરવામાં આવતું હતું? (હા/ ના)

૩૧.૧) કમ્યૂનિટી સંબંધિત/ સમાજને સંબંધિત કઈ કઈ પ્રવૃતિઓનું આયોજન કરવામાં આવતું હતું?

_____

૩૧.૨) કમ્યૂનિટી સંબંધિત/ સમાજને સંબંધિત પ્રવૃતિ માટેનો સમયગાળો શું હતો?

1) પાંચ દિવસ   2) દસ દિવસ   3) પંદર દિવસ   4) અન્ય

૩૨. સ્કૂલ ઇન્ટર્નશિપ દરમિયાન શાળાના આચાર્ય સાથે મિટિંગ થતી હતી? (હા/ના)

૩૨.૧) જો હા, તો કેટલા સમયાંતરે મિટિંગ થતી હતી?

૧) અઠવાડિયામાં એક વાર ૨) પંદર દિવસે એક વાર 3) મહિનામાં એક વાર ૪) અન્ય

૩૨.૨) જો હા, તો કયા પ્રકારના મુદ્દાને લઈને ચર્ચા થતી હતી?

_____

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૩૩. શાળામાં વહીવટી અંગેની (Administration) પ્રવૃતિઓમાં ભાગ લીધો હતો? (હા/ ના)

૩૩.૧) જો હા તો કઈ પ્રવૃતિઓમાં ભાગ લીધો હતો?

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૩૪. શિક્ષણ સંસ્થામાં જે સિદ્ધાંતો અને નિયમ ભણ્યા હતા એ વાસ્તવિક પરિસ્થિતિમાં વર્ગખંડમાં અમલીકરણ ઉપયોગ કરી/શકતા હતા? (હા/ના)

૩૪.૧) વર્ગખંડમાં સિદ્ધાંતો અને નિયમોના અમલીકરણ દરમિયાન કઈ મુશ્કેલીઓનો અનુભવ થયો હતો?

૩૫. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામનો સમયગાળો બે વર્ષીય બી.એડ. અભ્યાસક્રમમાં કેટલો હોવો જોઈએ? શા માટે ?

૧) સોળ અઠવાડિયા ૨) વીસ અઠવાડિયા 3) બાવીસ અઠવાડિયા ૪) અન્ય

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૩૬. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામનું આયોજન કયા સેમેસ્ટરમાં કરવું જોઇએ? શા માટે?

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૩૭. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ માટે શાળાની પસંદગી કોણે કરવી જોઇએ? શા માટે?
 ૧) શિક્ષણ સંસ્થાના વડા ૨) સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામના કન્વીનર દ્વારા ૩) સુપરવાઈઝર દ્વારા
 ૪) પ્રશિક્ષણાર્થીઓ દ્વારા ૫) અન્ય

૩૮. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામની વ્યવસ્થા કેવા પ્રકારની સ્કૂલમાં કરવી જોઇએ? શા માટે?
 ૧) સરકારી ૨) ખાનગી ૩) ગ્રાન્ટ-ઇન-એઇડ ૪) અન્ય

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૩૯. માર્ગદર્શકને સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે ઓરિએન્ટેશન આપવું જોઈએ? (હા/ના/)
 ૩૯.૧) જો હા, તો શા માટે?

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 ૩૯.૨) જો હા, તો કયા મુદ્દાને ધ્યાનમાં રાખીને આપવું જોઈએ?

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 ૩૯.૩) જો ના, તો શા માટે?

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૪૦. પ્રશિક્ષણાર્થીઓને શાળા વિશેની માહિતી આપવી જોઈએ? (હા/ ના)

૪૦.૧) જો હા, તો શાળા વિશેની માહિતી કોણે આપવી જોઈએ?

    ૧) શિક્ષણ સંસ્થા ૨) શાળા ૩) અન્ય

૪૦.૨) જો હા, પ્રશિક્ષણાર્થીઓને શાળા વિશેની ક્યા પ્રકારની માહિતી આપવી જોઈએ?

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૪૧. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પ્રશિક્ષણાર્થીઓએ શાળાના શિક્ષકોનું નિરીક્ષણ કરવું જોઈએ? (હા/ના)

    ૪૧.૧) જો હા, શા માટે?

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    ૪૧.૨) જો હા, તો શાળાના શિક્ષકોનું કેટલા તાસનું નિરીક્ષણ કરવું જોઈએ? _____

૪૨. પ્રશિક્ષણાર્થીઓએ સ્કૂલ ઇન્ટર્નશિપ દરમિયાન પાઠનું આયોજન કરવું જોઈએ? (હા/ના)

    ૪૨.૧) જો હા, તો શા માટે?

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    ૪૨.૨) જો ના, તો શા માટે?

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૪૩. પ્રશિક્ષણાર્થીઓએ સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન દરેક વિષયમાં કુલ કેટલા પાઠનું આયોજન કરવું જોઈએ?

    ૧) 15 ૨) 20 ૩) 25 ૪) 30 ૫) અન્ય

૪૪. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન સુપરવાઈઝરે શાળાની મુલાકાત કરવી જોઈએ? (હા/ના)

    ૪૪.૧) જો હા, તો સુપરવાઈઝરે કેટલા સમયાંતરે શાળાની મુલાકાત કરવી જોઈએ?

        ૧) અઠવાડિયામાં એક વાર ૨) પંદર દિવસે એક વાર ૩) મહિનામાં એક વાર ૪) અન્ય

૪૫. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પ્રશિક્ષણાર્થીઓનું નિરીક્ષણ કોણે કોણે કરવું જોઈએ?

    ૧) સુપરવાઈઝર ૨) શાળાના આચાર્ય ૩) માર્ગદર્શક ૪) અન્ય

૪૬. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પ્રશિક્ષણાર્થીઓનું કેટલા તાસનું નિરીક્ષણ કરવું જોઈએ?__

૪૭. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પ્રશિક્ષણાર્થીઓનું પ્રતિપોષણ કોણે કોણે આપવું જોઈએ?

    ૧) સુપરવાઈઝર ૨) શાળાના આચાર્ય ૩) માર્ગદર્શક ૪) અન્ય

૪૮. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પ્રશિક્ષણાર્થીઓનું માર્ગદર્શન કોણે કોણે આપવું જોઈએ?

૧) સુપરવાઈઝર ૨) શાળાના આચાર્ય ૩) માર્ગદર્શક ૪) અન્ય

૪૮.૧) કયા મુદ્દાને ધ્યાનમાં લઈને માર્ગદર્શન આપવું જોઈએ?

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૪૯. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પ્રશિક્ષણાર્થીઓનું મૂલ્યાંકન કોણ કોણ કરવું જોઈએ?

૧) સુપરવાઈઝર ૨) શાળાના આચાર્ય ૩) માર્ગદર્શક ૪) અન્ય

૫૦. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પ્રશિક્ષણાર્થીઓને વેતન (Stipend) મળવું જોઈએ?(હા/ના)

૫૦.૧) શા માટે?

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૫૧. પ્રશિક્ષણાર્થીઓને વેતન (Stipend) કોના દ્વારા મળવું જોઈએ?

૧) શિક્ષણ સંસ્થા દ્વારા ૨) શાળા દ્વારા ૩) સરકાર દ્વારા ૪) અન્ય

૫૨. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન કઈ કઈ સમસ્યાઓનો સામનો કરવો પડે છે?

➢ સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામના ઓરિએન્ટેશન સંબંધિત

➢ માર્ગદર્શક સંબંધિત

➢ સુપરવાઈઝર સંબંધિત

➢ મૂલ્યાંકન સંબંધિત

➢ વિવિધ પ્રવૃતિઓ સંબંધિત

➢ કોમ્યુનિટી સંબંધિત પ્રવૃતિઓ

➢ શાળા સંબંધિત

➢ શાળાની સુવિધાઓ જેવી કે, પુસ્કાલય, પ્રયોગશાળા, રમતનું મેદાન

➢ ટીચિંગ સંબંધિત

➢ શાળાના વિધ્યાર્થીઓ સંબંધિત

૫૩. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામનો શરૂઆતથી અંત સુધીનો અનુભવ કેવો રહ્યો? વર્ણન કરો.

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૫૪. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામને સુધારવા માટે સૂચનો આપો.

Questionnaire for Student-teachers

Dear student teacher

I Shefali Dhimmar, am pursuing a Ph.D. under the guidance of Prof. RC Patel in the Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara. The title of my Ph.D. study is "A Study of B.Ed. School Internship Program in Gujarat". As a part of my study, I need to collect your views on the School Internship Program as student teachers are coming to the school for internship.

This Questionnaire contains close-ended as well as open-ended questions regarding the school internship program. You are requested to answer all the questions honestly. Your kind cooperation will be a great help in building up a true scenario of a school internship program in Teacher Education Institutions. The data collected from you will be used only for research purposes and will be kept strictly confidential.

_____

Name:-

Age:-

Gender:- Female / Male

Educational Qualification:-

Name of Teacher Education Institution:-

Method of Teaching:-

Teaching Experience:-

_____

1. Were you informed about the school internship programme? (Yes /No)

    1.1) If Yes, how were you informed about the school internship programme?

    _____

    _____

    1.2) If Yes, which information was provided about the school internship programme?

    _____

    _____

    _____

2. By whom was the school selected for the school internship programme?

   1) Teacher Education Institution   2) By student teachers 3) Others

3. In what kind of school did you complete the school internship programme in a two-year B.Ed. Curriculum?

   1) Government   2) Grant-in-aid   3) Private   4) Others

4. In which standards did you teach during the school internship programme?

5. Were you given information about the school during the school internship? (Yes /no)

   5.1) If yes, then who gave the information about the school?

        1) Teacher Education Institution   2) School   3) Others

   5.2) If yes, what kind of information was provided?

   _____

   _____

   _____

6. Were you informed about school rules by the school principal? (Yes /No)

   6.1) If yes, what kind of rules were informed about?

   _____

   _____-_____

7. Did the supervisor visit the school during the school internship? (Yes /No)

   7.1 If Yes, how often did the supervisor visit the school?

       1) Once in a week   2) Once in fifteen days   3) Once in a month   4) Others

8 Did you have a meeting with the supervisor? (Yes /No)

   8.1) If yes, what kind of points were discussed?

   _____

   _____

   _____

9. Observation

Who observed you during the School internship?	How many classes were observed?	For how long?
Supervisor		
Principal of the school		
mentor		
other		

10. Feedback

Who gave feedback to you during the School internship?	Which points were being considered?	How did you give? (written or oral)
Supervisor		
Principal of the school		
mentor		
other		

11. Guidance

Who guided you during the School internship?	Which points were being considered?
Supervisor	
School Principal	
mentor	
other	

12. Examine the documents

Who examined your journal, observation book, and reflective diary during the School internship?	How often did they examine? 1) Once a week 2 (Twice a week 3) After completion of the School Internship Programme 4) Others
Supervises	
Principal of the school	
mentor	
other	

13. Did you observe school teachers during school internship?

   13.1) If yes, then how many classes were observed?

14. Did you analyze the Syllabus and Textbook? (Yes /No)

   14.1) If Yes, then which points were kept in view for the analysis of the syllabus?

   _____

   _____ _____

15. Did you observe fellow students during the school internship? (Yes /No)

16. Did you do a case study during the school internship? (Yes /No)

    16.1) If Yes, which case did you select?

_____

_____

    16.2) Describe the process of the case study.

_____

_____

_____

17. How many unit plans were prepared during the school internship? _____

18. How many lesson plans were prepared during the school internship? _____

19. What difficulties were faced during the preparation of lesson plans?

_____

_____

20. What difficulties were faced during the implementation of lesson planning in the classroom?

_____

_____

_____

21. Was the exam conducted for the students in the school? (Yes /no)

    20.1) Which points were kept in mind while preparing the question paper?

_____

_____

22. Did you prepare the Assessment tool? (Yes /No)

    22.1) which points did you include in the Assessment tool?

_____

_____

23. Did you prepare the Diagnostic test? (Yes /No)

    23.1) If Yes, how?

_____

_____

24. Did you conduct remedial teaching? (Yes /No)

24.1) If Yes, why?

_____

_____

25. Define Action Research.

_____

_____

26. Did you conduct Action Research? (Yes /No)

26.1) If Yes, then what was the subject of action research? Mention the title.

_____

26.2) State the process of Action Research.

_____

_____

26.3) How much time did you spend to conduct action research?

27. Did you write a term paper? (Yes /No)

27.1) If Yes, then for which subject?

_____

28. Did you write a reflective diary? (Yes /No)

28.1) If Yes, then what was written?

_____

_____

29. What difficulties did you face while writing a reflective diary?

_____

_____

30. What co-curricular activities were organized by you in school during the school internship?

31. Were community-related activities organized? (Yes /No)

31.1) What activities related to the community were organized?

_____

31.2) How much time did you spend for community-related activities?

    1) Five days   2) Ten days   3) Fifteen days   4) Others

32. Was a meeting with the principal during the School Internship? (Yes /No)

    32.1) If Yes, how often were the meetings held?

        1) Once in a week   2) Once in fifteen days   3) Once in a month   4) Others

    32.2) If yes, what kind of points were discussed?

_____

_____

_____

33. Did you participate in administrative activities in school? (Yes /No)

    33.1) If Yes, in which activities participated?

_____

_____

_____

34. Could you implement the principles and rules that were taught in the teacher education institution in a real situation in the classroom? (Yes / No)

    34.1) What difficulties were faced during the implementation of principles and rules in the classroom?

35. How much duration should be of the School Internship programme in a two-year B.Ed.?

35. How long should a school internship programme be in a two-year B.Ed. curriculum?

    1) Sixteen weeks   2) Twentyweeks   3) Twenty twoWeek   4) Other

_____

_____

_____

36. In which semester should the school internship programme be conducted? Why?

_____

_____

_____

37. Who should select the school for the school internship programme? Why?

    1) Head of Teacher Education Institution 2) By the Convener of the School Internship Programme 3) By the Supervisor 4) By student teachers 5) Others

38. Which type of school should be selected for the school internship programme? Why?

    1) Government   2) Private   3) Grant-in-aid   4) Other

_____

_____

_____

39. Should orientation be given to the mentor about the school internship programme? (Yes /No)

39.1) If yes, why?

_____

_____

_____

39.2) If Yes, then which points should be considered?

_____

_____

_____

39.3) If No, Why?

_____

_____

_____

40. Should student-teachers be given information about the school? (Yes /No)

40.1) If Yes, who should give the information about the school?

    1) Teacher Education Institution   2) School   3) Others

40.2) If Yes, What kind of information about the school should be given to the students?

_____

_____

_____

41. Should the student-teachers observe the school teachers during the school internship programme? (Yes /No)

41.1) If Yes, Why?

_____

_____

41.2) If yes, how many classes should be observed? _____

42. Should the student-teachers prepare the lesson plan during the school internship? (Yes /No)

42.1) If Yes, Why?

_____

_____ _____

42.2) If No, then why?

_____

_____

_____

43. How many lesson plans should student-teachers prepare in each subject during the school internship programme?

   1) 15   2) 20   3) 25   4) 30   5) Others

44. Should the supervisor visit the school during the school internship? (Yes /No)

   44.1) If yes, then how often should visit the school?

         1) Once in a week   2) Once in fifteen days   3) Once in a month   4) Others

45. Who should observe the student-teachers during the School Internship programme?

   1) Supervisor   2) School Principal   3) Mentor   4) Others

46. How many classes should the student-teachers be observed during the programme? _____

47. Who should give feedback to student-teachers during the school internship programme?

   1) Supervisor   2) School Principal   3) Mentor   4) Others

48. Who should guide the student teachers during the school internship programme?

   1) Supervisor   2) School Principal   3) Mentor   4) Others

   48.1) Which point should be considered to give guidance?

   _____

   _____ _____

49. Who should evaluate the student teachers during the school internship programme?

   1) Supervisor   2) School Principal   3) Mentor   4) Others

50 . Should the student teachers get a stipend during the school internship programme? (Yes /No)

   50.1) Why ?

   _____

   _____

   _____

51. By whom should the student teachers get the stipend?

   1) By Teacher Education Institution   2) By School   3) By Government   4) Others

52. What problems did you face during the school internship programme?

- ➢ Related to Orientation
- ➢ Related to mentor
- ➢ Related to supervisor
- ➢ Related to evaluation
- ➢ Related to various activities
- ➢ Related to community activities
- ➢ Related to School
- ➢ School facilities related, such as library, laboratory, playground
- ➢ Regarding teaching
- ➢ Regarding school students

53. Describe the experience of the school internship programme.

_____

_____

54. Give suggestions to improve the School Internship programme.

Appendix_VII

માર્ગદર્શક માટે પ્રશ્નાવલી

Respected sir/madam

I shefali Dhimmar, am pursuing a Ph.D. under the guidance of Prof. R. C. Patel in the Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara. The title of my Ph.D. study is "A Study of B.Ed. School Internship Programme in Gujarat". As a part of my study, I need to collect your views on the School Internship Programme as student teachers are come to the school for internship.

This Questionnaire contains close-ended as well as open-ended questions regarding the school internship programme. You are requested to respond to all the questions honestly. Your kind cooperation will be a great help in building up a true scenario of a school internship programme in Teacher Education Institutions. The data collected from you will be used only for research purposes and will be kept strictly confidential.

_____

નામ:-

ઉંમર:-

જાતિ:- સ્ત્રી / પુરૂષ

શૈક્ષણિક લાયકાત:-

અનુભવ:-

શાળાનું નામ:-

_____

૧. શું તમને સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે જાણ કરવામાં આવે છે? (હા/ના)

    ૧.૧) જો હા, તો સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે કોણ જાણ કરે છે?

        ૧) શિક્ષણ સંસ્થા ૨) શાળાના આચાર્ય ૩) અન્ય

    ૧.૨) જો હા, તો સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે કઈ માહિતી આપવામાં આવે છે?

        _____

        _____

        _____

        _____

        _____

૨. શું તમે શિક્ષણ સંસ્થાની મુલાકાત લીધી હતી? (હા/ ના)

    ૨.૧) જો હા, તો કેમ?

૩. પ્રશિક્ષણાર્થીઓને સ્કૂલ ઇન્ટર્નશિપ દરમિયાન ક્યા પ્રકારની સુવિધાઓ પૂરી પાડવામાં આવે છે?

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૪. પ્રશિક્ષણાર્થીઓને શાળા વિશેની માહિતી આપવામાં આવે છે? (હા/ ના)

    ૪.૧) જો હા, તો પ્રશિક્ષણાર્થીઓને શાળા વિશેની ક્યા પ્રકારની માહિતી આપવામાં આવે છે?

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૫. પ્રશિક્ષણાર્થીઓ માટે હાજરી પત્રક રાખવામા આવે છે? (હા/ ના)

૬. શું તમે પ્રશિક્ષણાર્થીઓનું નિરીક્ષણ કરો છો? (હા/ ના)

    ૬.૧) જો હા, તો પ્રશિક્ષણાર્થીઓના નિરીક્ષણ માટે કેટલો સમય ફાળવો છો?

        ૧) પાંચ મિનિટ ૨) દશ મિનિટ ૩) પંદર મિનિટ ૪) વીસ મિનિટ ૫) અન્ય

૭. પ્રશિક્ષણાર્થીઓનું કેટલા તાસનું નિરીક્ષણ કરો છો? _____

૮. શું તમે પ્રશિક્ષણાર્થીઓને પ્રતિપોષણ આપો છો? (હા/ ના)

    ૮.૧) જો હા, કયા પ્રકારના મુદ્દાઓને ધ્યાનમાં લઈને પ્રતિપોષણ આપો છો?

_____

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    ૮.૨) જો હા, તો પ્રશિક્ષણાર્થીઓને કેટલા સમયાંતરે પ્રતિપોષણ આપો છો?

        ૧) દરરોજ ૨) અઠવાડિયામાં એક વાર ૩) પંદર દિવસે એકવાર ૪) અન્ય

    ૮.૩) પ્રશિક્ષણાર્થીઓને પ્રતિપોષણ કઈ રીતે આપો છો? (લેખિત કે મૌખિક)

૯. શું તમે પ્રશિક્ષણાર્થીઓને માર્ગદર્શન આપો છો? (હા/ ના)

    ૯.૧) પ્રશિક્ષણાર્થીઓને માર્ગદર્શન કયા મુદ્દાઓને ધ્યાનમાં લઈને માર્ગદર્શન આપો છો?

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૧૦. શું તમે પ્રશિક્ષણાર્થીઓની જર્નલ, નિરીક્ષણ પુસ્તક અને ચિંતનાત્મક નોંધ **(Reflective Diary)** તપાસો છો?

	હા /ના	કેટલા સમયાંતરે તપાસો છો? ૧) અઠવાડિયામાં એક વાર ૨) મહિનામાં એક વાર ૩) અઠવાડિયામાં બે વાર ૪) અન્ય
જર્નલ		
નિરીક્ષણ પુસ્તક		
ચિંતનાત્મક નોંધ **(Reflective Diary)**		

૧૧. શું તમે શાળામાં પ્રશિક્ષણાર્થીઓનું મૂલ્યાંકન કરો છો? (હા/ ના)

૧૧.૧) જો હા, તો પ્રશિક્ષણાર્થીઓની કઈ પ્રવૃતિઓનું મૂલ્યાંકન કરો છો?

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૧૨. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન સુપરવાઈઝર સાથે મુલાકાત થાય છે? (હા/ ના)

૧૨.૧) જો હા, તો કેટલા સમયાંતરે મુલાકાત થાય છે?

૧) અઠવાડિયામાં એક વાર ૨) મહિનામાં એક વાર ૩) અઠવાડિયામાં બે વાર ૪)અન્ય

૧૨.૨) જો હા. તો ક્યા મુદ્દાઓની ચર્ચા કરવામાં આવે છે?

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૧૩. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામનો સમયગાળો બે વર્ષીય બી.એડ. અભ્યાસક્રમમાં કેટલો હોવો જોઈએ? શા માટે?

૧) સોળ અઠવાડિયા ૨) વીસ અઠવાડિયા ૩) બાવીસ અઠવાડિયા ૪) અન્ય

૧૪. સ્કૂલ ઇન્ટર્નશિપનું આયોજન ક્યા સેમેસ્ટર દરમિયાન કરવું જોઈએ? શા માટે?

_____
_____
_____
_____

૧૫. શાળાના આચાર્ય અને માર્ગદર્શકને સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે કઈ રીતે જાણ કરવી જોઈએ? (એક કરતાં વધારે વિકલ્પ પસંદ કરી શકો).

૧) ઓરિએન્ટેશન દ્વારા ૨) માર્ગદર્શિકા દ્વારા ૩) મિટિંગ દ્વારા ૪) લેખિત સૂચના દ્વારા ૫) અન્ય

૧૬. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે કઈ માહિતી આપવી જોઈએ?

_____
_____
_____
_____

૧૭. પ્રશિક્ષણાર્થીઓને શાળા વિશેની માહિતી આપવી જોઈએ? (હા/ ના)

૧૭.૧) જો હા, પ્રશિક્ષણાર્થીઓને શાળા વિશેની ક્યા પ્રકારની માહિતી આપવી જોઈએ?

_____
_____
_____
_____

૧૮. શિક્ષણાર્થીઓએ સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન શાળાના શિક્ષકોનું વર્ગખંડમાં નિરીક્ષણ કરવું જોઈએ? (હા/ના)

૧૮.૧) જો હા, તો શા માટે?

_____
_____
_____
_____

૧૮.૨) જો ના, તો શા માટે?

_____
_____
_____
_____

૧૯. પ્રશિક્ષણાર્થીઓએ સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન શાળાના શિક્ષકોનું વર્ગખંડમાં કેટલા તાસ

માટે નિરીક્ષણ કરવું જોઈએ?_____

૨૦. પ્રશિક્ષણાર્થીઓએ સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પાઠનું આયોજન કરવું જોઈએ? (હા/ના)

૨૦.૧) જો હા, તો શા માટે?

_____

_____

_____

_____

૨૦.૨) કેટલા પાઠનું આયોજન કરવું જોઈએ?

૧) 10 ૨) 20 ૩) 30 ૪) 30 થી વધુ ૫) અન્ય

૨૧. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન સુપરવાઈઝરે શાળાની મુલાકાત લેવી જોઈએ? (હા/ના)

૨૧.૧) જો હા, તો કેટલા સમયાંતરે મુલાકાત લેવી જોઈએ?

૧) દરરોજ ૨) અઠવાડિયામા એક વાર ૩) પંદર એક વાર ૪) મહિનામાં એક વાર

૫) અન્ય

૨૨.

	સુપરવાઈઝર	શાળાના આચાર્ય	માર્ગદર્શક
પ્રશિક્ષણાર્થીઓનું નિરીક્ષણ કોણે કોણે કરવું જોઈએ?			
પ્રશિક્ષણાર્થીઓનું પ્રતિપોષણ કોણે કોણે આપવો જોઈએ?			
પ્રશિક્ષણાર્થીઓનું મૂલ્યાંકન કોણ કોણ કરવું જોઈએ?			

૨૩. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પ્રશિક્ષણાર્થીઓને વેતન(Stipend) મળવું જોઈએ? (હા/ના)

૨૩.૧) જો હા, તો શા માટે?

_____

_____

_____

_____

૨૩.૨) જો ના, તો શા માટે?

_____

_____

_____

_____

૨૪. પ્રશિક્ષણાર્થીઓને વેતન(Stipend) કોના દ્વારા મળવું જોઈએ?

૧) શાળા દ્વારા ૨) શિક્ષણ સંસ્થા દ્વારા ૩) સરકાર દ્વારા ૪) અન્ય

૨૫. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન થયેલા અનુભવો વર્ણવો.

૨૬. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન કયા પ્રકારની સમસ્યાઓનો સામનો કરવો પડ્યો હતો?

➢ શાળા સંચાલનમાં

➢ તાસના આયોજનમાં

➢ સમયપત્રક બનાવવા માટે

➢ નિરીક્ષણ દરમિયાન

➢ મૂલ્યાંકન દરમિયાન

➢ ટીચિંગ સંબંધિત

➢ પ્રશિક્ષણાર્થીઓ સંબંધિત

➢ અન્ય

૨૭. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામને સુધારવા માટેના સૂચનો આપો.

Questionnaire for a Mentor

Respected sir/madam

I Shefali Dhimmar, am pursuing a Ph.D. under the guidance of Prof. RC Patel in the Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara. The title of my Ph.D. study is "A Study of B.Ed. School Internship Program in Gujarat". As a part of my study, I need to collect your views on the School Internship Program as student teachers are coming to the school for internship.

This Questionnaire contains close-ended as well as open-ended questions regarding the school internship program. You are requested to answer all the questions honestly. Your kind cooperation will be a great help in building up a true scenario of a school internship program in Teacher Education Institutions. The data collected from you will be used only for research purposes and will be kept strictly confidential.

_____

Name:-

Age:-

Gender:- Female / Male

Educational Qualification:-

Teaching Experience:-

Name of School:-

_____

1. Are you informed about the school internship programme? (Yes/No)

    1.1) If Yes, then who informed you about the school internship?

        1) Educational Institution 2) School Principal 3) Others

    1.2) If Yes, then What information is provided about the school internship programme?

       _____

       _____

       _____

       _____

2. Did you visit the teacher education institution? (Yes /No)

   2.1) If yes, then why?

3. What kind of facilities are provided to the student-teachers during the School Internship?

_____

_____

_____

4. Are student teachers given information about the school? (Yes / No)

   4.1) If yes, then what kind of school information is provided to the student-teachers?

_____

_____

_____

_____

5. Is the Attendance sheet maintained for the student teachers? (Yes /No)

6. Do you observe the student teachers? (Yes /No)

   6.1) If yes, then How much time do you spend in observing the student teachers?

   1) Five minutes 2) Ten minutes 3) Fifteen minutes 4) Twenty minutes 5) Others

7. How many classes do you observe?_____

8. Do you provide feedback to the student-teachers? (Yes /No)

   8.1) If yes, which points are considered in providing the feedback?

_____

_____

   8.2) If yes, how often do you provide feedback to the student teachers?

     1) Daily   2) Once in a week   3) Once in fifteen days   4) Others

   8.3) How do you provide feedback to the student teachers? (written /oral)

9. Do you guide the student-teachers? (Yes/No)

   9.1) Which points are considered while guiding the student teachers?

_____

_____

_____

10. Do you examine the journal, observation book, and reflective diary of the student teachers?

	Yes / No	How often do you examine ? 1) Once a week 2) Once a month 3) Twice a week 4) Others
journal		
observation book		
Reflective Diary		

11. Do you evaluate the student-teachers in school? (Yes /No)

    11.1) If Yes, what activities do you evaluate of student-teachers?

    _____

    _____

    _____

12. Do you meet with the supervisor during the School Internship Programme? (Yes /No)

    12.1) If Yes, how often do you meet?

        1) Once a week   2) Once a month   3) Twice a week   4) Others

    12.2) If Yes, then what points are discussed?

    _____

    _____

    _____

    _____

13. How much should be the duration of the School Internship during a two-year B.Ed. Programme? Why?

    1) Sixteen weeks2) Twentyweeks3) Twenty twoWeek 4) Other

14. During which semester the School Internship should be organized? Why?

    _____

    _____

    _____

    _____

15. How should the School Principal and Mentor be informed about the school internship programme? (You can select more than one option).

    1) By orientation 2) By school internship diary 3) By meeting 4) By written notice 5) Other

16. What information should be provided about the School Internship programme?

_____

_____

_____

_____

17. Should student teachers be given information about the school? (Yes /No)

   17.1) If Yes, What kind of information should be given to the student teachers about the school?

_____

_____

_____

_____

18. Should the student-teachers observe school teachers during the School Internship Programme? (Yes/No)

   18.1) If Yes, why?

_____

_____

_____

_____

   18.2) If No, why?

_____

_____

_____

_____

19. How many classes should student-teachers observe the school teachers during the school internship programme in the classroom?

20. Should student-teachers prepare the lesson plans during the school internship? (Yes /No)

   20.1) If Yes, Why?

_____

_____

20.2) How many lessons should be planned?

     1) 10   2) 20   3) 30   4) More than 30   5) Others

21. Should the supervisor visit the School during the School Internship Programme? (Yes /N o)

21.1) If Yes, then how often should be visited?

     1) Daily   2) Once in a week   3) Once in fifteen   4) Once in a month 5) Others

22.

	Supervisor	School Principal	Mentor
Who should observe the student-teachers?			
Who should give feedback to the student-teachers?			
Who should evaluate the student-teachers?			

23. Should the student-teachers get a stipend during the school internship programme? (Yes/No)

  23.1) If Yes, why?

_____

_____

_____

23.2) If No, why?

_____

_____

_____

24. By whom should the student teachers get the stipend?

  1) By School   2) By Teacher Education Institution   3) By Government   4) Others

25. Describe the experiences during the School Internship Programme?

26. What kind of problems were to be faced during the School Internship Programme?

  ➢ School Management

  ➢ Class Planning

  ➢ Prepare timetable

  ➢ During observation

  ➢ Related to Teaching

  ➢ Related to student teachers

27. Give the suggestions to improve the School Internship Programme

શાળાના આચાર્ય માટે ઇન્ટરવ્યૂ સિડ્યુલ

Respected sir/madam

I shefali Dhimmar, am pursuing a Ph.D. under the guidance of Prof. R. C. Patel in the Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara. The title of my Ph.D. study is "A Study of B.Ed. School Internship Programme in Gujarat". As a part of my study, I need to collect your views on the School Internship Programme as student teachers have come to the school for an internship.

This Questionnaire contains close-ended as well as open-ended questions regarding the school internship programme. You are requested to respond to all the questions honestly. Your kind cooperation will be a great help in building up a true scenario of a school internship programme in Teacher Education Institutions. The data collected from you will be used only for research purposes and will be kept strictly confidential.

_____

નામ:-
ઉંમર:-
જાતિ:- સ્ત્રી / પુરુષ
શૈક્ષણિક લાયકાત:-
અનુભવ:-
શાળાનું નામ:-

_____

સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામનું ઓરિએન્ટેશન

૧. શિક્ષણ સંસ્થા દ્વારા સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે જાણ કરવામાં આવી હતી?

૨. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે કઇ માહિતી આપવામાં આવી હતી?

૩. એક શિક્ષણ સંસ્થામાંથી કેટલા પ્રશિક્ષણાર્થીઓ આવે છે?

૪. શું તમે શિક્ષણ સંસ્થાની મુલાકાત લીધી હતી?

૫. પ્રશિક્ષણાર્થીઓને શાળા વિશેની માહિતી આપવામાં આવે છે?

૬. પ્રશિક્ષણાર્થીઓને શાળા વિશેની ક્યા પ્રકારની માહિતી આપવામાં આવે છે?

૭. પ્રશિક્ષણાર્થીઓ માટે હાજરી પત્રક રાખવામા આવે છે?

શાળાના આચાર્યની ભૂમિકા

૧. શું તમે પ્રશિક્ષણાર્થીઓનું નિરીક્ષણ કરો છો?

૨. પ્રશિક્ષણાર્થીઓનું નિરીક્ષણ માટે કેટલો સમય ફાળવો છો?

૩. પ્રશિક્ષણાર્થીઓના કેટલા તાસનું નિરીક્ષણ કરો છો?

૪. શું તમે પ્રશિક્ષણાર્થીઓને પ્રતિપોષણ આપો છો?

પ. પ્રશિક્ષણાર્થીઓને પ્રતિપોષણ કઈ રીતે આપો છો?

૬. કયા મુદ્દાને ધ્યાનમાં રાખીને પ્રતિપોષણ આપો છો?

૭. શું તમે પ્રશિક્ષણાર્થીઓને માર્ગદર્શન આપો છો?

૮. કયા મુદ્દાને ધ્યાનમાં રાખીને માર્ગદર્શન આપો છો?

૯. શું તમે પ્રશિક્ષણાર્થીઓની જર્નલ, નિરીક્ષણ પુસ્તક અને ચિંતનાત્મક નોંધ (Reflective Diary) તપાસો છો?

૧૦. કેટલા સમયાંતરે તપાસો છો?

૧૧. શું તમે પ્રશિક્ષણાર્થીઓનું મૂલ્યાંકન કરો છો?

૧૨. પ્રશિક્ષણાર્થીઓની કઈ પ્રવૃતિઓનું મૂલ્યાંકન કરો છો?

૧૩. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન સુપરવાઇઝર સાથે કેટલા સમયાંતરે મુલાકાત થતી હતી?

૧૪. મિટિંગ દરમિયાન કયા મુદ્દાની ચર્ચા થતી હતી?

૧પ સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પ્રશિક્ષણાર્થીઓ સાથે કેટલા સમયાંતરે મુલાકાત કરો છો?

૧૬. ક્યા મુદ્દાઓની ચર્ચા કરવામાં આવે છે?

શાળાના આયાર્યની સ્કૂલ ઇન્ટર્નશિપ માટેની અપેક્ષાઓ

૧. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામનો સમયગાળો બે વર્ષીય બી.એડ. અભ્યાસક્રમમાં કેટલો હોવો જોઇએ? શા માટે?

૨. સ્કૂલ ઇન્ટર્નશિપનું આયોજન ક્યા સેમેસ્ટર દરમિયાન કરવું જોઇએ? શા માટે?

૩. શાળાના આયાર્ય અને માર્ગદર્શકને સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે કઈ રીતે જાણ કરવી જોઇએ?

૪. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ વિશે કઈ માહિતી આપવી જોઇએ?

પ. પ્રશિક્ષણાર્થીઓને શાળા વિશેની માહિતી આપવી જોઇએ?

૬. પ્રશિક્ષણાર્થીઓને શાળા વિશેની ક્યા પ્રકારની માહિતી આપવી જોઇએ?

૭. પ્રશિક્ષણાર્થીઓએ સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન પાઠનું આયોજન કરવું જોઇએ? શા માટે?

૮. પ્રશિક્ષણાર્થીઓ શાળાના શિક્ષકોનું વર્ગખંડમાં નિરીક્ષણ કરવું જોઇએ?

૯. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન સુપરવાઇઝરે શાળાની કેટલા સમયાંતરે મુલાકાત લેવી જોઇએ?

૧૦. પ્રશિક્ષણાર્થીઓનું નિરીક્ષણ કોણે કોણે કરવું જોઇએ?

૧૧. પ્રશિક્ષણાર્થીઓનું પ્રતિપોષણ કોણે કોણે આપવું જોઇએ?

૧૨. પ્રશિક્ષણાર્થીઓનું મૂલ્યાંકન કોણ કોણ કરવું જોઇએ?

સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાનના અનુભવો

૧. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન થયેલા અનુભવ જણાવો.

૨. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન તાલીમાર્થીઓ સાથેના અનુભવો જણાવો.

સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન થતી સમસ્યાઓ અને સૂચનો

૧. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામ દરમિયાન કયા પ્રકારની સમસ્યાઓનો સામનો કરવો પડ્યો હતો?
  - ➢ શાળા સંચાલનમાં
  - ➢ તાસના આયોજનમાં
  - ➢ સમયપત્રક બનાવવા માટે

- ➢ નિરીક્ષણ દરમિયાન
- ➢ મૂલ્યાંકન દરમિયાન
- ➢ પ્રતિપોષણ આપવાની બાબતે
- ➢ માર્ગદર્શન દરમિયાન
- ➢ ભૌતિક સુવિધા પૂરી પાડવા બાબતે
- ➢ પ્રવૃતિઓના આયોજન દરમિયાન
- ➢ અન્ય

૨. સ્કૂલ ઇન્ટર્નશિપ પ્રોગ્રામને સુધારવા માટેના સૂચનો આપો.

Interview Schedule for the School Principal

Respected sir / madam

I Shefali Dhimmar, am pursuing a Ph.D. under the guidance of Prof. RC Patel in the Department of Education, The Maharaja Sayajirao University of Baroda, Vadodara. The title of my Ph.D. study is "A Study of B.Ed. School Internship Program in Gujarat". As a part of my study, I need to collect your views on the School Internship Program as student teachers have come to the school for an internship.

This Questionnaire contains close-ended as well as open-ended questions regarding the school internship program. You are requested to answer all the questions honestly. Your kind cooperation will be a great help in building up a true scenario of a school internship program in Teacher Education Institutions. The data collected from you will be used only for research purposes and will be kept strictly confidential.

_____

Name:-

Age:-

Gender:- Female / Male

Educational Qualification:-

Teaching Experience:-

Name of School:-

_____

School Internship Orientation

1. Did the teacher education institution inform you about the school internship programme?

2. What information was provided about the school internship programme?

3. How many student-teachers come from the teacher education institution?

4. Did you visit the teacher education institution?

5. Is the information provided to the student-teachers related to school?

6. What kind of information is given to the student-teachers about the school?

7. Is the Attendance sheet maintained for the student-teachers?

Role of the school principal

1. Do you observe the student-teachers?

2. How much time do you spend in observing student-teachers ?

3. How many classes of student-teachers do you observe?

4. Do you provide feedback to the student-teachers?

5. How do you provide feedback to the student-teachers?

6. Which points do you consider while providing the feedback?

7. Do you guide the student-teachers?

8. Which points do you keep in mind while guiding the student teacher?

9. Do you examine student-teachers ' journals, observation books. and Reflective Diary?

10. How often do you examine?

11. DO you evaluate the student-teachers?

12. What activities do you evaluate of student-teachers?

13. How often did you meet with the supervisor during the school internship programme?

14. Which points were discussed during the meeting?

15 How often did you meet with the student-teachers during the school internship programme?

16. Which points were discussed during the meeting?

Expectations of School Principals for School Internship

1. How much should be the duration of the School Internship during a two-year B.Ed. Programme? Why?

2. During which semester the school internship should be organized? Why?

3. How should the School Principal and Mentor be informed about the school internship programme?

4. What information should be provided about the School Internship Programme?

5. Should student teachers be given information about the school?

6. What kind of information should be given to the student teachers about the school?

7. Should student-teachers prepare lesson plans during the school internship programme? Why?

8. Should the student-teachers observe school teachers during the School Internship Programme?

9. How often supervisor should visit the school during the school internship programme?

10. Who should observe the student-teachers?

11. Who should give feedback to the student-teachers?

12. Who should evaluate the student-teachers ?

Experiences during the School Internship

1. Describe the experiences you had during the school internship programme

2. Describe experiences with student-teachers during the school internship programme .

Problems faced during the School Internship and Suggestions for internship

1. What kind of problems were faced during the school internship program?
   - ➢ School Management
   - ➢ Class Planning
   - ➢ Preparation of timetable
   - ➢ During observation
   - ➢ During evaluation
   - ➢ Related to feedback
   - ➢ During providing guidance
   - ➢ Regarding providing facilities
   - ➢ During the planning of activities
   - ➢ other

27. Give suggestions for improving the school internship programme.

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

CERTIFICATE

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that **Dhimmar Shefaliben Jashvantbhai,** Research Scholar, registered under UGC (*Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009,* vide Registration Certificate Number **244** dated **03/11/2018,** for pursuing Ph.D. on has undertaken and completed the course work with the Grade B.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Dhimmar Shefaliben Jashvantbhai**

Faculty/Institution: Faculty of Education and Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits *[Offered at University Level]*			
I.	Introduction to Research & Research Writing	3	C
II.	Quantitative Research Techniques	3	B
III.	Introduction to Basic Computer Functions & Applications for Research	3	C
Departmental Courses – 06 Credits *[Offered at Departmental Level]*			
IV.	Conceptual Framework	3	A
V.	Review of Related Literature	3	A
		Overall Grade	**B**

UC : 15 – Batch A (June-July, 2019)
DC : 112 (250123)

FOEDU/244

Date of Issue: 14/03/2023
Place: Vadodara

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THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

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Faculty of Education and Psychology
The Maharaja Sayajirao University of Baroda, Vadodara
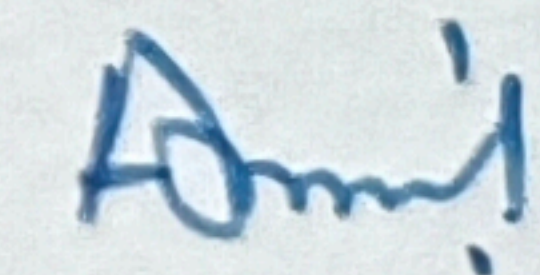
CERTIFICATE

This is to certify that Prof./Dr./Mr./Ms. _Shefali Dhimmar_ has participated / presented a paper on: _Study of Perception of Mentors towards school Internship Programme_ .

in the National Seminar on: "Promising Face of Teacher Education: Perspectives and Practices" organized by the Department of Education, Faculty of Education and Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat on 8 - 9 February, 2023.

Prof. Satish Pathak
Convener of the Seminar

Prof. R. O. Patel
Director of the Seminar

Prof. Ashutosh Biswal
I/C Head, Dept. of Education
I/C Dean, FEP, MSU

SCERT
DELHI
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STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
(An Autonomous Organisation Under Education Department, GNCT of Delhi)
VARUN MARG, DEFENCE COLONY, NEW DELHI - 110024

CERTIFICATE OF PRESENTATION

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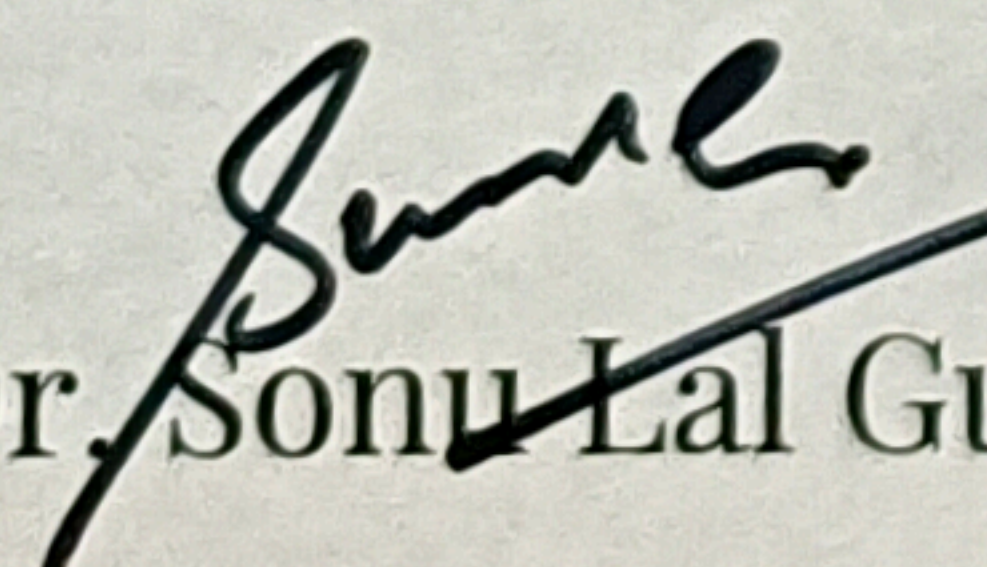
SHEFALI DHIMMAR
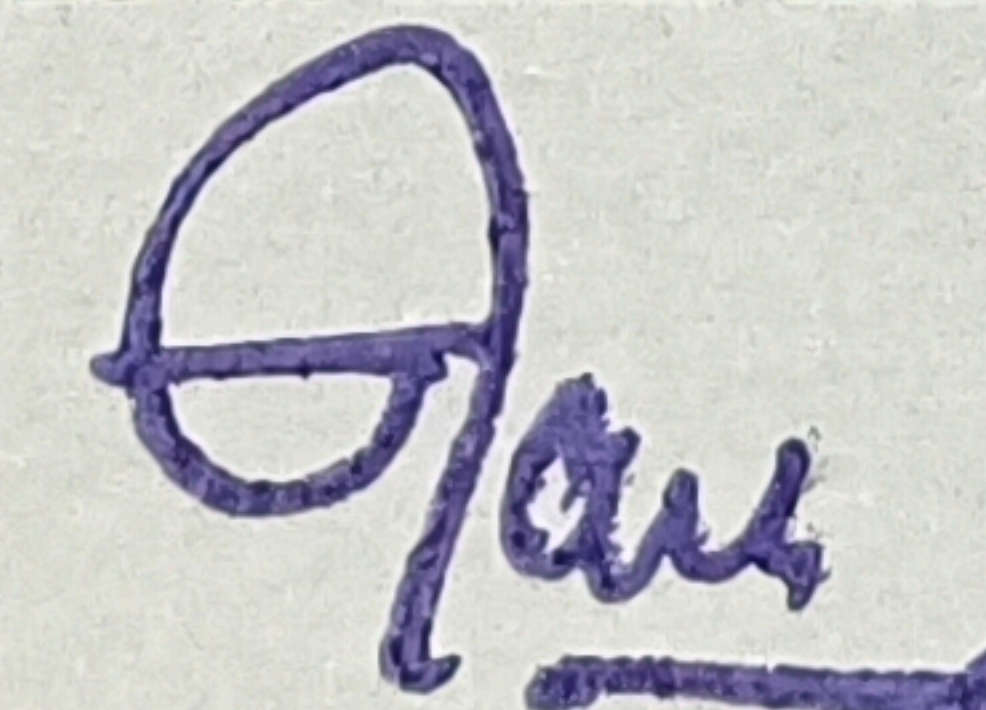
has presented a paper, titled Student teacher's Experience and Challenges: Simulation teaching in B.Ed. Programme

in National Conference on School & Teacher Education

organized by

State Council of Educational Research & Training, Delhi

held on 1st & 2nd February 2023 at India Islamic Cultural Centre, New Delhi

Dr. Sonu Lal Gupta & Dr. Gaurav Sharma
Conveners
SCERT, Delhi

Dr. Nahar Singh
Joint Director
SCERT, Delhi

Shri. Rajanish Singh
Director
SCERT, Delhi

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ONE EARTH · ONE FAMILY · ONE FUTURE

The Group of Twenty (G20) is the premier forum for international economic cooperation. It plays an important role in shaping and strengthening global architecture and governance on all major international economic issues.

India holds the Presidency of the G20 from 1 December 2022 to 30 November 2023. The theme of India's G20 Presidency - "Vasudhaiva Kutumbakam" or "One Earth · One Family · One Future" - is drawn from the ancient Sanskrit text of the Maha Upanishad. Essentially, the theme affirms the value of all life – human, animal, plant, and microorganisms – and their interconnectedness on the planet Earth and in the wider universe.

Indian Journal of Educational Technology

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About the Journal

CIET, NCERT has been a premier institution for development and dissemination of resources and techniques related to Educational Technology (ET) for better understanding of teaching-learning at school level. With renewed thrust on educational technology using digital platforms, the need for a quality journal on educational technology in India is felt more than ever. Keeping this in regard, Indian Journal of Educational Technology will be a medium for scholarly presentation and exchange of information between researchers, professionals and practitioners of technology related fields of education. The journal aims at covering disciplinary areas of educational technology (ET) for school education and teacher education. The specific objectives of this journal are: i) to provide an open access journal for sharing updated and peer reviewed research on Educational Technology for easy access and ii) to promote research on the integration of technology in school and teacher education, promote innovative practice, and inform policy debates on educational technology. This bi-annual open access online peer reviewed journal will be a platform for exchange of ideas and would also become a basis for further innovation in ET in school and teachers' education.

Notes to Contributors

Indian Journal of Educational Technology is a UGC listed (UGC CARE list, List-1) peer reviewed bi-annual journal especially designed for scholarly discourse of use of various forms of technology in education. Some of the themes encompassed under its broad purview are: Education Technology (ET), Information and Communication Technology (ICT) in education, Distance education and technology, Technological integration into pedagogy and content, Open Educational Repositories (OER) and FOSS, Innovation in educational system, Computer-based learning, Audio-video and multimedia in education and issues thereof, Technology cognition and curriculum, Impact of technology in education, Nature of technology and learning, Mobile learning, Learning through social media, Technology assisted evaluation systems, Technology support for differently abled population, Flipped classroom, Virtual and Augmented Reality, Artificial Intelligence, robotics and education, Impact of technology on learning, Social media and children, Economics of technology and its impact on education system, Educational planning administration and technology and Online courses for school education and teacher education. We look forward to your contributions in the coming issues. Your feedback and suggestions are also welcome on the following address:

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Editorial Team

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Editorial

After the approval of the National Education Policy (NEP 2020) on 29th July, 2020 by the Government of India, the first of the four National Curriculum Frameworks on the Foundational Stage was released on 20th October, 2022 at New Delhi. By all account, this stage, the foundational stage is indeed foundational in the life of a child as researches reveal that learning at this stage positively impacts learnings later in life. NEP (2020) recommends five years of an integrated Early Childhood Care and Education (ECCE) for children between ages 3 – 8in the 5+3+3+4 curricular and pedagogical structure of school education. The policy envisages that by 2030 all the children will be school-ready from Grade 1 onwards. AnganvadiCentres/Pre-School/ Bal Vatikas in the country will help in achieving this important milestone. Classes 1 and 2 will form the last 2 years of the Foundational Stage. NEP 2020 recommends play-based, activity-based and inquiry-based curricula.

This NCF for Foundational Stage builds on the NEP2020. It defines aims, curricular goals, competencies and learning outcomes at this stage. It also discusses approaches for learning language and numeracy. It recommends pedagogy to be adopted in classrooms, assessment plans to be used in order to achieve learning objectives and overall strategies to be followed to link up with the preparatory stage to strengthen the learning foundations of our young learners. The document ends with a few illustrative examples and researches from the country and world on ECCE.

In so far using technology at the foundational stage is concerned, this NCF says

i.   "Enabling access to a diverse range of content and materials that is contextual for the child, age-appropriate and in a range of languages and materials." So, it says that all types of eContent (packaged in traditional media such as text, images, audio, video or new media such as interactive content and immersive content) in children's own languages can be made available to them.

ii. "Enabling access to content in diverse forms, spaces, and formats to ensure equitable access and to ensure inclusion of Divyang children." All existing technologies and platforms such as radio, TV, internet, computers, tablets, etc. may be used to reach out to children.

iii. "Ensuring that the key focus of the material would be to create an enjoyable experience for the learner and feed the child's innate curiosity and agency."

iv. "Supporting the capability development of Teachers, parents and the community."

It is important to note here that at this stage, NCF recommends providing a diverse range of engaging content across different platforms to the learners. Capacity building is restricted to teachers, parents and members of the community. It shows concerns about children spending time in using digital technology and its effect on their physical and mental well-being. However, it does not shy away from suggesting controlled and moderate use of digital technology by children. Perhaps to make them aware of the technology itself. It recommends digital infotainment for children. Further, the NCF for Foundational Stage recommends embedding the textbooks developed at this stage with appropriate audio/video/immersive eContent. The NCF at this stage lays emphasis on the digital rights of children and invokes the guidelines suggested by the UN Commission on the Rights of the

Child, which states that such a digital right is "non-discriminatory", gives primacy to "children's development", serves the "best interests of the child and respect children's views."

Recently, the Annual Status of Education Report (ASER) 2022 was released by Pratham Education Foundation. It throws some interesting insights into the state of education in the country, especially about the foundational stage. There has been a substantial increase in the enrollment rates of young children (ages 3-5 years) in some sort of ECCE centres including the Anganwadi centres. The increase is even more for children of age 4 or 5. Despite pandemic-induced closures of schools, the enrollment rate for the age group (6-14) has also increased marginally. Government schools too saw a rise in the enrollment rate in this age group. An encouraging sign is a decline in the proportion of girls (age 11-14) who are not currently enrolled. The decrease in the proportion of girls not enrolled in school is even sharper among older girls in the 15-16 age group, ASER, 2022 reports. Along with these encouraging signs in enrollment, the report also flags a few serious concerns such as the drop in the basic reading ability of children (true for both boys and girls and students of both government schools and private schools) to pre-2012 levels. Children's basic arithmetic levels have also declined to pre-2018 levels.

So, efforts to increase access to educational opportunities for all sections of students have yielded positive results; it's the quality of education that remains the central concern. Can technology be of any help in overcoming this crisis, this is a moot question.

This issue consists of twenty one manuscripts: seventeen research articles, one review article, two general articles and one book review. These articles are related to concepts like, online education, Augmented Reality, happiness curriculum and online learning, use of mobile games in education, cyber safety and security and multimedia learning. I thank all the authors and reviewers for contributing in taking out this issue of the journal. I hope the manuscripts will contribute in yet another episode of academic discourse.

(ABHAY KUMAR)
Editor

Research Article

The Experiences of Student-teachers' on VirtualSchool Internship Programme: A Qualitative Study

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Abstract

The internship is the heart of the teacher education programme. Student teachers understand the role of the teacher in the real situation during the school internship. NCTE (2014) has changed the curriculum and increased the duration of the internship programme as many commissions and committees recommend. As we know, Due to the pandemic situation all colleges and schools were closed. So slowly we adopted online teaching. Student teachers also experienced virtual school internships. So researchers studied the experience of the student teacher in a virtual school internship. This qualitative study also explored the benefits and limitations of virtual school internships and recommendations for the virtual school internship programme. The semi-structured in-depth interview was conducted with a small selected group of final year B.Ed. student teachers at the Maharaja Sayajirao University of Baroda. The findings of the research will provide rich insights into virtual experiences which in turn will benefit student teachers, school teachers, and educational institutions.

Keywords: Virtual School Internship, Student-Teachers, Experience

Introduction

The internship is an important element of the teacher education programme. It provides real experience to the student teachers for teaching so that they can develop teaching skills. An internship provides opportunities for the student teachers to link and implement theoretical knowledge in a real classroom. It provides a variety of field experiences under the guidance of a mentor and supervisor. It builds confidence among the pupil-teachers. It enhances the student's knowledge regarding different professional ethics. But due to the Covid-19, all schools and colleges were closed. So, teachers and teacher educators found a new way of teaching. Gradually all familiarized themselves with online teaching and adopted it. So that student teachers got an opportunity for a virtual school internship.

Virtual School Internship

A virtual internship is an example of a computer-based classroom simulation. It offers learning tasks that require students to think and act as professionals and simultaneously familiarize them with the culture and community of (teaching) occupation (Shaffer, 2007).

A virtual internship is a work experience that student teachers can do from home or any other place. Students and teachers communicate with each other through email, Microsoft team, and google meet during the internship. The interns can discuss this with their teachers related to assignments and projects. It is also called a remote

internship where interns are not physically present at the location.

Importance of Virtual School Internship

Through virtual school internships, student teachers can teach students who are enrolled in a different district. They can explore the different types of schools. It can lead to various career opportunities. A virtual school internship builds the skills for remote work. They learn how to use different platforms for teaching and evaluation like Zoom, Google Classroom, and Microsoft Teams. Student teachers can arrange their lecture on Sunday for the doubting session. It also saves time and money. Student teachers can also expand their network virtually.

Objectives of Virtual School Internship

The following are the objectives of the Virtual School Internship:

- To Enhance student teachers' awareness of technology
- Provide an opportunity to student teachers to explore online applications for teaching
- Development of the Techno-pedagogy skills
- Understand the role and duties of the teachers
- Apply theory in a real classroom
- Aware of the Online Assessment

Student teachers can develop communication skills because virtual internships are different from face-to-face. So student teachers will have to master the art of conversation. They learn how to write content and give responses through email. They can also build networks with other educational institutions and understand their culture.

Review of related literature

Cheong, A. (2014) conducted a study on Internship Experience: An In-Depth Interview among Interns at a Business School of a Malaysian Private Higher Learning Institution. The objective of this study was to better understand the experiences that the students went through during their internship and to recommend ways in which the educational institution could further enhance this experience. This in-depth interview study was conducted with a small selected group of final year business students at a private university in Malaysia. The findings were: the interns benefitted from their internship experience. They were able to see 'the bigger picture' and can develop their presentation and people skills. They also learn to be more independent. Overall, the participants were satisfied with the support provided by their immediate supervisors and co-workers and also the assistance was given by the university. Jeske, D. (2019) conducted a study on Virtual internships: Learning opportunities and recommendations. The objective was to study learning opportunities and recommend the successful implementation and organization of virtual internships. The present paper draws on the author's online interviews with 13 internship providers as well as interns and the results of several surveys conducted with virtual interns over the span of several years. The interviewees were located across the USA, the UK, Ireland, Romania and India. Interns need to have the opportunity to develop their skills by also receiving meaningful feedback. Virtual internship schemes require a significant organizational commitment in terms of time, resources (staff and remuneration) and careful recruitment and selection efforts. The managers will need to have the required technical, interpersonal and time management skills to provide interns

with clear deliverables, instructions and constructive as well as frequent feedback to support their learning experience

Theelen, H. (2020) investigated to what extent virtual internships in teacher education were able to reduce Pre-service Teachers' (PSTs) professional anxiety and how virtual internships in blended learning environments were evaluated by PSTs in terms of technological, social and educational affordances. A mixed method design was employed. The questionnaire, focus group interviews and individual interviews were used for data collection. The findings were: A significant decrease was found in PSTs'professional anxiety after having followed Virtual Internship 2. PSTs reported that they obtained a more realistic image of teaching and felt better prepared for teaching in practice. Furthermore, regarding technological affordances, system usability was considered between acceptable and good. Concerning social affordances, PSTs appreciated collaboration within the virtual internships. As an educational affordance, it appeared that learning from videos with authentic classroom events is a good preparation for the professional teaching context. According to the PSTs, the scenarios within virtual internships could be improved in terms of authenticity and personalization by offering more details and background information. The results of this study imply that virtual internships can be useful assets for teacher education.

Rationale

The Acharya Rammurti Committee (1990) in its review of the NPE 1986 observed that an internship model for teacher training should be adopted because the internship model is based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time. As we know due to the pandemic situation we adopted online teaching. So student teachers also experienced virtual school internships. They can learn new applications for online teaching and assessment. So the researcher wants to study the experience of the student teacher in a virtual school internship.

Objectives of the study

The objectives of this study were to study the experiences of student teachers who had done the virtual internship.

Research Design

The study utilized qualitative research and specifically thematic analysis to examine the experiences of student teachers who participated in the virtual school internship Program.

Participants

This study drew on the responses of four student teachers (interns) who were experienced virtual school interns. The internship is undertaken in schools of Vadodara, with the interns taking full responsibility for their classes during the four-week term. Each intern is assisted by two support personnel- a mentor and a supervisor. A mentor is a subject teacher appointed by the school and a Supervisor is a university teacher appointed by the Department. Researchers selected student teachers randomly. They were informed about the purpose of the study and that their participation would be entirely voluntary.

Data collection

Researchers sent messages to student teachers related to this study. Student teachers are voluntarily ready for the interview. The researcher took a telephonic interview. It took 45-50 minutes. To ensure the confidentiality of potential participants, I did not
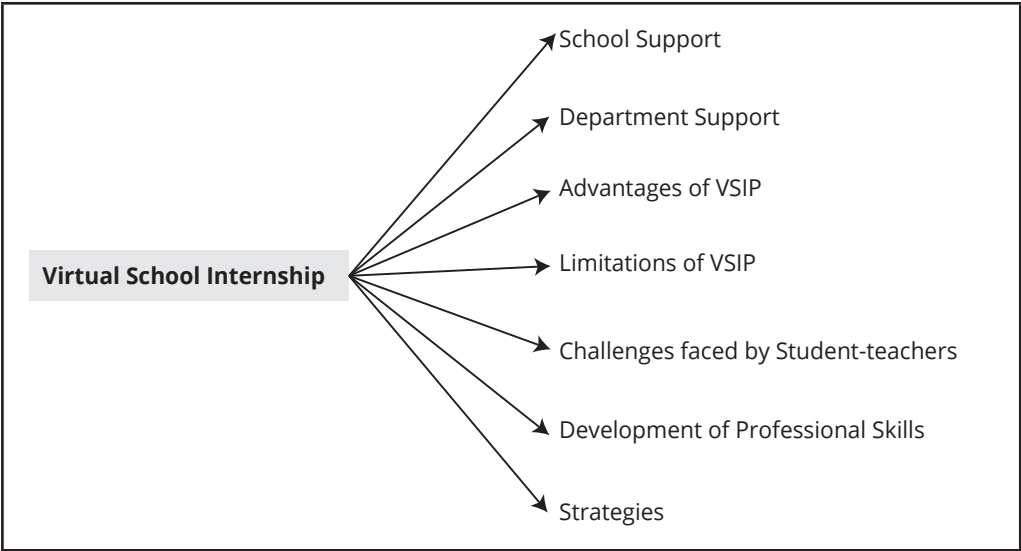
have access to the report at any point throughout or after the study.

Data analysis

Braun and Clarke (2006) provided a six-phase guide I used in my study as a foundation for conducting thematic analysis. This research enables the participants to voice out their internship experience through an in-depth interview. From analyzing the interview transcriptions, a few themes emerged.

The themes describe the participants' experience during the internship at their respective schools. A selected sample of the participants' responses is presented with verbatim quotations. The main themes uncovered from analyzing the data are presented as follows:

Figure-1: Provides a Brief Description of the Themes; A Detailed Discussion of the Themes Follows the Figure

- School Support
- Department Support
- Advantages of VSIP
- Limitations of VSIP
- Challenges faced by Student-teachers
- Development of Professional Skills
- Strategies

Virtual School Internship

Development of Skills

Students develop skills of techno-pedagogy. They explored different applications for online teaching.

Intern A, developed the following skills:

> "I increased my confidence level and developed presentation skills. I came to know about the different online apps such as quizzes, zoom, and Google meet. I learned to make videos on YouTube".

Intern B, Intern C and Intern D shared similar types of experiences:

> "I came to know about the different online apps such as quizzes apps

and mathematical application geography. I improved my language skill and built up confidence. I built up confidence. In the beginning, I had feared that if I couldn't answer any quarry of students".

Strategies

Intern A, described strategies as follows:

> "I used a probing skill and demonstration method to make an interactive class".

Intern B used different strategies:

> "I taught the first lecture through a simple lecture method and the second lecture through video. After

that, I orally asked questions and realized that they understood the topic. Students in 8th class were more interactive than class 9th students. I made an interactive class through a demo and video".

Intern C who was completed her internship in a government school used following strategies:

"Video on air pollution and a demo were shown to students. I have shown them new videos to make students attend classes regularly. And I also organized a quiz in Google form so students felt it as a game, as a result of that they took interest in class.

Intern D used different strategies as follow:

"I used apps such as eLAB, Colab, padlet, jamboard, quizizz. With the help of these apps, the student's interest and performance were increased. There were few mock students, so I permitted them to respond through the chat box. As a result of that, they began to respond well. I also used 3D video and demonstration strategies. As a result of that, students connect with the study".

Student Support

Intern A described as follows:

"Students regularly attended the class. They gave answers to all the questions but a few students never communicated with me. Only one student gave a response from 11th standard students. They joined the class for the sake of learning and did not learn anything".

Intern B shared her experience:

"They took B.Ed teachers lightly. They did not give a response in the

beginning and left the meeting. And also didn't go on video mode when asked. When I asked a question to "define the particular" in the exam, they wrote "I don't know" as an answer".

Intern D described

"In the beginning, students did not turn on the video but after one month our bond grew so strong that they requested me to teach them regularly. Few students did not answer the questions in the beginning. Probing skill did not work. It seemed time consuming. But they gave a response after being friendly".

Mentor Support

Intern A verbalized the following:

"School teachers joined regularly. But they didn't check the lesson plan regularly and feedback was given only when asked".

Intern B mentioned:

"Mentor was observing lectures but didn't give feedback. As my annual test lessons would be held in upcoming days I messaged him for feedback so that I came to know to improve myself but didn't receive any response from him".

Intern C narrated the following experience:

"Microsoft link was sent from time to time and also added to the whatsapp group. The school teacher joined, observed and gave feedback regularly. Feedback was given on a content basis. Even student teachers can teach through whiteboard and also use lab instruments".

Intern D spoke the following:

"Mentor teacher did not observe any

lecture. I believed that they should give feedback at the end even though they did not observe any lecture. There was no interaction between us".

Department Support

Overall, the participants were satisfied with the support provided by their supervisors and co-workers and also the assistance was given by the university.

Intern A shared following:

"Supervisor joined the meeting for 5-10 minutes because she/he had to observe another student teacher at the same time. He/she gave feedback regularly. He/she said that today you took less content and also told you to use a new tool next time".

Intern B experience with her supervisor is as follows:

"Supervisor gave feedback on a daily basis and properly. The timing was 3 PM to 4 PM for the same".

Here Intern C had shared different experience:

"Supervisor didn't observe and give feedback because her school internship was from 6 p.m. to 8 p.m. and my supervisor was in charge of four schools so they gave general instructions related to teaching".

Intern D expressed his positive view on the support provided by the supervisor. She said, "Supervisor observed lectures daily and also took meetings after class and gave feedback regularly".

Advantages of VSIP

Intern A said the following:

"The School allotted to me was far from my home so due to online

teaching, there is no unnecessary stress to reach school timely".

Intern B told that:

"I can deliver innovative content through online teaching".

Similar sentiments told by Intern C:

"I learned new apps such as Kahoot, Quizzes, Google meet and zoom. If I have done offline teaching, I did not get a chance to learn it".

Intern D mentioned:

"Education can be given through 3D models and animation models. Assessment can be done easily and speedy and with PPT, teachers can use it in a better way for teaching".

Limitations of VSIP

Intern A who interned at grant in aid school, spoke the following:

"Few chapters of mathematics were not taught effectively by her although there are many applications for it. She also mentioned that there are only forty minute lectures for teaching. During that time we have to join and give instructions. So sometimes it creates more distraction and is also time consuming. Due to this sometimes I cannot use achieving closure skills. Sometimes students do not switch on their video so I cannot see their expressions and understand them". Students became quite careless during online class".

Similar sentiments were also shared by Intern B, she mentioned:

"There was a network connectivity issue and 9th standard students did not switch on the video so I cannot see their expression. She also mentioned that "when we join school then we have to teach face-

to-face mode so at that time we have to speak in front of 50-60 students without fear that we missed". I faced network issues in the annual test lessons. I couldn't figure out what students were doing, whether students came to know about the topic and see expressions of students. One can see faces if one uses a laptop for online teaching. But, I was using a mobile so I had to use two mobile phone devices to properly interact. Otherwise I had to change the screen again and again to interact and present the screen which is a time-consuming process.

Another student teacher Intern D verbalized the following:

"Sometimes students did not join the meeting and gave responses. Due to online teaching, the interaction between students and teachers was quite less. Many times, they left the meeting".

Challenges faced by Student-teachers

Student-teachers faced challenges related to networking and related to students' responses. Students did not give answers to questions and sometimes left the meeting. They faced problems related to time management.

Intern A, described the challenges faced by her as follows:

"It was difficult to find a teaching app. It was difficult to take a lecture back-to-back after 40 minutes. I couldn't use blackboard work skill as I was using only one device. I couldn't achieve the closing skill as the lecture was automatically over after 40 minutes".

Intern C shared a different experience

"The timing of the school internship was 6 PM to 8 PM so sometimes TV and other noise disturbed me. Only 10 students joined the meeting because others didn't have mobile or any other instrument to join. Many times, I had to teach repeatedly as their concepts were not clear. As a result of that I couldn't follow the lesson plan accurately".

Intern D narrated her experience

"Few students had network issues. I organized a patriot song competition but students shared funny videos in between. I gave strict warnings to those students but they kept on doing it. So, I left them from the meeting. I did not have data of a total number of students so I did not get an idea about which students did not join the class. School teachers did not respond to us".

Suggestions

In this study, student teachers also provided some suggestions to improve the internship program. After the Internship, student teachers have to prepare an internship report and submit a softcopy online to the university. Intern A commented:

"Offline internship should be conducted in future because we can build up more confidence with it".

"Department should provide laptops. Offline internship should be conducted in future because we can teach through laptops and various other apps". (Intern B)

"Offline internship should be conducted in future because in online teaching only 10 students joined the meeting but in offline teaching 50-60 students can attend. I faced network issues so if the department provided Wi-Fi then I could deliver lectures in a good manner. It is worthless to

do an online internship as Indian education is such that it provides only offline education". (Intern C)

"Online and offline, both internships should be there for future student teachers. Animation can also be shown in online teaching. Generally, only teaching aid and charts can be used in offline teaching. Doubts can be cleared on even Sunday or holidays in online teaching. Schools are time bound but in online teaching, lectures can also be organized after school. The system should be such that the student-teacher can observe the teaching method of other students who belong to different groups. Supervisors should be changed on a rotation basis so that we can receive their feedback also". (Intern D)

Conclusion

In this study generally, the student teachers' responses indicated that they learnt techno- pedagogy skills and benefited from the virtual school internship. Student teachers have said that they explored different applications for online teaching. Supervisors gave proper guidelines and feedback. A few students did not give responses for questions and left the meeting. The student teacher used different strategies for making interactive classes such as animation, 3-D video, and demonstration methods and connected with real life.

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