



School Internship in Two Year B.Ed. Programme: Gap Between Theory and Practices

Dr. Md. Akhtar Raza

Assistant Professor, MANUU College of Teacher Education Darbhanga, drmdakhtar15@gmail.com

Dr. Mahejabin

Assistant Professor & HOD, B.Ed. Department, Shri Agrasen Mahila Mahavidyalay, Azamgarh. UP.

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ABSTRACT

The school internship programme is a heart of the B.Ed. programme. The main aim of school internship is to give the exposure of all types of work and responsibility which is need after the completion of course and when he/she becomes regular teacher in the school. According to NCTE in two years, B. Ed. Course, the students will engage five months (20 Week) in the school internship programme. The main objective of this study is, to know the perception of prospective teachers regarding school internship programme and what extant facility availability in the school during school internship programme. In this study two self-made tools were used for the data collection. After the data analysis the researcher found that the 90% prospective teachers perceive that there is not implemented the school internship programme properly. The researcher also found that the three are not appropriate environment and facility availability in the school in which the school internship programme implemented. There are so many issues and challenge in the implementation of internship programme. Because the worst condition of government secondary and higher secondary school and other hand the private school management not provide the school for internship programme. Hence the fully dependency of internship programme is on the government school. In this situation the implementation of school internship programme is not



possible in a true sense. That is why there are gap between the theory and practices on school internship programme.

Introduction

Teacher plays the vital role in the development the country in terms of preparing the future and give the direction to young generation. In the teacher education programme, the teacher education institution gives the theoretical knowledge but the school provide the execute the theory in to practice. Theory and practice are the two aspects of a coin both are inter correlated. School is a laboratory for teacher education programme. Without school you cannot think the existence of teacher education programme. In the present time the teacher education institution facing the big problem regarding the school internship programme. Because the process of school allotment for internship programme is very peculiar. The condition of government secondary school is not appropriate for internship programme. In this context how it is possible produce competent teacher for school education. Quality in teacher education programme is directly correlated to the quality of school education system. The school internship programme provides the platform for the interns to give expression to their learning while planning and reflection on their own practice.

School Internship Programme

The school internship is compulsory part of the teacher education programme. In one years, teacher education programme the 8 week (40 working days and 40 lesson plan) is the teaching practice programme. But in two years B.Ed. programme in first semester the micro(peer) teaching is conducted by the institution. In second semester SITP 2-week, third semester SITP 8week and fourth semester SITP 8-weeks as suggested by NCTE Curriculum Framework (2014), the interns from B.Ed. would work as regular teachers in the schools and participate in all the various possible activities that are performed in the schools. Framework and Guidelines(2016) provided by NCTE has proposed that 80% of time for internship in government schools and 20% of time in private schools with there are so many work done by the prospective teacher during school internship programme such as lesson plan delivered, observation of their peer group, action research, community study , cocurricular activities, scholastic achievement test and internship dairy.

NCTE Guidelines for School Internship in Two years B.Ed. Programme The National Council for Teacher Education (NCTE) provides guidelines for the school internship component within the two-year Bachelor of Education (B.Ed.) program. Here is an overview of these guidelines:



1. **Duration:** The NCTE mandates a minimum of *20 weeks* for the school internship, divided over the two-year course. This period is typically distributed as:
 - **4 weeks** in the first year, intended mainly for observational purposes.
 - **16 weeks** in the second year, focused on in-depth teaching practice and lesson planning.
2. **Phases of Internship:**
 - **First Year:**
 - **Observation:** Trainee teachers observe classes to understand various aspects of teaching, classroom management, lesson planning, and student interactions.
 - **Peer Observations:** Opportunities for peer observation, where trainee teachers observe each other and provide feedback, are also recommended.
 - **Second Year:**
 - **Active Teaching:** Trainee teachers engage in full-fledged teaching responsibilities, delivering lessons and engaging with students.
 - **Lesson Planning and Execution:** Interns develop lesson plans and execute them with feedback from mentor teachers and supervisors.
 - **Reflective Journals:** Maintaining reflective journals is encouraged for interns to document their teaching experiences, challenges, and learning.
3. **Mentorship and Supervision:**
 - Trainee teachers are expected to be assigned a mentor, usually an experienced teacher from the school, to provide guidance and feedback throughout the internship.
 - The college or university offering the B.Ed. program should also provide a supervisor who visits the school periodically to monitor the progress of the intern and offer constructive feedback.
4. **Assessment:**
 - The school internship is assessed based on lesson delivery, classroom management skills, adaptability, and professional conduct.
 - Interns may be required to submit teaching portfolios, reflective journals, and reports which document their experiences and self-assessment.
5. **Collaboration with Schools:**



- NCTE encourages partnerships between B.Ed. institutions and schools to ensure quality placements and better coordination for internships. The schools should provide an environment that allows interns to experience realistic teaching situations.

These guidelines aim to bridge the gap between theoretical knowledge and practical experience, helping aspiring teachers develop a professional skill set through hands-on practice.

School Internship Programme in Practice

Who don't know the condition of government school system in India. In this situation you can also find that what is the problem regarding school internship programme. There is no proper infrastructure such as class room, playground, black board, chair bench, lack of electricity, toilet etc. maximum school not fulfill the minimum requirement of infrastructure for secondary or higher secondary school. There is no library and laboratory in maximum school. The standard of students is also under the question mark. There is no teaching learning environment in the government school. In this context the school internship programme become tradition and culture of B.Ed. programme. No fruitful work done by prospective teacher during internship programme according aim and objective of internship programme. If situation is that, how you can aspect from the teacher education institution produces the competent professionals. In this situation, there is a need on own school of each teacher education institution than you can implement the school internship programme in a true sense. Because the internship programme is necessary part of B.Ed. programme.

Teacher Education Institution

Baseless and aimless teacher education institution the condition of government teacher education institution is good but the private teacher education institution is not working in a proper way. The government teacher education institution suffering from the economic crisis. there are not easy processes to purchase the physical resource and requitement processes government institution always under the question mark. There is no coordination among the UGC, NCTE and NAAC. That is why the teacher education institution always in boredom persists the fault is of someone else; the answer is sought from someone else. Till the time the problem is not solved, the government teacher education institution cannot work in the proper way. The documentation and filing system in private institution is amazing. But teaching learning environment at private teacher education institution is not satisfactory. In Darbhanga district of Bihar there are 18 teacher education Institution in which 05 Government teacher education institution, 13 private teacher education institution and 01 teacher education institution of central government.



Rationale of the Study

The school internship programme in two year B.Ed. programme is compulsory part of the training programme. The effectiveness of training programme is depends on the school internship programme. The gap between theoretical knowledge and practical application in teacher education has been a longstanding issue (Darling-Hammond, 2006; Zeichner, 2010). In Bachelor of Education (B.Ed.) programs, school internships are critical for bridging this gap; however, studies indicate that interns often struggle to apply theoretical concepts to real classroom settings (Grossman, 2005; Allen & Wright, 2014). Understanding and addressing this discrepancy is essential for producing competent educators capable of responding to dynamic classroom environments (Borg, 2009; Cochran-Smith & Lytle, 2009).

Research consistently reveals that many B.Ed. programs emphasize pedagogical theories without adequately incorporating opportunities for hands-on, reflective practice (Zeichner & Conklin, 2008; Loughran, 2006). This lack of integration can hinder student teachers' ability to transfer theoretical knowledge into effective instructional strategies (Korthagen, 2010; Lampert, 2010). Furthermore, recent studies highlight that interns often feel unprepared for the realities of the classroom, including managing diverse learners, dealing with behavioural issues, and adapting to school cultures (Flores, 2006; Ronfeldt & Reininger, 2012). Some scholars argue that teacher educators must re-envision internship programs to foster a balance between theory and practice, facilitating more situated learning and authentic teaching experiences (Darling-Hammond, 2014; Grossman et al., 2009). For example, Darling-Hammond (2006) and Zeichner (2010) suggest that the incorporation of clinical practice, supported by mentorship from experienced teachers, can enhance the translation of theoretical knowledge into practical skills. The need for reform in internship programs is also underscored by the evolving demands of the teaching profession, which increasingly require adaptability and reflective practice (Korthagen et al., 2006; Zeichner, 2012). Integrating theory and practice within B.Ed. internships can help prospective teachers develop these skills and enhance their confidence in real teaching environments (Clift & Brady, 2005; Hammerness et al., 2005).

Moreover, effective internships that connect theory with practice have been shown to improve retention rates in the teaching profession, as novice teachers are better equipped to handle classroom challenges (Ingersoll & Strong, 2011; Ronfeldt, 2015). By exploring the theory-practice gap, this study seeks to contribute to the growing body of literature advocating for reforms in teacher education, emphasizing the importance of practical experience in developing skilled and resilient educators (Allen, 2009; Zeichner & Liston, 2014).



On the base of the above review of related literature, it is clear that there is very few study conducted in this field. Therefore, researcher is decided to conduct the research on this topic for now the status of School internship in two years B.Ed. Programme.

Statement of the Problem

“School Internship in Two Year B.Ed. Programme: Gap Between Theory and Practices”

Operational Definition of the Terms

- **School Internship:** This internship allows B.Ed. students to apply educational theories and methodologies they have learned in their coursework by actively participating in classroom instruction, lesson planning, and student assessment. Typically conducted under the guidance of a mentor teacher, the internship enables student-teachers to develop essential teaching skills, gain practical classroom management experience, and build confidence as educators. This experiential learning is a critical component of teacher preparation in B.Ed. programs, ensuring that future teachers are well-prepared to meet the demands of the profession.
- **B.Ed. Program.:** In this study B.Ed. Programme refers to only 2-years B.Ed. Programme which run by teacher education institution according to NCTE guideline.

Objectives of the Study

1. To study the perception of Prospective Teacher Towards School Internship.
2. To study the facility Availability in schools in Darbhanga district.

Methodology

- **Methods:** The descriptive survey method was used in this study. Because, researcher wants to know the present status of the school internship program. So, according to the nature and objective of this study the descriptive survey methods was appropriate.
- **Population:** All prospective teacher and Teacher Training institutions of Darbhanga city were the population of the present study.
- **Sample and Sampling technique:** The 200 hundred prospective teachers selected from 6 teacher education institution from the Darbhanga city. The purposive sampling technique was used for the data collection.



- **Statistical Technique:** In this present study the descriptive statistics such as percentage were used for the data analysis.
- **Tool Used:** In this study the two tool was constructed by the researcher. First-This tool was measuring the perception of Prospective teachers towards school internship and Second Tool for to know the status facility availability in schools.

Analysis and Interpretation

Objective No. 01. To study the Perception of Prospective Teacher Towards School Internship.

This is the perception of prospective teacher towards school internship. The data was collected from 6 teacher education institution in the Darbhanga district of Bihar. In tis survey those students are included those are complete the school internship programme during 2021-2023.

Table 01: Perception of Prospective Teacher Towards School Internship

S. N	Statement	No. Respondent	Yes	%	No	%
01	Is the school internship program being implemented properly?	200	20	10%	180	90%
02	Are all the activities done properly during the school internship?	200	10	5%	190	95%
03	Does the school have a suitable environment for teaching work?	200	25	12.5%	175	87.5%
04	The support of the school teacher is received During the school internship.	200	125	62.5%	75	37.5%
05	During the school internship, there is support from the school principal.	200	200	100%	00	00%
06	Mentor Teacher continuously observes during the internship.	200	110	55%	90	45%

From the above table no.01 it clear that the perception of 10% prospective teacher, the school internship programme being not implemented properly but the opinion of 90% prospective teacher is school internship programme being not implemented in a proper way. The 5% prospective teacher said that the all activities done properly during the school internship but 95% prospective teacher's perception is all activities don't do properly during the school internship. 12.5% prospective teachers' perception is



the school have a suitable environment for teaching work but 87.5% prospective teachers' perception is the school have not suitable environment for teaching work. 62.5% prospective teachers' perception is the support of the school teacher is received During the school internship but 37.5% prospective teachers' perception is the support of the school teacher is not received during the school internship. 100% prospective teachers' perception is during the school internship, there is support from the school principal. 55% prospective teachers' perception is Mentor Teacher continuously observes during the internship but 45% prospective teachers' Perception is mentor teacher continuously not observes during the internship.

Finally, it may be concluded that the perception of prospective teacher is not satisfactory regarding the school internship programme. Therefore, the practice of school internship programme is not implemented in the true sense of the B.Ed. programme.

Objective No. 02. To study the Facility Availability in Schools in Darbhanga City.

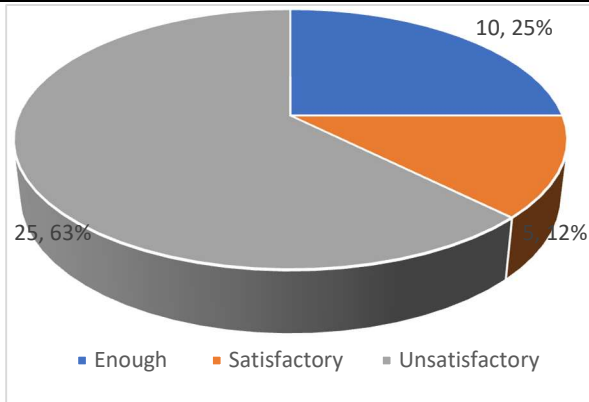
Table No. 02 Showing the facility Availability in schools

Details of Schools in which Internship Programme Conducted								
S. N	Facilities	Total School	Enough	%	Satisfactory	%	Unsatisfactory	%
01	No. of Classroom	40	10	25%	15	37.5%	15	37.5%
02	No. Blackboard	40	40	100%	00	00%	00	00%
03	No of Students	40	20	50%	15	37.5%	05	12.5%
04	Level of Students	40	10	25%	05	12.5%	25	62.5%
05	No. of Teachers	40	15	37.5%	15	37.5%	10	25%
06	Play Ground	40	05	12.5%	05	12.5%	30	75%
07	Availability of Electricity	40	20	50%	10	25%	10	25%
08	Tool in laboratory	40	5	12.5%	10	25%	25	62.5%
09	No. of books in library	40	5	12.5%	10	25%	25	62.5%
10	Facilities for Staff	40	10	25%	20	50%	10	25%

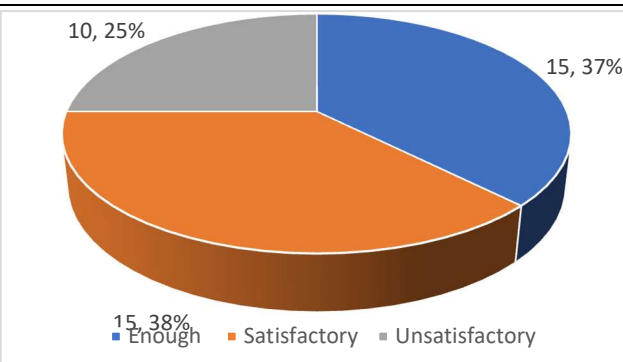
11	ICT lab	40	05	12.5%	05	12.5%	30	75%
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Item wise Analysis:

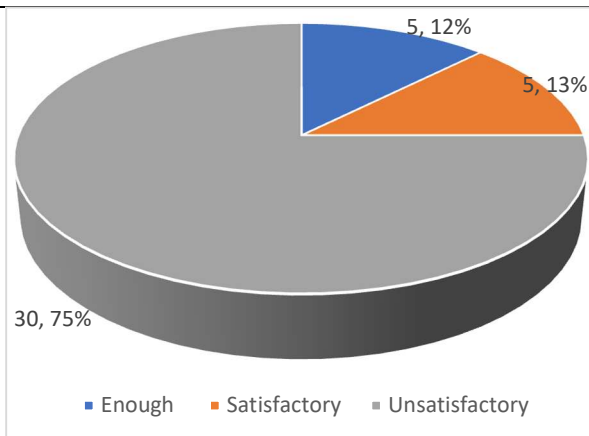
01. Number of Classroom	
<p>A 3D pie chart showing the distribution of classroom numbers. The 'Enough' category (blue) represents 10 schools (25%). The 'Satisfactory' category (orange) represents 15 schools (37.5%). The 'Unsatisfactory' category (grey) represents 15 schools (37.5%).</p>	<p>The pie chart and table no.02 shows that the 10 school out of 40 which is 25% have enough number of classrooms, 15 schools out of 40 which 37.5 % have satisfactory no. of classroom and 15 schools out of 40 which is 37.5% have unsatisfactory in number of classrooms. Therefore, it may be concluded that there is no good sign for quality internship programme.</p>
02. Number of Blackboard	
<p>A 3D pie chart showing that 100% of schools (40 out of 40) have an 'Enough' number of blackboards. The 'Enough' category (blue) represents 40 schools (100%).</p>	<p>The pie chart and table no.02 shows that 40 schools out of 40 which is 100% have enough Number of Blackboard. But the schools have no enough classroom that is why the number of blackboards is not enough according to the opinion of teacher trienes. It is also not good sign for quality internship programme.</p>
03. Number of Students	
<p>A 3D pie chart showing the distribution of student numbers. The 'Enough' category (blue) represents 20 schools (50%). The 'Satisfactory' category (orange) represents 15 schools (37.5%). The 'Unsatisfactory' category (grey) represents 5 schools (12.5%).</p>	<p>The pie chat and table no.02 shows that 20 schools out of 40 which is 50% have enough number of students, 15 schools out of 40 which is 37.5% have satisfactory number of students and 5 schools out of 40 which is 12.5% have unsatisfactory number of students. Therefore, it may be concluded that there is good sign for quality internship programme.</p>

04. Level of Students

The pie chart and table no. 02 shows that the 10 schools out of 40 which is 25% have enough level of students, 5 schools out of 40 which is 12.5% have satisfactory level of students and 25 schools out of 40 which is 62.5% have unsatisfactory level of students. Therefore, it may be concluded that there is not good sign and also questionable situation for quality internship programme.

05. Number of Teachers

The pie chart and table no. 02 shows that the 15 schools out of 40 which is 37.5% have enough Number of teachers, 15 schools out of 40 which is 37.5% have satisfactory Number of teacher and 10 schools out of 40 which is 25% have unsatisfactory Number of teachers. Therefore, it may be concluded that there is not good sign and also questionable situation for quality internship programme.

06. Play Ground

The pie chart and table no. 02 shows that the 5 schools out of 40 which is 12.5% have enough play ground, 5 schools out of 40 which is 12.5% have satisfactory playground and 30 schools out of 40 which is 75% have unsatisfactory play Ground. Therefore, it may be concluded that there is not good sign and also questionable situation for quality internship programme.

07. Availability of Electricity

<p>A 3D pie chart showing the distribution of electricity availability in schools. The largest slice is blue, representing 'Enough' at 20 schools (50%). The other two slices are orange ('Satisfactory') and grey ('Unsatisfactory'), each representing 10 schools (25%).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Enough</td> <td>20</td> <td>50%</td> </tr> <tr> <td>Satisfactory</td> <td>10</td> <td>25%</td> </tr> <tr> <td>Unsatisfactory</td> <td>10</td> <td>25%</td> </tr> </tbody> </table>	Category	Count	Percentage	Enough	20	50%	Satisfactory	10	25%	Unsatisfactory	10	25%	<p>The pie chart and table no. 02 shows that the 20 schools out of 40 which is 50% have enough Availability of electricity, 10 schools out of 40 which is 25% have satisfactory Availability of electricity and 10 schools out of 40 which is 25% have unsatisfactory Availability of electricity. Therefore, it may be concluded that there is not good sign for quality internship programme</p>
Category	Count	Percentage											
Enough	20	50%											
Satisfactory	10	25%											
Unsatisfactory	10	25%											

<p>08. Tool in laboratory</p>													
<p>A 3D pie chart showing the distribution of tool availability in laboratories. The largest slice is grey, representing 'Unsatisfactory' at 25 schools (62.5%). The other two slices are orange ('Satisfactory') and blue ('Enough'), each representing 5 schools (12.5%).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Enough</td> <td>5</td> <td>12.5%</td> </tr> <tr> <td>Satisfactory</td> <td>10</td> <td>25%</td> </tr> <tr> <td>Unsatisfactory</td> <td>25</td> <td>62.5%</td> </tr> </tbody> </table>	Category	Count	Percentage	Enough	5	12.5%	Satisfactory	10	25%	Unsatisfactory	25	62.5%	<p>The pie chart and table no. 02 shows that the 05 schools out of 40 which is 12.5% have enough tool in laboratory, 10 schools out of 40 which is 25% have satisfactory tool in laboratory and 25 schools out of 40 which is 62.5% have unsatisfactory tool in laboratory. Therefore, it may be concluded that there is not good sign and also questionable situation for quality internship programme</p>
Category	Count	Percentage											
Enough	5	12.5%											
Satisfactory	10	25%											
Unsatisfactory	25	62.5%											

<p>09. Number of books in library</p>													
<p>A 3D pie chart showing the distribution of the number of books in libraries. The largest slice is grey, representing 'Unsatisfactory' at 25 schools (62.5%). The other two slices are orange ('Satisfactory') and blue ('Enough'), each representing 5 schools (12.5%).</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Enough</td> <td>5</td> <td>12.5%</td> </tr> <tr> <td>Satisfactory</td> <td>10</td> <td>25%</td> </tr> <tr> <td>Unsatisfactory</td> <td>25</td> <td>62.5%</td> </tr> </tbody> </table>	Category	Count	Percentage	Enough	5	12.5%	Satisfactory	10	25%	Unsatisfactory	25	62.5%	<p>The pie chart and table no. 02 shows that the 05 schools out of 40 which is 12.5% have enough Number of books in library, 5 schools out of 40 which is 12.5% have satisfactory Number of books in library and 25 schools out of 40 which is 62.5% have unsatisfactory Number of books in library. Therefore, it may be concluded that there is not good sign and also questionable situation for quality internship programme</p>
Category	Count	Percentage											
Enough	5	12.5%											
Satisfactory	10	25%											
Unsatisfactory	25	62.5%											

<p>10. Facilities for Staff</p>	
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<table border="1"><thead><tr><th>Category</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Enough</td><td>10</td><td>25%</td></tr><tr><td>Satisfactory</td><td>20</td><td>50%</td></tr><tr><td>Unsatisfactory</td><td>10</td><td>25%</td></tr></tbody></table>	Category	Count	Percentage	Enough	10	25%	Satisfactory	20	50%	Unsatisfactory	10	25%	<p>The pie chart and table no. 02 shows that the 10 schools out of 40 which is 25% have enough facilities for staff, 20 schools out of 40 which is 50% have satisfactory facilities for staff and 10 schools out of 40 which is 25% have unsatisfactory facilities for staff, Therefore, it may be concluded that there is not good sign for quality internship programme.</p>
Category	Count	Percentage											
Enough	10	25%											
Satisfactory	20	50%											
Unsatisfactory	10	25%											
11. ICT Lab													
<table border="1"><thead><tr><th>Category</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Enough</td><td>5</td><td>12.5%</td></tr><tr><td>Satisfactory</td><td>5</td><td>12.5%</td></tr><tr><td>Unsatisfactory</td><td>30</td><td>75%</td></tr></tbody></table>	Category	Count	Percentage	Enough	5	12.5%	Satisfactory	5	12.5%	Unsatisfactory	30	75%	<p>The pie chart and table no. 02 shows that the 05 schools out of 40 which is 12.5% have enough ICT Lab 5 schools out of 40 which is 12.5% have satisfactory ICT lab and 30 schools out of 40 which is 75% have unsatisfactory ICT lab Therefore, it may be concluded that there is not got sign and also questionable situation for quality internship programme.</p>
Category	Count	Percentage											
Enough	5	12.5%											
Satisfactory	5	12.5%											
Unsatisfactory	30	75%											

Educational Implications

On the basis of above finding the study there are following educational implication for Teacher Training institutions of India.

- The researcher found that the 90% students feel that the school internship program don't implemented properly in the school. Therefore, there is need to maintain the rules and regulation of internship programme.
- The researcher found that 95% internee perceive that all activities are don't done properly during the school internship. It is not a good sign for quality education. therefore, the teacher training institution to ensure the all activities should be done during the school internship programm.
- The researcher found that maximum students perceive there is no suitable environment for teaching learning process. Therefore, there is need to improve the school environment for teaching learning process.



- The researcher found that Mentor Teacher don't continuously observes during the internship. Therefore, the teacher training institution should be ensuring the Mentor Teacher continuously observes the lesson of internee during the internship.
- The researcher found that the condition of school is not good for school internship programme. Therefore, first of all the teacher education institution should be survey the school and those schools fulfill the all criteria of school internship programme then select the school for their internee.
- Researcher found that the condition of government school is not good. Therefore, the teacher training institutions can choose the private school for school internship programme.

Suggestion and Recommendation

There are following suggestion and recommendation for effective school internship programme.

- I. To organized the effective orientation programme before the internship programme.
- II. To provide the proper guideline regarding duties and responsibilities during school internship programme.
- III. Implementation of simulation teaching before organizing internship to make student teachers confident and experienced.
- IV. First of all, review the condition and of school after that select the relevant school for internship programme.
- V. Proper communication is needed with teacher education institution head and school principal and management.
- VI. To provide the guideline to the principal and management reading perspective teacher (work and responsibilities).
- VII. Continuous communication with mentor, prospective teacher and school management.
- VIII. Mid-term feedback session may be organized by teacher education institution and resolve the issues.
- IX. Adequate planning and strategies to design successful internship programme by teacher education institution for eliminating obstacles.
- X. Proper communication and interaction of faculty members with student teachers to understand obstacles faced by them during internship programme
- XI. To provide the conducive environment for perspective teacher and remove the phobia of teaching learning processes.



XII. To make dynamic group for school internship programme and instruct about group behavior.

Concluding Remarks

Finally, it may be concluded that there is far difference between theory and practices regarding school internship programme on the basis of the guideline by the NCTE. The perception of prospective teachers towards school internship programme, the maximum prospective teachers agree the school internship programme is not implemented in a true sense. The condition of school, where the school internship programme is conducted by the different teacher education institution is not good. There is no sufficient classroom, Students, teachers, lab, laboratory, ICT lab, playground, electricity and facilitates for staff. In this context it may be concluded that there far difference between the theory of school internship programme and their practice. So, there is a need of good school and teaching learning environment for quality teacher education programme.

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