EVALUATION OF SCHOOL INTERNSHIP PROGRAMME OF TEACHER EDUCATION INSTITUTIONS IN ASSAM

A THESIS SUBMITTED IN PARTIAL FULFILMENTOF THE

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DEDICATED TO MY FATHER & MOTHER:

RAJANI KANTA DAS & *RUPA DAS*

MY BROTHERS- *SIMANTA & GUNIN*

ABSTRACT

Teachers are key persons to imparting values, ethics, qualities, knowledge, skills and responsibilities to our nation's children. A very high level of training, practice, education and multidisciplinary knowledge is required to make an outstanding teacher. Building a strong foundation of practical and field-based activities in pre-training courses is necessary. During the internship, student-teachers may link the concept of theory with pedagogical skills in a real school setting. Therefore, the planning and organization of the internship should be systematic. Internship helps the trainee to develop their teaching skills as real qualities of trained teachers and accept their duties and responsibilities. School Internship is a preparation stage for gaining personal experiences in the school environment. The objectives of the present study were to study the implementation procedure of the School Internship Programme as per NCTE norms and standards of 2014 regulation, to find the various components, issues and challenges of the internship and to seek suggestions from the respondents for the smooth functioning of the School Internship Programme.

The present thesis has included five chapters. The first chapters cover insight into the background, including the concept, importance of school internship, and teacher education, along with the statement of the problem, research question, study objectives, the study rationale, operational definitions and delimitation.

The second chapter gives an insight into the various literature reviewed from different published sources, articles, research papers from various journals, books, policy documents, doctoral theses and others from different websites. Different reviews have been presented based on international national state studies.

The third chapter confers the methodology of the study. The chapter covers population, sample, tool and techniques used for the present study. The present study followed the descriptive survey method. The sample for this study has been selected from 4 districts of Assam. The study covers 7 Teacher Education Institutions, including 400 student-teachers, 50 teacher-educators, 7 principals of Teacher Education Institutions and 14 head teachers from selected internship schools as sample for the present study. This study used four self-development tools such as open-ended questionnaires for student-teachers and teacher-educators and two semi-structured interview schedules for principals of TEIs and headmasters of internship schools.

The fourth chapter presents the analysis of data. It includes all the results per the study's objectives. For the data analysis, percentage, frequency, thematic analysis, graphical representations have been used. The fifth chapter discusses the major findings, a summary, educational implications, and suggestions for further research.

The findings of the study revealed that all the teacher-educators said that the TEIs follow norms and standards prescribed by NCTE regarding school internship. However, majority of the teacher-educators stated that TEIs did not organize training programs on preparing teaching aids before sending the student-teachers for internship. The findings shows that all the teacher-educators said that teacher-educators did not get supervision training for school internship form the affiliated university and there is no specific format of supervision of classroom teaching. Moreover, majority of the student-teachers said that the objectives of school internships were not formulated properly. It has been found that majority of the teacher-educators agreed that they had given student-teacher guidance. On the other hand, majority of the student-teachers said that they get less supervision during internship. It also found that majority of the student-teachers found pedagogical challenges such as classroom management, time management of the classroom teaching during internship program. The study also found that teacher-educators also highlighted that student-teachers faced challenges while preparing of various TLMs for teaching. Last but not the least, responded of the study suggested that there should be clear guidelines, Clear objectives and proper orientation of the activities of the internship should be conducted.

Keywords: School Internship, Teacher Education Institutions, Student-Teachers, B.Ed., Challenges.

DECLARATION

I, RASMI DAS, do hereby declare that the work reported in this thesis entitled "**Evaluation of School Internship Programme of Teacher Education Institutions in Assam" is** entirely original and has been carried out by me, under the supervision of Dr. Pratima Pallai, Department of Education, Tezpur University. It has not been submitted anywhere for any other degree. The information collected from different sources has been duly acknowledged at suitable places in the thesis.

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CERTIFICATE OF THE SUPERVISOR

This is to certify that the thesis entitled "**Evaluation of School Internship Programme of Teacher Education Institutions in Assam"** submitted to the Department of Education School of Humanities and Social Sciences of Tezpur University in partial fulfillment for the award of the degree of Doctor of Philosophy for the research work carried out by Ms. RASMI DAS under my supervision and guidance. All the support taken by her from various sources has been duly acknowledged.

No part of this thesis has been submitted elsewhere for the award of any other degree.

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Place: Tezpur *RASMI DAS*

Date:

ABBREVIATION

1.	TEI	Teacher Education Institution
2.	GU	Gauhati University
3.	DU	Dibrugarh University
4.	NCTE	National Council of Teacher Education
5.	NEP	National Education Policy
6.	B. Ed.	Bachelor of Education
7.	NCERT	National Council of Educational and Research Training
8.	SCERT	State Council of Educational and Research Training
9.	TLM	Teaching Learning Material
10.	D.EL. ED	District Elementary Education
11.	ICT	Information Communication Technology
12.	TA	Travel Allowance

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CHAPTER I

1.0 Introduction

The present study covers the part of Teacher Education. The major aim of this study isto know the school internship processes in the two-year B.Ed. Program conducted by B.Ed. Colleges under Gauhati University and Dibrugarh University of Assam. The study comes across different activities done by the student-teachers during the school internship and studies various issues and challenges they faced during that period.

1.1 Background of the Study

1.1.1 Teacher as the Nation Builder

Teachers are the most indispensable part of our education system as well as the character builders of our nation. Teachers are key to imparting values, ethics, qualities, knowledge, skills and responsibilities to our nation's children. Teachers need to be outstanding to build our future and the next generation. A very high level of training, practice, education and multidisciplinary knowledge is required to make an outstanding teacher. Therefore, teacher education should be at the heart of multidisciplinary colleges and universities in our country (Draft National Education Policy, 2019) because teacher education provides training for teachers to develop various professional skills like technological skills, soft skills, management skills, interpersonal skills and including teaching skills such asclassroom management skill, time management skills, communication skills.

1.1.2 Meaning of Teacher Education

Teacher education includes three phases. Firstly, 'initial teacher training/education' means a pre-training course; teachers must acquire properly recognized training before joining a teaching job. The second phase is 'induction,' which provides training after entering a school. The third is 'continuous professional development' (Nehru & Suryanarayana, 2013). Teacher education is a process that helps to build the manner, practice, qualities, knowledge, skills and abilities of a teacher (Ali, 2012).

National Policy on Education or NEP 1986 (As modified in 1992) with National

Policy on Education 1968 emphasized the importance of teacher education and its components like pre-service and in-service trainees. The teacher is the key to the socio-cultural reflection of a society. Keeping in mind the needs of the community and society, teachers can create new methods of communication. Teachers must take responsibility for formulating and implementing educational programs.

The report of the High-Powered Commission on Teacher Education Constituted by the Hon'ble Supreme Court of India (2012) highlighted various issues like the quality of beginnerteachers, quality of school curriculum, teacher education curriculum, new pedagogical exercise for the lively classroom, the role of teacher educator and his/her competency, capabilities and responsibilities to make the quality of the interns. According to this report, "the quality of teacher education depends on the quality of entrants to the teacher education programs." In terms of Reference (ToRs), (b) and (e) of the commission visualized both the pre-service and in-service improving quality of teacher education and norms for teacher performance and audit. Various commissions and committees, like the Education Commission (1964-66) and the National Commission on Teachers (1983-85), recommended internships in teacher education. Mohan (2016) has written in her book about various innovative components of teacher education. Internship is one of the components of teacher education.

After the implementation of NCTE Regulation 2014, TEIs have been renovated and redesigned to build up the skilled competencies of student teachers. The B.Ed. program has shifted from one year to a two-year course (Sahoo & Sharma, 2018). Sing (2017) said that the Kothari Commission has a great role in building teacher education as the foremost learning course. Based on problems, observation and various recommendations on teacher education, the Kothari Commission emphasized formulating teaching as a dignified profession. Kothari Commission tried to make teacher education a self-regulating subject to remove the gap between theory and practice. The teacher has to be connected with the community, and he/she has to be up to date with this shifting world of technology regarding various aspects related to the learning process, like new teaching practices, curriculum, and time duration. Based on the recommendation of the Kothari Commission, the Resolution on NEP (1968) has determined a whole modification of educational structure due to the need for excellence in education in all the stages of education, which will go behind the

technological techniques and main beliefs of life like moral, social. National Commission on Teachers (I and II) (1985), the chairpersons of this commission Chattopadhyay and Rais Ahmed wrote some suggestions on the preparation of teachers, enrolment and situation of the school, college teachers and five years intergraded program which was not implemented. Furthermore, the National Policy on Education (NPE 1986) anticipated establishing new bodies like ASCs (at present known as Human Resource Development Centres (HRDCs) and National Council for Teacher Education or NCTEstatutory body, DIETs, State Council of Educational and Research Training or SCERT for teacher education.

Teacher education is a process that helps prospective teachers improve skills, knowledge, attitudes and behaviors. It will help the teacher educators deal with various learners in the classroom. Teacher education also helps teachers to improve their digital competency. Some kinds of practical work or field-based activities need to be inculcated in the pre-service teacher training to evaluate the teacher's dedication, interests, abilities, and attitude toward his/her teaching profession. (Santhakumari, 2012).

1.1.3 Importance of Teacher Education Institutions

In this 21st-century education system, teacher training is an emerging announcement to build a teacher's skills, knowledge, attitude, behaviors, and personality (Azmi and Kader, 2020). Teacher education Institutions are a fundamental part of the education system. The students' success also depends on the teachers' quality, personality, and character. Both the in-service and pre-service teacher training institutions are very important for the teachers to develop their quality and improve the quality of schools and the learning levels of the students. To improve the quality of the Bachelor of Education or B.Ed. program, the various Commissions and Committees in India suggested and recommended policy documents. NCTE also brought the National Curriculum Framework for Teacher Education in 1978, 1988, 1998 and 2009. Justice Verma Commission (2012) suggested a two-year B.Ed. program. Newly NCTE regulation 2014 also drastically changed from one year to a two-year B.Ed. course, including four months of school internship. As per NCTE regulation 2014, student-teachers would acquire all the skills and responsibilities to be independent teachers (Sao and Behera, 2016).

This program comprises three curricular areas: perspective in education, curriculum and pedagogic studies and engagement with the field. (Azmi and Kader,2020).

The quality of teacher training institutions depends on the quality of teacher educators. Sometimes, it can be noted that very few teachers have enthusiasm for their teaching job (Sattigeri, 2001). Managing the classroom is an indispensable part for a teacher while entering the teaching profession. Managing the classroom is more than the arrangement of material resources. It includes many practices like developing interpersonal relationships with parents and the community, creating a productive student environment according to the curriculum, time management, planning, and motivating the students towards learning. Apart from these, it also covers the child's aspects of development, such as social, emotional, character and moral development, and group effort (LePageet, 2005). Assam has both private and government institutions to run teacher education programs.

1.1.4 History of Teacher Education in India: The history of teacher education is very ancient alike the history of Indian education. The history of teacher education may be estranged into five parts such as Ancient and Medieveal Period (2500 B.C. to 500 B.C.), Buddhist Period (500 B.C. to 1200 A.D.), Muslim Period (1200 A.D. to 1700 A.D.), British Period (1700 A.D. to 1947 A.D.) and Teacher Education in Independent India (Saxena et.al., 2015).

- **Ancient and Medieveal Period (2500 B.C. to 500 B.C.):** In the starting stage of Hindu civilization, Vedas was the main concerned of teaching. Basically, Brahmins obliged as teachers to earn their livelihood. Method of teaching was very easy. Students have to recite the teacher's words.
- **Buddhist Period (500 B.C. to 1200 A.D.):** With the changing time, apart from Brahmins, any enlighten person from any class of the society can get the opportunity to offer the service as teachers. Consequently, the formal system of teacher's training developed during this retro. The method of training teachers during the Buddhist period was named as 'monitorial system'.
- **Muslim Period (1200 A.D. to 1700 A.D.):** There was not required any formal training or professional training for teachers in Muslim period. Educational institutions were called as Madrasah.
- **British Period (1700 A.D. to 1947 A.D.):** During this period the Britishers reformed the above mention system according to their needs and viewpoint. The

formal system of teacher education was started by the Britishers. As a first footstep, a formal teacher training center was set up at Serampur (West Bengal) in India. After that they opened normal schools for the teacher training in the different places such as Madras, Bombay and Calcutta.

- **Teacher Education in Independent India:** The idea of formal teacher training was originated from the indigenous technique called Monitorial System. After that, a number of government training schools were also set up in the first half of the nineteenth era. Hence, Woods despatch also started teacher training institutions and stipend for the teacher trainee for the first time. Stanley's despatch (1859), Educational Policy (1904), Calcutta University Commission, Hartog Committee (1929), Sargent Report (1944), etc. also mentioned about teacher training and its improvement (Saxena et.al., 2015).

1.1.5 Teacher Education Institutions in Assam

SCERT offers a variety of programs to support the overall professional development of teachers. SCERT was set up in 1985 in Assam. Promoting and coordinating research in the fields of teacher education and education in schools, imparting preservice and in service training for the teachers, developing innovative educational techniques and practice is SCERT's primary goal. After establishment of SCERT the administration of primary teacher training institutions such as DIETs, BTCs and Normal Schools and secondary teacher training institutions such as B.Ed. and Hindi Teacher Training Colleges also came under the control of SCERT in the year 1991-92. SCERT, Assam covers District Institutes of Education and Training (DIETs), College of Teacher Education (CTEs), Institute of Advanced Studies in Education (IASEs), Basic Training Centers (BTCs), Normal Schools (NSs), Hindi Training Centre (HTC) etc. These Teacher Education Institutions offer pre-service and in-service training to the primary and secondary teachers of the state.

Teacher Education Institutions under SCERT, Assam

There are 62 Teacher Education Institutions under SCERT, Assam at present. These are-

Sl. No	**Name of TEI**	**No of TEI**
1	District Institute of Education and Training (DIET)	**23**
2	College of Teacher Education (CTE)	**8**
3	Institute of Advanced Studies in Education (IASE)	**2**
4	Basic Training Center (BTC)	**19**
5	Normal School (NS)	**7**
6	Hindi Teachers Training Centre (HTTC)	**1**
7	Pre-Primary Teachers Training Centre (PPTTC)	**1**
8	Hindi Training Centre (HTC)	**1**
	Total	**62**

(Source: Annual Report 2019-20 SCERT, Assam)

- **District Institute of Education and Training (DIET):** All the 23 DIETs offices 2-year diploma in Elementary Education Course to generate elementary teachers as per NCTE norms and standards. DIETs are district level academic institutions for enlightening eminence school education.

- **Colleges of Teacher Education (CTE):** CTEs are offering two-year Bachelor of Education (B.Ed.) programs to prepare future secondary educators**.** Furthermore, they are providing secondary teachers with in-service training to make clear them with current educational trends and boost classroom management for high-quality teaching.

- **Basic Training Centres (BTC):** Basic Training Centre were established in Assam in the year 1948 by the Government of Assam (Bonia & Singh, 2022). At

present there are 19 BTCs in Assam. To build future elementary school teachers, BTCs are offering a two-year Diploma in Elementary Education (D.El.Ed.) course. Moreover, they are offering a two-year D.El.Ed. course through Open and Distance Learning mode under SCERT.

- **Normal Schools**: Normal Schools provides teacher training programme for elementary school teachers. At present there are 7 NSs in Assam.

- **Pre and Primary Teacher Training Course (PPTTC):** The PPTTC of Assam is in Dibrugarh. They have applied to ERC, NCTE, Bhubaneswar for recognition of 2 years D.El. Ed. course.

- **Hindi Teacher Training College (HTTC**): Hindi Teacher Training College is in North Guwahati, Assam. HTTC is directing Hindi Sikshan Parangat (equal to B.Ed.) for the secondary Hindi teachers under Central Institute of Hindi, Agra.

1.1.6 Challenges for Teacher Education Institutions in Assam

There are several concerns in Teacher Education Institutions of Assam like a lack of suitable infrastructure and regular maintenance, adequate laboratory equipment, available competent staff, hostel facilities, and proper toilets with running water, among others, lack an I.C.T. laboratory, low academic backgrounds of student teachers and insufficient financial grants etc. (Bonia & Singh, 2022). Dwivedi (2012) also mentioned in his study that there are some of the problems concerning teacher education in India such as defects of small time provided for teacher's training, problems of practice teaching, problem of supervision of teaching, lack of proper facilities, poor academic background of student-teachers etc. There is lack of coordination between theory and practical courses in the curriculum of secondary level teacher education, insufficient financial grants, no systematic procedure for selection of the candidates, high fee structure taken by the private institutions etc. (Swain & Borah, 2016). There are various challenges that affect effectiveness and quality in Teacher Education Institutions (TEIs) in Assam. Here are some key issues:

- **Inadequate Infrastructure**: There are various TEIs that faces lack suitable infrastructure, proper maintenance and essential facilities such as laboratory equipment, hostel facilities, and adequate toilets with running water including ICT

laboratory or sufficient computers with internet access.

- **Policy Implementation Issues**: Even if policies are made for the accurate and smooth functioning of TEIs, their execution often fails. Its trouble in converting national education policies into real local practices.

- **Insufficient Financial Grants**: Financial constraints are a foremost concern, with many institutions lacking sufficient funding to uphold their programs and facilities.

- **Student Diversity and Inclusivity:** Challenges in encouraging inclusivity and helping the needs of students with disabilities.

- **Collaboration and Partnerships:** There are lack of partnerships with educational organizations and industries and insufficient partnership with schools, colleges, and universities for practical training and research opportunities.

- **Faculty Enhancement**: There is scarcity of qualified and experienced faculty members.it might be due to low incentive and job satisfaction among faculty, inadequate working conditions and remuneration.

- **Field Experience and Practical Training**: There are limited collaboration with schools for internships and practice teaching, influencing the hands-on training component.

1.1.7 Concept of Internship and School Internship Programme

The internship program is offered to beginners in many other fields like social work, business, medicine, psychology (Jackel, 2011), nursing and teaching in countries like India, Pakistan, USA, UK, and Australia. Internship means formally doing practice in school as a teacher for some time without payment. It is for beginners who want to enter the teaching field.

The internship is when a student or new graduate receives practical experience in a job. It is work experience (Oxford Advanced Learner's Dictionary, 2010). An internship is a form of experiential learning (Rogers, 2017; Jogan 2019; Silva, 2013). Jackel, (2011) highlighted that an internship plan is an example of experiential education.

Internship synonyms exist, such as practice teaching (Barui, 2012). The internship integrates theory and practice, planning and delivering the lessons in teaching. The internship program provides a scope for the student-teacher to understand the various aspects of school and helps to improve teaching skills in real situations (Parveen, 2012; Jogan 2019). There are different types of internship programs: cooperative internships, paid and unpaid internships, independent and college-sponsored internships etc. (Bukaliya, 2012).

Internship in teaching-learning practice is a cooperative task of teacher training college, internship schools, student-teachers, supervisors and mentors related to the whole internship program (Kumar, 2016).

According to NCTE framework and guidelines (2016), a School internship is a combined task of schools and teacher education institutions in the two years B. Ed course, internship in schools is for 20 weeks, divided into two sections. The program includes four weeks for the first year's student-teachers and 16 weeks for the final year's student-teachers.

1.1.8 Importance of School Internship Programme

School Internship is a preparation stage for gaining personal experiences in the school environment. In many countries, an internship is a part of teacher training programs like Isreal, Rwanda. After participating in an internship program, the interns can develop various skills like communication, management, Critical judgment, original ideas, good manners, flexibility, etc. Through internships, interns will learn how to deal with real difficulties in the teaching profession (Mohanty, 2016).

According to NCTE Regulations (2014), the Bachelor of Education is a professional course.It prepares the teachers for VI-VIII classes, i.e., upper primary or middle stage; classes IX-X, i.e., secondary stages; and XI-XII classes' i.e., senior secondary level.

B.Ed. curriculum integrates a diversity of subject matter and blended theory and practical activities such as inclusive education, Information Communication Technology or ICT, yoga education, gender, practicum, practice teaching, community engagement, research, etc. Mainly, the curriculum highlights three components: theory, practicum and internship. This program shall help to build up

reflective thinking, understanding of the subject matter, communication skills, and instructive knowledge among the trainees. According to this regulation, the duration of the B.Ed. program is two academic years, which must be completed within three years from the date of admission. Furthermore, it highlights the school internship as part of the field engagement area, which will help the teachers expand their professional competency, proficiency and awareness.

Practicum highlighted the theory–the practice gap in teacher education (Allen & Wright 2014). Nisha, (2009) defines the alternative names of practice teaching such as internship, school teaching, in-school experience, teaching rounds etc. Besides "Internship in teaching as visualized in the Plan and Programme (NCERT 1963) for which an alternative terminology "School Experience Programme" (SEP) has also been used by Secondary Teacher Education Curriculum (NCERT, 1991) is to be designed to provide opportunities to develop a high levelof competence in all aspects of the teacher's work" by Srivastava (2004).

"Preparation of quality teachers has been in great demand over the years. Teacher training programs must be properly designed to prepare a quality teacher. Practice teaching is one of pre-service teacher education's most important practical activities" (Srinivas, 2015). Practice teaching helps the student-teachers to transfer their theoretical knowledge into practical experience. Teachers should be professionally trained to solve classroom communication- related problems (Azeem, 2011).

Srivastava (2004) has depicted in the preface of his book about internship and its development. Teacher preparation is the main ground of teacher education. The concept of 'internship' in the Brown University Programme started in 1909. The development of the internship program in the 1930s depicted the importance of internships during the 1950s and 1960s. The word internship is a plan for future teachers to gain direct experience and knowledge. (Ku, 2017) did a study on the attitude of pupil teachers towards internship using aself-prepared attitude scale from 80 student-teachers. He found no significant difference between the attitudes of males and females. Sushma (2018) conducted a study on a school exposure program to find the difficulties and impart teaching skills during the program.

Internship in school is essential for beginner teachers because it builds their confidence todeal with any situation while practicing teaching. It assists the interns in keeping informed with the latest methodology and content (Kumar, 2016).

Internship is one of the important components of various courses like B.Ed., M.Ed of TEIs. School internship or practice teaching assists student-teachers to build up understanding, responsiveness, and information about home, school and community (Mishra, 2015).

1.1.9 Components of School Internship Programme

According to NCTE framework and guidelines (2016), the student-teachers must go through different activities related to classroom teaching, classroom management, and organization of school-based and community-based activities during the internship period. They must complete some of the activities in the first year and some during the course's internship period. There are some tasks or components according to the NCTE guideline, such as understanding the internship school and the community around, observing the classroom teaching of regular teachers and peer student-teachers, analysis of school syllabus and textbooks, preparation of lesson plans and unit plans, preparation of a question papers and other assessment tools, teaching as a substitute teacher undertake case study of a child, community work, community survey, maintenance of a reflective diary or journal to record day to day happenings and reflections thereon etc. Apart from the mentioned activities prescribed by the NCTE guideline, the TEIs can modify or add some new tasks or components according to the local needs of the students.

1.1.10 NCTE Norms and Standards for School Internship

According to NCTE School Internship Guidelines (2016), field engagement is a part of the teacher education curriculum, which attempts to engage learners and teachers in school. Such attachment over some time in school is called a school internship. Whatever theoretical and pedagogical knowledge interns have gained throughout the training period; they can apply during the internship. Internship helps to make the interns proficient, skillful, experienced, thoughtful and responsible teacher. To make a self-determining and responsible teacher, this NCTE school internship: framework and guidelines has given 25% demand on school internships. According to these guidelines, a school internship includes some rules:

- Training of teachers will be the combined act of NCTE, the State Education Department, schools and affiliating bodies.

- Internship schools will be treated as 'lab or host or internship.'

- Experience in school will be on different grounds, with 80% for government schools and the rest of the 20% in non-government schools.

- A subject expert can guide 3/4 interns as mentor-teacher during the internship period.

- Student-teachers should be treated as permanent teachers in lab schools. The principal and mentor teacher will direct them to act smoothly in all activities inside and outside the classroom.

- The faculty of teacher education colleges, principals and mentor-teachers will evaluate the whole training of student-teachers during the internship.

In India, internship offers first-hand experiences to the interns. They are allocated to take classes starting from the primary to the higher level during the internship period. Besides taking classes, interns must keep themselves engaged in various school works or activities such as helping the regular teachers control students, attending academic committees, seminars, and workshops, evaluating student's attainment etc. (Sharma, 2009).

Teaching internships can develop a positive identity for teachers. During this internship, the pre-service teacher trainee can improve the initial teaching experience, pedagogical practices, awareness and reality towards the teaching profession (Nghia and Tai 2017).

According to terms of NCTE Regulations (2014), the duration of the school internship of the B.Ed. course is summarized below-

Table No 1.1: Duration of B.Ed. Course Prescribed by NCTE

	1st Year	2nd year	Total
Internship Duration	Two weeks (2nd Sem)	18 weeks (3rd Sem)	20 weeks
Total Programme Credit	40	40	80
Internship Credits	4	16 (14+2)	20
Total Marks assigned	1000	1000	2000
Marks assigned for Internship	100	400	500
Weightage in terms of credits	10%	40%	25%
Weightage of Internship in terms of marks	10%	40%	25%

The above table shows that approximately 25% of weightage has only been allotted to this component. It is anticipated that the student-teachers will be able to take on the responsibilities of a teacher after completing the internship program.

1.1.11 Features of the School Internship under GU and DU

The features of the Internship Programme of Two-Year B.Ed. curriculum under Gauhati University and Dibrugarh University affiliated collages concerning the NCTE two- year B.Ed. curriculum:

It is observed that the features of internship of two-year B.Ed. curriculum under Gauhati University and Dibrugarh University followed by the NCTE guideline and framework for a two-year B.Ed. program. It shows that both universities have various activities, tasks or school experiences for student-teachers under the features of the internship program Internship program of the two-year B.Ed. program of TEIs under Gauhati University, organized in the second year. However, the internship program of the two-year B.Ed. program of TEIs under Dibrugarh University was

organized in the fourth semester. In TEIs under Gauhati University, student-teachers must go for practice teaching during the first year. It carries 50 marks as practical marks. Student-teachers must go to school to practice for at least one week in the first year only for classroom teaching. In the second year, student-teachers must complete four four-month internship programs in selected schools by the TEIs. It carries 250 marks. The following table shows the internship activities and marking patterns followed by the student-teachers of TEIs under GU.

Table No 1.2: The Internship Activities and Marking Patterns Followed by the Student-Teachers of TEIs under GU

Sl. No.	Activities	Marks
01	Internship (submitting monthly reports on activities performed by student teachers with proper certification). Student teachers should remain present in their respective schools during school time and maintain a school diary.	25x4=100
02	Preparation of scholastic achievement test cum record (two)	25x2=50
03	Presentation of Internship experiences and viva Voce	100

Paper- 15, Total Marks-250, Internship (4 months)

(Source- Draft Regulation & Syllabus approval of the Academic Council, G.U)

1.1.12 Scheme Evaluation

Internal Assessment: 150 Marks (External & Internal Examiner will finalize the marks) and External (viva voce): 100 Marks. Pass Marks are 40% of the total.

- In TEIs under Dibrugarh University, in the 4th semester, student-teachers must complete all the internship activities such as organization of community camps like socio-economic surveys, based programs like awareness on health and hygiene/adult literacy/disaster management, organizing and participating in literacy /games and sports/music, Sram Dan etc. Apart from these they must complete the

task like preparation of timetable, writing notice, preparation of teaching-learning materials (prepare at least 10 TLMs, five each for teaching two subjects for pedagogy content knowledge), holding examination and evaluation of answer scripts, teaching practice and final teaching practice etc.

1.2 Rationale of the Study

Teacher education has great implications nationwide. Professionally trained, emotionally and academically sound teacher-educators can lead and improve the quality of teacher education in India. The government of India has also been formulating guidelines, plans, and schemes for the quality improvement of teacher education at both state and national levels. Teaching is not only having content knowledge, but it also requires a package of various skills like skills of communication, management, and teaching skills, which include questioning, illustrating, demonstrating, explaining, solving and dealing with a variety of problems outside and inside the classroom etc. (Annual Report of SCERT, Assam, 2015-16). Therefore, before entering any occupation or job, pre-training is necessary to build confidence, skills and knowledge (Veer, 2004).

B.Ed. is a preparation or pre-training course for teaching which will help to acquire knowledge, understanding, skills and attitude toward different aspects of teaching and helps to be a proficient teacher after completing the course (Sharma, 2009).
School internship is one of the major components of the B.Ed. curriculum. Internship is a criterion for many universities and colleges. However, how they implement, supervise and access their internship experiences is a matter of concern (Ann, 2018).
Building a strong foundation of practical and field-based activities in pre-training courses is necessary. During the internship, student-teachers may link the concept of theory with pedagogical skills in a real school setting. Therefore, the planning and organization of the internship should be systematic. Internship helps the trainee to develop their teaching skills as real qualities of trained teachers and accept their duties and responsibilities. It helps them be familiar with the differences between theory and practice (Chakrabarty, 2016). Practice teaching covers various activities, dealing with human and material resources, theoretical understanding, practicum, field-based activities etc. It is a path where student-teachers are trained under expert teachers. Through practice, the student-teacher gets first-hand experience in teaching while dealing with varied levels of students in the classroom (Mohan, 2016).

The internship experience allows the student-teachers to communicate with supervisors,mentors, and other stakeholders. Internship helps the trainees deal with the students in real

teaching settings. Internship is essential for student-teachers to build their self-confidence, professional values, ethics, and competency toward teaching. Before joining the teaching job,trainees must have a positive attitude and practical teaching experience during the internship.

According to NCTE regulation (2009), the B.Ed. program was one academic year, andstudent-teachers had to develop skills or practice teaching or fieldwork in nearby secondary schools for at least forty days. The NCTE regulation (2014) prescribed these activities into a broad component by the term Engagement with Field. This 'Field Engagement' is for 20 weeks, and these 20 weeks are also divided into two parts. Four weeks in the first year and 16 weeks in the program's second year. The duration of 16 weeks is further divided into 14 weeks for school internship and two weeks for community engagement.

NCTE has given 25% weightage towards school internship in the B.Ed. course. It is mandatory for all the student-teachers. It emphasized 80% attendance for all course work and practicum and 90% attendance of student-teachers on school internship during B.Ed. course. Based on that guideline, the universities of Assam have contextualized it. According to NCTE School Internship Framework and Guidelines (2016), teacher trainees can develop their professional understandings, competencies, skills and positive attitude toward the teaching profession in a school internship.
Draft National Education Policy (2019) has highlighted that by 2030, all B.Ed. programs must incorporate strong practical training for student-teachers in local schools, irrespective of their period. Every B.Ed. program has to connect with 10-15 local schools. So that student-teacherscan continue their internship.

According to Justice J.S Verma Commission (2012), many stand-alone Teacher Education Intuitions (TEIs) are offering B.Ed. programs all over the country, mainly for commercial purposes, which may affect the quality of education. Moreover studies have been done on reflection of trainee teachers on school exposure programme (Jogan, 2018), reflection of instructional technology interns on the school-university internship experience (Tocci, 2016), problems during teaching

practice (Azeem, 2011) , identity development during the teaching internship (Nghia and Tai, 2017), integration of theory and practice during practicum (Allen and Wright, 2014), effectiveness of a school internship (Jogan, 2019) , relationship between internship programs and employment marketability (Prajapati, 2012),status of implementation of project work (Kumari, 2012), technology integration during practice teaching (Shih-Hsiung Liu ,2012), study on practice teaching program (Srinivas,

2015), comparative study on curriculum (Barui, 2012), influence of teaching experience (Vidhyanathan, 2015), problems faced by the natural science student teachers during practice teaching (Aniruddhan, 2005), student perception towards internship program (Otara, 2014)and others.

After a review of different studies, many questions come to mind, like how does B.Ed. college organize internship in Assam? Are the institutions following the guidelines given by the university on internship? What are the various components of a school internship in a B.Ed. program? What are the challenges mainly faced by the student-teachers? (Otara, 2014). The researcher did not find any study on the implementation procedure of school internship and its various components, issues and challenges (Otara, 2014) that emerged during the implementation of school internship in the B.Ed. program in Assam.

This is important to find out students' views towards the mandatory internship program, its experiences and the questions like what inconveniences are influenced by the internship program. The internship has various benefits that help the interns develop professional skills such as interpersonal communication, problem-solving, professional interviewing, verbal presentation etc. (James, 2018). Therefore, the researcher wants to study the most important part of the pre-service training course, i.e., the school internship of the B.Ed. program.

Thus, the researcher raises issues such as the implementation procedure of school internship and studies its various components, issues and challenges that emerged during the implementation of school internship in the B.Ed. program in Assam.

1.3 Research Questions

Following are the research questions for this study

1. What is the implementation procedure of the school internship programme in Teacher Education Institutions in Assam?
2. What are the components of school internship programme in Teacher Education Institutions in Assam?
3. What are the issues and challenges faced by the student-teachers, teacher-educators, principals of B.Ed. colleges and headmasters of internship school during the school internship programme?
4. What would be the suggestive way to improve the school internship programme in Teacher Education Institutions in Assam?

1.4 Objectives of the Study

1. To study the implementation procedure of the School Internship Programme as perNCTE norms and standards of 2014 regulation.
2. To find out the various components of the School Internship Programme in TeacherEducation Institutions.
3. To study the issues and challenges Teacher Education Institutions and Internship Schools faced during the School Internship Programme.
4. To seek suggestions from the respondents for the smooth functioning of the SchoolInternship Programme.

1.5 Statement of the Problem

Teaching practice is an essential and fundamental part of teacher education programs, as it offers aspiring teachers the opportunity to develop their different skills and professional competence in real life (Aglazor, 2017). Iran's teacher education policymakers review the new internship program, pay special devotion to the role of teachers, familiarize more flexibility in internship programs, upsurge the share of dissertations and seminars, and support supervision of internship programs. (Hajazi & Bakhtiari 2021). It is important to have positive effects of internship programs in teacher education, particularly in the two-year B.Ed. course. This is the way to develop teaching skills and incorporate theory and practice for student-

teachers (Ray 2018).

The school internship programme is all for the student-teachers who have enrolled in the two-year teacher training course which is affiliated under the universities in Assam. Considering the importance of school internship programme and noticing the absence of any research undertaken on this topic in Assam the present study has been designed to study the implementation of the program; the components of the program; challenges faced during the program and collect suggestions to smooth transition the school internship programme in Assam.

Hence, the present research problem is titled as "**Evaluation of School Internship Programme of TeacherEducation Institutions in Assam".**

1.6 Operational Definition of the Term Used School Internship

In this study, school internship means classroom teaching as well as all the school-based activities that have to be performed by the student-teachers as a teacher during the internship period.

Teacher Education Institutions or TEIs

In this present study, TEIs mean offering two two-year B.Ed. or Bachelor of Education programs affiliated with state universities, that is, Gauhati University and Dibrugarh University of Assam.

Components

Component means that student-teachers must undertake various activities related to orientation, practice teaching, action research, organization of school-based activities, community-based activities etc., during the internship.

Student-Teachers

In this study, student-teachers mean students studying in different B.Ed. colleges are affiliatedwith the state universities of Assam. The Academic Year includes 2020-22.

Teacher-Educators

In this study, teacher-educators mean teachers offering their service in different B.Ed. collegesare affiliated with the state universities of Assam.

Internship Schools

Internship schools refer to those schools where student-teachers goes for their internshipprogram in Assam

1.7 Delimitation of the Study

1. The study is confined only to a two-year B.Ed. Programme run by Gauhati University and Dibrugarh University of Assam.
2. The study is delimited on 7 Teacher Training Institutions of Assam.
3. The study covered only a sample under two state universities, Gauhati University andDibrugarh University of Assam.
4. Evaluation of school Internship is studied in terms of its implementation procedure,components and challenges during the internship.

1.8 Organization of the Thesis

The thesis is organized into the following five chapters.

Chapter I includes the theoretical background of the study. It draws the meaning of teacher education, the importance of TEIs, the meaning and importance of school internship programs, Norms and standards of school internship under NCTE 2014. The thesis also covers the study's rationale, research questions and objectives, statement of the problem, operational definition of the key terms used and delimitations of the study.

Chapter II highlights the reviews of related studies and the need for the review of related literature. The thesis has been written into four main heads and classified such as international studies and national studies conducted in India as well in Assam.

Chapter III discusses in the thesis the methodology, research design, population and sample of the study, tools used construction and validity of the tools, procedure of data collectionand statistical technique used in the study.

Chapter IV includes the results and discussion of the study.

Chapter V includes the summary, major findings of the study, educational implications, suggestions for further studies and conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 Introduction

The review of related literature means a broad inclusion, orderly identification, information related to the research problems. It includes the information and documents like articles, books, dissertations, abstracts, reviews and other research reports etc. related to research problems. Review of related literature needs to minimize unplanned repetition of research topic or problems (Gay & Mills & Airasian, 2019). This chapter includes the studies that were conducted at the international, national and regional levels on practice teaching as well as internship related activities. The present literature is focus on the following heads:

- *Studies related to teacher education*
- *Studies related to internship program*
- *Experiences during teaching practice and internship*
- *Challenges faced during teaching practice and internship*

2.1 Studies conducted at the international levels

- *Studies related to teacher education*

Carrillo and Flores (2020) in this study explained about online teaching-learning practice of teacher education during covid-19. Descriptive analysis and content analysis was used here. They explained about social, cognitive and teaching presence. They found the need for a complete view of the pedagogy of online instruction that put together knowledge to support teaching and learning. **Waters and Russell (2016)** conducted a study on perception of pre-service teachers towards virtual internship experience being an online instructor. The research has collected date using semi structure interview schedule on six participants. The finding shows that virtual internship practice was usefulness. **Ünver (2014)** conducted a case study on connections of theory and practice in Teacher Education. Through observation the

researcher has collected the data. The result disclosed that the performance of the methods course moderately provided to the student-teachers for connecting theory and practice. The result also shows that the methods courses are helpful in improving reflective thinking and the teaching performances of student- teachers. **Grossman (2009)** completed a study on redefining teaching, re-imagining teacher education. The article explained that teacher education needs to develop a set of practice so that it will help the teachers to build up knowledge, skills and professional identity in this profession. **Bezzina (2008)** explained in their article about partnerships between schools and teacher education institutes. They discussed that this partnership gives a scope to student-teachers to become a skillful and knowledgeable teacher by practicing in schools. **Korthagen (2006)** explained about the fundamental principles for teacher education programs and practices. The study highlighted about seven fundamental principles to create a difference of teacher education programs.

- *Studies related to internship program*

Hajazi and Bakhtiari (2021) conducted a comparative study of internship programme in teacher education of Iran, Australia and Singapore. Purposive sampling method has used by the researchers. The study found that There some similarities and dissimilarity among three countries regarding full-time internships. The study shows that there are some similar contents of internship programme like no restraint of internship training to the classroom and school background, selection and arrange course content based on predefined goals, school practice and teaching. It also found that there are differences between the teacher education programs of Singapore/Australia and Iran regarding amount of internship units and performance.

Hora et al. (2021) explored about online internship during Covid 19 pandemic in 2020-2021. They have conducted case study to collect the results. Due to this pandemic internship activity, structures have become online. They collected data though interview from the student-teachers regarding online internship held during this covid 19 outbreak. The result found that participation of student-teachers in internship during this pandemic was very low and satisfaction level of participation was also very low.

Amin (2020) done a study on the implementation of the internship as a coursework in teaching and learning vocational education. The key points of the present study are to investigate the implementation of an internship programme as one of the pedagogical approaches and assessment methods and to identify the effectiveness of the internship approach as coursework and to analyze the perceptions of students on the implementation of the internship approach as coursework in the teaching and learning process. The finding shows that the students acquire many benefits. Apart from that there are some problems faced by students during the internship programme such as transportation to the construction site, tight lecture schedule, insufficient financial allowance, insufficient time etc.

Miniurova and Belousova (2020) conducted a study on pedagogical internship as a tool of teacher professional formation. The main objective of this study was to recognize the effectiveness of the developed internship program for the professional competencies of future teaches. The result explains that both experts and students recorded the maximum dynamics in the development of general professional competencies.

Theelen (2020) has explained in their study about virtual internships in blended environments to prepare pre service teachers. The aim of this study was to investigate if PSTs‟ professional anxiety could be reduced using virtual internships. They find that no significant difference between the pre- and post-test scores on PSTs‟ professional anxiety. The study depicts that both virtual internships were satisfied with the content and the tasks in the internship and no significant differences were found in professional anxiety, who were PSTs with some previous teaching experience. It concludes that virtual internships can be helpful resources for teacher education.

Özkaral and Bozyiğit (2020) aimed in this study about social studies and geography student-teachers about COVID-19 and online education processes. They have followed qualitative research method using open ended questionnaire. They found that final year student-teachers were affected from this online process as they were unable to attained offline internship completely due to the pandemic. There were some problems faced like lack of sufficient internet access and connection etc.

Tindowen (2019) conducted a study on pre-service teachers‟ evaluation on their

student internship program. The main objective of this study was to evaluate the implementation of the student internship program in the teacher education department. This is a descriptive method of research. Descriptive statistics like frequency and percentage were used to analyze the data. The finding shows internship program is the best path for students to relate the theoretical knowledge in the real classroom situations. There are some challenges and issues like discipline related work, relationship with cooperating teachers and supervisors etc. faced by the pre-service teachers' though they have also gain positive experiences during their internship.

Karunaratne and Perera (2019) did a study on perception on the effectiveness of internship programme. The major aim of this study is to identify existing weaknesses in the industrial training internship programme. Structured questionnaire and semi structured interviews have used here. The study revealed about develops self-confidence, develop social interaction skill, and aspire future education and career.

Filiz and Durnali (2019) explained the views of pre-service teachers at an internship. The objective of the study was to determine the strengths and weaknesses of the pedagogical formation training. Interview technique used here. The result shows that practice of internship programme is useful for teaching in future but they find some disadvantages of the programme like time period of the course is short, crowded classes, teaching staff has negative effects on the students, not satisfied with its overall quality.

Dorkhi (2018) has done a revise on internship curriculum keeping in mind the main purpose that internship needs in all professions as well as the importance of this curriculum in teacher's training. The article highlights the shortcomings and positive points, implementation of this curriculum in University of Farhangian and compares the standards of this curriculum in the teacher training of advanced countries. The study found that this curriculum is helpful in attaining the teaching competencies still it needs toimprove.

Ali and Muhammad (2018) have conducted a case study on role of Internship as an Activity Based Learning. Main purpose of the study was to look at the outcome of internship in professional development and personality development of the students.

Through open ended semi-structured data has been collected. They found that internship on professional development involves profession selection, trained connections, industryexperience, team work and introduction to real world confronts.

Kim and Jang (2015) examined in their study regarding use of technology combination for teaching during internship. Total 102 sample including male, and female has taken for this study. They found from this study that active engagement and enjoyment are there after using Web 2.0 technology by pre-service teachers. It can increase enthusiasm, capability and efficiency among students.

Donkoh (2015) carried out a student internship. The purpose of the study was to investigate the perception of final year students on the student internship programme already they have completed. 209 students selected as sample using purposive sampling technique. The result reveals that students agreed about they gained adequate instructional skills with the help of mentors. The study concluded that the interns did not experience severe challenges during internship. They also agreed that internship for one semesterwas not enough.

Chiang (2015) carried out a case study on internship determinants. The purpose of this paper is to study the determinants of student internship from the viewpoints of college students in Taiwan and what are the differences between local and foreign students during internships? Both local and foreign students get some incentives to join internships. The findings point out that financial determinant, credit points, and salary are the most important factors when they face an internship decision. They emphasize the importance of financial determinants.

Javanbakht (2014) did a study on the attitude of teachers and students towards Internship. The aim of the study was to identify problems of internship courses and to offer its solutions for improving it. Both qualitative and quantitative data has been analyzed using descriptive statistics. The results showed some sort of problems such as lack of knowledge in learning theories, no innovative pedagogy, lack of communication between teacher- educators and student-teachers to discuss their problem during internship, lack of physicalfacilities to apply new pedagogy etc.

Maertz et al. (2014) did research on building successful internships. The main purpose of their study was to seek answers to questions like ‘What kinds of

internships are possible?' The study showed there were many benefits like job-related profit, career-related settlement, and networking/job market remuneration etc.

Heeralal (2014) explained about student teachers' perspectives of qualities of good mentor teachers, qualities of mentor teachers like knowledgeable, experienced, honest, respectful, fair, controlling, flexible, understanding, accommodating, strict, autocratic, organized and sympathetic. The finding shows that there are some qualities students‟ notices as good such as knowledgeable, experienced, and honest. On the other hand, they would not like their mentors to have, for example, controlling etc.

Qazi (2008) studied the perception about implementation of teaching practice in real classroom and the major purpose of this study was to examine the difference between the objectives of B.Ed. programme with its actual classroom execution. Phenomenological method was used. 120 student-teachers have selected as sample using simple random sample technique. They found that ineffective implementation of teaching practice.

Clare and Clive (2003) carried out a study on the internship component of a teacher education program and its opportunities for learning. The objectives are "(a) to find out what distinctive learning occurred during the internship; (b) to determine which features of the internship supported such learning; (c) to explore the distinctive problems of the internship; (d) on the basis of the foregoing, to assess whether the internship should be continued; and (e) to determine how, if it were continued, the internship might be improved." Qualitative research has been done by using open ended interview questions on 12 interns selected purposively as sample. As a result, found that the interns gained various types of learning and aspects of the internship as well as encountered some problems of internship.

- ***Experiences during teaching practice and internship***

Dahri (2021) examined the teaching practice unit of the teacher training program. The major objectives of the study were describing the nature of teaching practice preparation and to find out the difference on perception teaching practice (TP) experiences. A stratified random sampling and Simple random sampling techniques used to select a total 106 samples. The result reveals that two groups of both Arts and

B.Ed. Science students had differences of perceptions on TP preparation and TP in general. The study concludes that they have mixed perceptions regarding the teaching practice preparation and actual teaching practice.

Rufai (2021) examined the impact of teacher educators' professionalism on student teachers' learning. One of the objectives was to articulate the effect of teacher educator's knowledge on student teaching. Using semi-structured interviews and observations the data has collected. The study discloses examples of miss education by some of the teacher educators involved in teaching professional education courses that may create the student teachers' pedagogical misconceptions.

Iqbal (2021) written in their article about the possible contributors to lesson plans and propose a policy for effective lesson plans. A mini-experiment and survey were also conducted for this study. With the help of constructivism theory, gagne's 9 events of learning, and formative assessment they have carried out the research. The results show that most respondents agreed about the learning outcome and lesson plan has strong association. All most majority of the respondents agreed with all the statements given to them.

Vukić (2020) conducted on students' perspective of internship in vocational higher education. The aim of this study is to determine students" satisfaction, experience and attitude toward internship. This survey was conducted on 189 respondents. They used descriptive statistics techniques, non-parametric tests such as Mann-Whitney U Test, Kruskal-Wallis H Test and Spearman's Rho etc. As a result, they depict that the majority of students were given employment opportunities during internship. They found that the respondents are satisfied with the mentor's assessments and less satisfied with the school support during internship.

Okoro (2019) did a comparative study of teaching practice outputs in public and private secondary schools. Through stratified random sampling technique, a total of 144 samples has selected for this study. The study found the performance of public school (68.76%) is higher than that for private school (59.12%). It concluded that there are some problems faced with teaching practice exercise.

Retnawati et al. (2018) found in their study that teacher trainees have good ability to carry out the teaching practice, but they have to work on to get better classroom

management. They completed a qualitative study using a phenomenology approach. They used open ended questionnaire to fulfil the aim of the study that is related to readiness of the teachers' trainees divided into sub themes like practice teaching of students, the students' ability during teaching practices, the barrier faced during the teaching practices etc.

Aglazor (2017) also studied about the major elements involved in the teaching practice mainly three dramatis personae such as supervisor, host teacher and aspiring teachers. The study said that host teacher has an imperative role to shape the aspiring teacher's professional growth and development. The study also explains the role of teaching practice in teacher education. According to the study, through the teaching practice aspiring teachers can develops taking daily responsibilities, communication plan, semester teaching plan, presentation of plans etc. The findings show the complete aim of teaching practice is to provide aspiring teachers with thought-provoking and appropriate field experiences. It will help them to improve the necessary skills and professional identity to become effective teachers. It also shows the teaching practice program is well-structured to connect the gap between theory and practice and to appraise the proficiency of aspirant teachers.

Miricescu and Tabusca (2017) also presented about situation of school practice and internships in Romania. They found from the responds that some of them was extremely satisfied and very satisfied. Lack of experience take part a big role in not getting a properjob in our country after graduation.

Msangya et al. (2016) conducted a study on teaching experience. The major objective of this study is to look at the experiences of student-teachers as a tool of learning. A large sample was taken for this study, and they used a semi structure questionnaire. The result showed in their study that there were some challenges that arise like the mismatch of the teaching practice period, lack of monetary support, assessmentproblems, inadequate support, disciplinary problems etc.

Uygun and Akıncı (2015) conducted a comparative study to know school experience and teaching practice activities and courses in Turkey and England. Descriptive analysis has been done. They find that activities carried out in England consist of performances which are based on training, extend to the educational

process, planned by different institutions.

Toom et al. (2015) conducted study on patterns of reflection in student teachers. The paper is based on theoretical ideas. The method consists of video-recorded lessons, stimulated recall interviews, reflective discussions and portfolio writing. The samples of the study were eight student teachers (six females, two males). The study highlights the basic structure of student teachers' reflective thinking. The studyfound that student-teachers can concerns realistic issues on teaching.

Mudzielwana and Maphosa (2014) carried out a case study to establish teacher-trainees experiences of being observed teaching while on teaching practice. Qualitative research paradigm has been adopted here. Purposefully 25 participants selected as sample. The study explained that teacher-trainees experienced both positive and negative experiences of being observed teaching such as nervousness, lack of confidence, fear of making mistakes, excitement, and unawareness of expectations from mentor/supervisor, sense of improvement over time etc.

Endeley (2014) did a study on teaching practice in Cameroon. The aim of this study was to find out the effectiveness of the teaching practice model by using descriptive survey method. Randomly 400 students from final year 300 students from second year, who had teaching practice experience, had taken as participants. The researcher used a closed- ended questionnaire and the items analyzed using descriptive statistics. As a result, found that supervision and duration of practice teaching is necessary to improve.

Odio (2014) had completed a study on influence of the internship on students‟ career decision making. They used a longitudinal approach and qualitative analysis to fulfill the objective of this study. Purposively participants were chosen. They find that internship plays the foremost part in shaping students‟ career path. Still, some of the student'suncertain regard their future. There were some stresses faced by the students like lack of clear or sufficient instructions, unclear how to accomplish their tasks, uncertainty etc.

Danner (2014) examined student-teacher's perceptions of the source of teaching practice related anxieties. The data has been gathered from 277 undergraduate students with the help of a questionnaire. The result gives an idea that anxiety is an

actuality student teachers face during teaching practice irrespective of gender and year in programme. Also, the finding shows that student teachers did not differ in their perceptions of the sources of teaching practice related anxieties.

Chiang (2014) aimed in this study to study the evaluation on internship decision from the students' view. Survey states that all the senior students including female had joined in the internship course for the first time. The study suggests a Multiple-Criteria-Decision- Making evaluation model on the internship decision from the college students" view in Taiwan. The study evaluated some dimensions of student internship such as enterprise factors, financial factors, school factors, non-financial factors etc. The result shows incentives provided by the enterprise and school does matter.

Matoti and Odora (2013) also investigated student teachers' perceptions of their experiences of teaching practice. This is a quantitative, descriptive research design. A self- constructed questionnaire was administered on 48 students both male and female. They found that student teachers were satisfied with their school experience. Their confidence level in teaching was high. They also find some weakness of student teachers" in managing a few areas like use of teaching aids and the use of different assessment techniques.

Silva and Teixeira (2013) also conducted to a study on internship experiences of students. Qualitative study has been done using semi structured interview schedule. The result shows that internship experiences help the students to build up the confidence in career adaptability.

Mannathoko (2013) has investigated about how practice teaching prepared student-teachers to teach Creative art. Qualitative case study had done here. Both male and femalehaving teaching experiences has participated in this study. The study revealed that there was a lack of assistance from the supervisor, inadequate planning of student-teachers to expand them as eminence trained during the teaching practice. With the help of a qualitative case study, the researcher found that the tutors of them were not subject specialists and there was lack of assistance for the trainees during the practice teaching period.

Komba and Kira (2013) has investigated in his article that how the practice

teaching arranged by the universities and the effectiveness of teaching practice in improving student teachers‟ teaching skills. Taking 191 student teachers as sample this study has conducted qualitatively. As a result, they found that the duration for practice teaching was less for the trainees, inactive supervisors. Majority of the responded said that they were

not much helped from this teaching practice. Therefore, the authority needs to improve the procedures for trainees.

Uçar (2012) has done a study on teaching practice. The study was completed using qualitative research design. The purpose of the study was whether the process of teaching practice attains its aim or not. The data was collected from 145 participants, administrators of practice schools, 86 mentors and 37 mentees with the help of face-to- face interviews and group discussions. The finding shows that that participant of the practice teaching process faced some problems related to duration and schedule of the practice, communications, practical problems etc.

Caires et al. (2012) tried to study experiences, their feelings, cognitions and perceptions of student-teaches using some major dimensions regarding teaching practice. The result showed that they faced some kind of unfavorable experiences like stress, sense of weariness and „vulnerability‟ duringteaching practice.

Green and Farazmand (2012) have written in their study about experiential learning. The main purpose of this study was to examine learning outcomes of live case courses from students who had previous internship experiences. They found in their study that previous internship experiences perk up live-case course projects learning outcomes.

Kirbulut and Bektas (2011) investigated in the study about experiences of teaching practice of prospective teachers. Phenomenological method used here. Using semi-structured interview data has collected from the samples. The study concluded that the importance of lesson plan preparation, importance of dialog with their mentors etc.

Akcan and Tatar (2010) completed a study on nature of feedback given student teachers during their practice teaching experience. They have conducted an exploratory case study. The responds of the study were 52, English student teachers,

four supervisors and 30 cooperating teachers from 10 primary and secondary schools located in Istanbul. They collected data with the help of field notes, formal classroom observations of student teachers, written evaluation sheets done by cooperating teachers and supervisors, self- evaluation reports, journals and video recordings. They started the data collection process during spring semesters of the 2005–06. The study found on giving feedback as a reflective practice, content of the university supervisor feedback, content of the cooperating teacher feedback.

Kiggundu and Nayimuli (2009) had conducted the study keeping the main aim as to know about student-teachers experiences during teaching practice as well as perception towards teaching profession. The qualitative method has followed using semi-structured interviews. They found that few mentors successfully completed the guiding process to the student-teachers. Student-teachers faced some problems during that practice teaching period, and it has led somewhere their negative attitude towards teaching profession.

McKinney (2008) carried out a study on internship experience. The objective was to find the differences after completing a traditional internship experience for urban schoolteaching. The researcher used descriptive statistics like t-test for data analyses. Thefindings showed that there is no significant difference between pre- and post-test scores.

Poulou (2007) conducted a study on student-teachers‟ concerns about teaching practice. The aim of this study was to make out the reflective topics and to draw out student- teachers‟ fear, worries, viewpoint and feelings which conquered their teaching practice. The information had collected during eighth semester of teaching practice from 52 females and 7 males. The study concluded saying about worries and suggestions of student-teachers‟ learning experiences of their teaching practice, developing effective teaching placements. The study said that the teaching process helped the students to know the practical aspects of the profession and it helps the student-teachers to develop theirpersonal and professional identity.

McKinney and Finke (2004) did a study on internship experience for student interns. The aim of this study was to determine if there was a difference in the internship experience between student interns placed in either an urban professional development school or an urban non-professional development school. 59 student

interns participated in this study. They used descriptive statistics, and a multivariate analysis of variance to analysis the survey data. The finding shows that there was not a significant difference in the internship school setting.

Robert et al. (2004) explored in their study about development of 23 beginning teachers during school internship along with some dimension such as relationship with students, professional commitment, sense of responsibility, emotional state, dominating concerns etc. They portrayed teaching is volatile, composite duty and interns faced some issues during internship.

Ngidi and Sibaya (2003) studied anxieties experienced by student teachers during the practice teaching. The aims of the study were to determine whether there is any relationship between student teachers' personality factors and anxiety levels regarding practice teaching related factors. Volunteer participants have chosen for this study. They have taken two weeks of lesson observation in schools. As a result, they found that student teachers did not differ in the way they experience anxiety from practice-teaching- related factors.

- *Challenges faced during teaching practice and internship*

Kamukwema and Neumbo (2021) also tried to find out challenges that student teachers experience while going for school-based studies in teaching in terms preparing lesson planning, assessment, and selecting inappropriate method of teaching, classroom size, facilities and learners‟ attitude. The objective also includes the positive aspects the student teachers experience about school-based studies. Case study research design has used by them. The study found that preparing five lessons per day, formulate lesson objectives, managing overcrowded classes, using unsuitable teaching methods, de motivated to make their own teaching-learning materials, lack of appropriate understanding to deal with learners‟ attitude etc. was some challenge for the student- teachers.

Bunyami (2021) did a study on the pre-service teachers‟ internship program during the pandemic. The purpose of this research is to determine issues and challenges faced by pre-service teachers during online internship program. They used qualitative analysis method. The finding shows that 42% of the participants had bad experiences in conducting online teaching. They faced problems like lack of good

internet connections, some students had no smart phones to join, and student's participation is less. 24% of the participants said that students 'motivation, interest and attitude were important factors for students' involvement in learning online.

Bhatt (2021) conducted a study on practice teaching announcement by the supervisor to the teacher trainees. Using simple random sampling technique, a large sample has selected. Questionnaire and interview protocol has used for this study. The practiceteaching observations by the supervisor includes eleven sets of skill. The result of the study explained that general remarks by supervisors.

Aldabbus (2020) also done a study to find out the challenges encountered by student teachers in practicing teaching and the possible suggestions to overcome these challenges.A qualitative case study has been conducted. With the help of open-ended questions and semi- structured interviews data were collected from twelve student teachers and four supervisors. The finding reveals some kind of challenges related to schools faced by the student teachers like discouragement to use new strategies for teaching, faced difficulty to maintain between quantity and quality of teaching, interference from the side of the schoolteacher in teaching sometimes. Moreover, the finding also depicts several challenges related to supervisors like not receiving constructive feedback from their supervisors, giving inappropriate comments while guiding them. On the other hand, study also find some challenges related to student teachers like facing difficulty in preparing a well-organized lesson plan, lack of classroom management, the student teachers lost control over their students and the class etc.

Yikealo and Karvinen (2018) explored the strengths and challenges of the teaching practice program and how this program is planned in the College of Education. The study also tried to focus the readiness of student-teachers to the practice as well as their maturity for the teaching profession. A qualitative study was conducted taking 104 participants. The findings disclose that teaching practice is a short time program, though cooperating teachers and supervisors are involved actively in this program. Moreover, most of the student-teachers considered practice teaching take part an immense role to prepare them for the teaching profession.

Anthony (2018) assessed challenges faced by the student-teachers during teaching practice. The main purpose of this study was to identify the classroom management challenges, to assess the practicing school environmental challenges, and to find out instructional challenges faced by student-teachers during teaching practice period. Using purposive sampling technique 160 student-teachers including both male and female has selected for this study. They find that all the respondents agreed about controlling large size classes and pupils‟ sitting arrangement is a challenge for the student-teachers during practice teaching. Apart from that they also explored some other challenged faced by the student-teachers like lack of accommodation for the student-teachers, lack of science laboratory and inadequately equipped ICT laboratory and libraries, lack of friendly relationship between the supervisor and the student-teachers, non-availability of subject matter textbooks for pupils, female student-teachers come across sexual harassment by some school-based mentors and supervisors during teaching practice.

Baskan and Ayda (2018) had done a case study on problems of teacher training programme. Using interview technique qualitative study has done. Content analysis is used for data analysis. They find some biggest problems in teacher training like scarcity of pedagogical formation education, appointing teachers for political gains, in-service training not being planned etc.

Parishani and Khorooshi (2016) carried out a study on challenges and opportunities of internship. Mainly this study looked at the challenges and opportunities of the internship course at Farhangian University from the perspective of students. The study is descriptive analytic research in nature. Semi-structured interviews have conducted with the passed- out students. The study found that the internship course has some problems mainly regarding curriculum and implementations such as the course is very time consuming, not flexible, lack of proper cooperation by the teachers, professors, long distance between the school and the university, the teachers‟ lack of motivation, lack of proper collaboration etc.

Koross (2016) conducted this study to investigate the student-teachers experiences and challenges faced by students-teachers during teaching practice. The objective also includes the impact on their perception of the teaching profession. Using questionnaires survey design has drawn. Randomly 100 samples have been selected

to collect the data. The study concluded that practice teaching is very helpful, and it provides an opportunity to develop their professional capability. The finding also shows that they faced some kind ofchallenges including geographical challenges like walking for a long distance to the school, administrative issues, supervision problems, financial challenges etc.

Ngwaru (2013) also conducted a study on experiences, opportunities and challenges faced by the student teachers during practice teaching. This is a qualitative research study. Utilizing document analysis and focus group discussions the study has completed. The result shows that there were quite a few challenges faced by the student teachers.

Bukaliya (2012) conducted a study on the potential benefits and challenges of internship programmes. Research question were what institutional benefits are and how do students benefit for the internship programmes in ODL? What challenges are faced by the interns? Mixed methods approach has used. Questionnaires and interviews were conducted for data collection. A total of 75 students have selected by using simple random sampling technique for this study. As a result, found that minimum respondents state that internships have no benefit at all to an ODL student.

Karsenti and Collin (2010) highlighted in their study about teaching challenges come across during the internship. The main aim of the study was to know how ICT helps the teacher trainees to prevail over the challenges faced during the internship. Taking a large sample, the researcher collected the data using questionnaire. Lastly, they discussed that there were some problems faced like classroom management, planning, evaluations and they found some potential benefits like motivation using ICT during internship to minimize the challenges.

Tok (2010) studies was to find out teacher candidate's problems about teaching skills during the practice teaching. The researcher has done qualitative study using 40 samples for this study. The study found that some problems about planning, subject matter knowledge, time management etc.

Paker (2000) studied the problems faced by the student-teachers during practice teaching. A total of 60 student-teachers were randomly selected for this study. Questionnaires are used to collect data. As a result, found that lack of supervision by

the mentor or supervisor, lack of constructive feedback and issue regarding giving feedback by the mentor towards classroom management, time management etc., and lack of mentor teacher's training.

2.2 Studies conducted at the national levels

- *Studies related to teacher education*

Kundu (2021) aimed in this study to find out the attitude of stakeholders towards implementation of the four-year integrated B.Ed. programme. Using descriptive survey method this study has completed. With the help of the Purposive sampling method 230 samples were selected for this study. The study found that this programme is good regarding accomplishing educational objectives, building up enough information, skills and unlike capabilities.

Parvin (2021) has aimed in this article to study the problems and concerns of teacher education. She found several problems like lack of adequate physical infrastructure, the ratio between demand and supply of teachers, low standard methods of teaching, conventional curriculum, setback of supervision, too little empirical research, proceeds orientation of education, stress among teachers due to excessive workload, rising class sizes, poor management, workplace singling out, lack of job safety etc.

Albina (2020) also conducted a comparative study on Pre-Service teachers „practice teaching with and without ethnographic lens. She has done a qualitative ethnographic case study. She collected data through in-depth interview and Observation of classroom teaching, the communication between teacher and students, the gain level of teaching competencies, student s behavior in the classroom, classroom management etc. As a result, she found that pre-service teachers „teaching practice with ethnographic lens have high and positive impact on student „s behavior in the classroom, classroom culture classroom management etc.

Gupta and Rakwal (2020) aimed in their study to assess the perceptions of teacher trainees towards the two-year teacher education programme in terms of duration, pedagogy, curriculum and innovation. Using random sampling 200 samples has participated in this study. The study is descriptive in nature. A questionnaire „Teacher Trainees Perception Assessment Questionnaire" has developed to fulfill the

objective of the study. The study set up that teacher trainees are in favor regarding the duration of the programme and it is not wastage of their time according to the teacher trainees.

Hoque et al. (2020) also conducted a study about perception of teacher-educators.The main objective of this study was to assess the perception of the B.Ed. teachers. Descriptive survey method has been used. Randomly 150 teachers have selected. Both descriptive and inferential statistics are used. The finding shows that mixed types of perceptions teachers have towards teacher education programme. They agreed mostly for positive impact of secondary teacher education programme.

Das and Gogoi (2020) did a comparative study on B. Ed curriculum of two university of Assam. One of the objectives of this study was to analyses and compare the existing two-year NCTE curriculum framework for two-year B.Ed. programme concerning the features of the internship programme, to study the views of the teacher educators on it and to study the problems faced by the teacher educators during the course. Descriptive research method was followed. Using incidental sampling technique, they selected 24 teacher educators. A questionnaire was developed for the data collection. They find that the engagement with the field and school is directly mentioned under each course. Both the universities clearly stated about the initial school experience/ internship (I) under the features of the internship programme.

Gupta and Rakwal (2020) have completed a study on perceptions of trainees towards two-year B.Ed. programme. They included major four areas in the tool to fulfill the objective of the study like curriculum, duration, pedagogical aspects and innovation. As a result, they found that trainees had a positive perception towards these areas of B.Ed. programme. The findings show that the student-teachers had overall positive perceptions towards the duration, pedagogical aspects, curriculum, and innovativeness of the two-year program. There were significant differences in perceptions between students from private vs. government colleges, as well as between B.Ed. and M.Ed. students.

Azmi and Kader (2020) have done study on effectiveness of two-year B.Ed. course for development of professional capacities among prospective teachers. Taking 66 student- teachers the researcher has conducted a descriptive survey. Percentage

analysis is used for data analysis. The study concluded that most of the student-teachers agreed that two-year B.Ed. course helps in improving professional capacities and this curriculum has engagement with the field works.

Tochhawng and Hnamte (2020) did a comparative study on Curricular Structure of B.Ed. course between two universities. A semester is committed to internship programme. Both the Mizoram University and Northeastern Hill University followed the NCTE guideline 2014. This article showed the slight differences in conducting internship for student-teachers.

Sharma and Parey (2019) highlighted in this study about new policies of NCTE and thefuture of teacher education in India. The article shows that there are some kinds of quality issues such as lack of mastery over subject, shortages of suitable facility in teacher education colleges, less chances for professional development; grant received from the government is fewer etc.

Sahoo and Sharma (2018) also did study on perception of student-teachers towards reform of Teacher Education Programmes. The sample consists of 200 students. Questionnaire has used as a tool for this study. Descriptively the data analyzed. The findings show majority of students have positive opinion regarding time duration as a whole restructuring of teacher education programme is favorable. The study also highlighted areas like timetable, duration, teaching strategies, activities, evaluation etc. of the course. Findings also show that most of the student-teachers had favorable views towards duration and reforms in teacher education course as per NCTE regulation 2014.

Srivastava (2017) explained in her article about two-year B.Ed. course and school internship. She has written about all the activities of internship that have to do by the student-teachers during the B.Ed. course.

Adhikary (2017) conducted a study to investigate the perception of the teacher trainees towards the new two-year B.Ed. programme. A questionnaire and secondary source of data was used to collect the data for this study. The result showed most of the students have negative perception regarding economic aspects like admission fee is too high and duration of the programme. The trainees depicted a kind of diverse perception towards the course.

Ahmed and Sharma (2017) did a descriptive study on restore of pre-service teacher education. They studied about the increase duration of B.Ed. course by the NCTE 2014 regulation. With the help of a self-made open-ended questionnaire, the researchers had collected data regarding perception, benefits and issues practised by 60 student- teachers during B.Ed. course. They used purposive sampling technique to select sample. The study reveals that both positive and negative sides are there for increasing period of B.Ed. course prescribed by the NCTE.

Kaur (2017) wrote in his article about the impact of NCTE teacher education programme. Descriptive survey method has been used for this present. Finding shows that after the establishment of NCTE various facilities like classrooms, computer laboratory, girls' common room, hostel, seminar room, multipurpose hall etc. have been increased in teacher education programme.

Dhawan and Verma (2017) attempted to study the quality of the curriculum and practiceteaching of B.Ed. programme of Garhwal University, the Central University. The major objectives of the study were to analyze the practice teaching programme and the curriculum of B.Ed. programme. Normative survey method has been adopted. They concluded that the curriculum of the practice teaching should be changed, and duration should be increased.

Deka (2016) did a study on issues in teacher education in Kamrup district of Assam. The objectives of the study were to problems of present system of teacher education and to study views of teacher educators and teacher trainees. Descriptive survey has been done using questionnaire and interview. A total of 90 teacher trainee and teacher educators with the help of judgement sampling method. The finding depicts that they find some main hurdles like not enough staff, untrained teacher educators and lack of financial resource etc. Respondents agreed that they were not satisfied with quality of teacher education institutions and programmes.

Swain and Borah (2015) highlighted in their study about Teacher Education in Assam. The article highlighted that teacher education institutions are facing many problems due to inadequate infrastructural facilities, lack of teaching-learning materials, laboratory equipment and qualified staff.

Barua (2015) conducted a study on perception of teacher trainees regarding learning

enhancement of B. Ed programme. The major objective of this study was to find out and compare the perception of teacher trainees of Public and Private-Funded Institutions in respect to some key areas. Using questionnaire, the data has collected from 974 teacher trainees as sample for this study. The result found that there was significant difference in the perception of teacher trainees on the other hand; trainees of Public-Funded Institutionshad more favorable perception than trainees of Private-Funded Institutions.

Sain and Kaware (2014) also explained in their study about challenges and quality of teacher education in India. The paper emphasis the teaching society, initial teacher education organization, curriculum, induction of beginning teachers, quality assurance and teacher policy of teacher education.

Allen and Wright (2014) made a study on the integration of theory and practice during practicum in the in the pre-service teacher education. Mixed method has used in this study. The main purpose of the study was to know the factors and hinder in integration of theory and practice during practicum. Through purposive sampling technique the researcher has selected 265 students of the Faculty of Education's graduate-level entry Master of Teaching programme. Follow-up interviews, open and closed ended questions were used for data collection analysis and quantitative and qualitative data analysis was used. Simple percentage and mean were calculated for statistical part of this study. An interpretive approach was used in this study. Main finding shows the beliefs of the student-teacher towards theory and practice has impact on their practicum experiences and participants expressed that highly valuable practical experience with theory knowledge.

Chennat (2014) explained in this article about practical perceptive of the internship programme of pre-service teacher education programme in India with put in from a conceptual understanding of the of pre-service teacher education programme in other countries like Canada, Finland. The study focused on the challenges faced by the teacher education institutions such as school related challenges, internship tasks related, supervisor, school teacher, time, mask related, difference between perceptions, etc. The study highlights that internship programme in India can improve in India with referenceto other countries mentioned in the article keeping mind the socio cultural and educational contexts of the country.

Salam and Khan (2013) have discussed in their study about teacher education at school level in Assam. The aim of this paper is to know the status of the teacher education system in Assam. The study discussed some general objectives of teacher education like to develop competence, understanding, interests, attitudes and skills etc. among teachers. They also draw attention to some of the clear defects of teacher education program such as defective courses of studies, faulty methods of teaching, absence of professional attitude, isolation of teacher education department, poor academic background of student teachers, lack of proper facilities, inadequate empirical research, insufficient financial grants etc.

Claudius et al. (2013) are being a central element of teacher education; practice teaching helps to gain actual teaching-learning experience. In their study effectiveness of teaching Practice in improving student teachers‟ teaching skills found that eight weeks of duration was inadequate to improve teaching skills and effective practice teaching, guidance, supervision was hopeless, poor. Student-teachers were less benefited from practice teaching though proper authority to maintain quality of teacher education.

Akbar (2013) did a study on beliefs and practices of teacher educators. The major aim of this study was to examine the gaps between teaching beliefs and teaching practices of teacher educators teaching new curriculum of B.Ed. (Hons) and ADE in universities and affiliated colleges in Punjab. They have used a mixed method approach. They have used observation and interviews for data collection. As a result, they found that most of the teacher-educators conviction preparation of lesson plan, writing objectives of the lesson and sharing these with students etc. are essential for an educator.

Sharma (2013) evaluated in his study curriculum transaction procedures. The objectives were to make the content analysis of curriculum to study the curriculum transaction procedures of secondary teachers and study the availability and utilization of some selected resource centers. He used rubrics and self-developed questionnaires as tools. Content analysis, descriptive survey method and Flanders' Interaction Analysis Technique of classroom observation have been used. The researcher has selected 34 Colleges randomly including 22 Subject Experts and 214

Teacher Educators for this study. As statistical techniques he has followed range, mean, frequency, standard deviation, counts and percentages. Both qualitative and quantitative data analysis has done by him. As finding it shows that in teacher training colleges have inadequacies in the curriculum or course- framework its transactional procedures.

Barui (2012) has done a comparative study of the secondary teacher education curriculum in West Bengal and Assam. The objectives were to examine the prescribed curriculum, to ascertain the status of implementation of B. Ed of the curriculum and instructional materials of Assam and West Bengal, to study the evaluation procedure, to study problems faced while implementing recommended curriculum by the institutions and the teacher educators. She used the survey method including both qualitative and quantitative data analysis. Teachers'' information, interview schedule, college information, official records, questionnaire, problem check list has followed as tools for the present study. With the help of stratified random sampling technique, she has selected 16 Secondary Teacher Education Colleges from both Assam and West Bengal and 103 teacher educators as sample. The major finding shows that the curriculum of B.Ed. is not enough and un-revised for a long period and NCTE prescribed curriculum is not implemented properly in both the states.

Dwivedi (2012) did a study on issues and challenges of teacher education in India. The main purpose of this paper is to offer an overview of teacher education problems and issues and challenges in teacher education. The article highlighted about problems of teacher education like defects of selection procedure, short duration of the course, incompetency of student teachers, supervision of teaching, lack of subject knowledge, poor academic background of student-teachers, lack of proper facilities, inadequate empirical research, lack of up-to-date books and materials etc.

Desai (2012) too carried out about problems of teacher education in India. The study discussed some of problems of teacher education such as fault of selection procedure, short duration, lack of adequate opportunities for student teachers to increase capability, shortcoming relating to papers, barrier in the development of pedagogical skills etc.

Santhakumari (2012) attempted a study on the perception of teacher educators on the practical aspects of secondary teacher education in relation to gender, subject, and locality, nature of institution, experience, and educational qualification and to analyze the perception of teacher educators towards the various practical components. For this present study, the researcher used normative survey method studies which explain and interpret what exists at present. The researcher has used stratified random sampling technique to select the sample and interview technique has been used to take the views of teacher educators on the components of various practical aspects of secondary teacher education. The finding shows that there is no significant difference in perception of practical aspects between male and female teacher educators, but females have a higher level of perception.

Yadav (2011) did a comparative study the different issues of pre-service teacher education programme in India, Sri Lanka, Bangladesh and Pakistan. A questionnaire has been developed to collect the data. It concluded that the course is more theoretical thanpractice. The respondents of a few countries uttered that length of the B.Ed. course should increase into two years.

- *Studies related to internship program*

Soy (2021) has reflected the covid19 impact on internship programme. The aim of this study was to find out the impact of Covid-19 on internship programs on professional development of the students. Descriptive survey method has used. With the help of purposive sampling technique sample has selected. The result showed that the majority of thestudent-teachers said that covid19 pandemic has badly affected the internship programme for improving professional skills.

Sahoo and Rautaray (2021) explored the use of social media in teaching and learning process during school internship programme. Purposively 24 students were selected to collect data. They found that participants used various social media sites like YouTube, Wikipedia, Blogs, Google plus, Google Scholar in teaching-learning process during internship of B.Ed. programme. It helps the students to Increasing the participation and collaboration, students‟ engagement etc.

Sharma (2020) also conducted a study on the importance of internship program in teacher's training programmes like B.Ed. and D.E L.Ed. The objective was a

comparative study of the entire situation of school in the school-based training program. She used both the primary and secondary sources of data. The study concluded that internship experience is meaningful to improve self-confidence knowledge among student-teachers regarding teaching profession.

Paramanik (2020) did a case study on the organization of school internships in secondary teacher education institutions. An in-depth case study has been done using purposive sampling method. The researcher has conducted thirty interviews of student-teachers, four focus

group discussions with student-teachers and nineteen school teachers and eight teacher educators were also interviewed. The study mainly found that majority of the student teachers used TLMs during presentation of lesson. The student teachers mainly follow lecture-cum-discussion method.

Jogan (2019) conducted a study on the effectiveness of school internship programs. The main objectives of the study were to study the internship program and evaluate the impact of this program on the interns. Again, to find out the constraints faced by the trainee teachers during internship and to understand the process of internship program in detail. Descriptive survey method has been used. With the help of purposive sampling technique all the B.Ed. trainee teachers have taken as sample. Self-developed questionnaire used by her. Simply percentage has calculated for statistical analysis. The findings showed teacher trainees were highly satisfied with the proper implementation of the program.

Najmuddeen and Areekkuzhiyil (2019) conducted a study on role of mentors and supervisors during internship. Using purposeful sampling technique, the researcher has taken 15 teacher-educators as samples. The finding shows that samples teacher educator was not aware about the NCTE guidelines for school internship published in the year 2016.

Rai (2018) has highlighted in his article about internship programme and role, responsibilities of NCTE, role and responsibilities of Teacher Education Institutions, role and responsibilities of internship schools. He has written in his article that during internship student-teachers have to complete a variety of works like classroom teaching, classroom management, organized school based and community-based

activities. Using secondary sources of data, he has explained about the internship programme of two-year B.Ed. course which is sifted from a one year to two-year course.

Kumar and Thapa (2018) conducted a study keeping in mind the perception of student-teachers towards internship, benefits and challenges of internship programme of B.Ed. course. Descriptive survey has been done using simple random sampling technique. The result showed that 36.15% of the male and female student-teachers were in favor of internship. On the other hand, 66.15% of student-teachers were not in favor of the 20 weeks internship program. The study found some benefits as well as challenges of the internship programme.

Chowdhury (2018) conducted an article on implementation and challenges of extended curriculum of two-year B.Ed. course. She has written on changing state of internship and problems may occurred during internship like lack of cooperation from school staff, medium of instructions, unplanned timetable, irregular supervision, Adjustment problemsand lack of seriousness on reflection writing.

Jogan (2018) made a study on reflection of trainee teachers on school exposure programme. The objectives of this present study were to identify the role and management of the department, to find out the problems and challenges and its suggestion for improvement and skills of teaching during the school exposure programme. The internship, resilience and negotiations of professional practices were found to be significant.

Ivanova (2017) carried out a study on school-based internship for the teacher trainees. The objective of this study was to evaluate and compare the usefulness of internships for the trainees before and after the teacher training course. Using questionnaires, interview and observations methods and data was collected from the samples. The result found that internship had great effect to become a teacher. It is necessary for future teachers.

Khan (2017) had done a study on experiences of student-teachers and teacher educators regarding implementation of theory, classes, curricular activities, and internship during 2-year B.Ed. course. Using purposive sampling technique, the researcher had done descriptive survey method. The results revealed that more unfavorable experiences of B.Ed. students and teacher educators mainly in internship programme in two-year B.Ed. program. On the other hand, some of them had moderate experiences during the course. As a result, found that extended internship is hard to implement.

Kumar (2016) investigated in his study the attitude of pupil teachers towards internship. He has used a self-made attitude scale to collect data on 80 samples. As a result, he found that there are significant differences between and there are no significant differences between attitude of pupil teachers towards internship in respect to their qualification and Stream and qualification.

Tocci (2016) conducted a study entitled, Reflection of instructional technology interns on the school-university internship experience: An interpretative case study of pre service teacher interns. The main research questions of the study were that i) what are the experiences of pre services teacher instructional technology interns at the conclusion of a school university internship programme? ii) What factors influence technology integration by instructional technology interns? This study was an interpretive case study which is qualitative in nature. The researcher has used the ISTE classroom observation tool which was collected from International Society for Technology in Education (ISTE) and post observation interviews and End –of-programme interviews. The researcher found positive experiences of use of technology in their future classroom.

Nagarathna and Kamath (2016) conducted a comparative study on implementation of internship of two different universities. The objective of this study was to find the practice of writing unit plans in secondary teacher education colleges, to find the number of unit plans and to know about writing, assessment and uses of writing the reflective journals during internship. The study revealed that the majority of the students prepared unit plans from both universities. The study revealed majority of the student teachers expressed that preparation of unit plans have helped in writing lesson plans and helpsto solve problems in the classroom.

Otara (2014) studied on classroom experiences, level of mentor's and supervisor's supervision, benefits of the internship program for the internees in university of Rwanda College of Education. He found internship was favorable for professional development, positive attitude of interns towards benefits from internship and found dissatisfaction of interns due to lack of proper supervision from mentors and supervisors during internship.

Parveen (2012) conducted a study on internship in education. The main objectives of the study were to evaluate the effectiveness of internship program, to identify the problems and challenges that faced during the internship program and suggestion for its improvement. This study also studied the perceptions and experiences of principals of the schools. The researcher has used descriptive survey type and both qualitative and quantitative mode of data collection. A total of 80 student-teachers and 5 principals were selected as samples for this study. Questionnaire and interview schedule for principals were developed by the researcher. The finding shows that for student-teachers internship is an effective way and it has a positive side for student-teachers in teaching profession.

Kumari (2012) studied the present implementation status of project work at higher secondary level school. The main objectives of the study were to study the set criteria, the practice implementation of project work, to study the students" opinion about the project work and to judge the present practice in the context of set criteria for implementation of the project work. Descriptive survey has followed in this study. She used questionnaires as a tool for data collection and used both qualitative and quantitative analysis of data. Frequency and percentages were calculated for the statistical part of this study.

- *Experiences during teaching practice and internship*

Das et. al (2020) conducted a study on COVID-19 pandemic-induced teaching-learning experiences. Cross-sectional study was done using snowball sampling method. This is an online survey developed through Google forms. Five questionnaires planned for teachers, parents, and primary, secondary, and tertiary levels students of the education system in Assam. The finding shows that the majority of the respondents COVID-19 pandemic has influenced their access to education. They faced some challenges receiving education like lack personal

interaction with the teachers and classmates, poor network connectivity at home, online classes exhausting, spending more money on internet subscription etc. Some of the respondents find online learning was a stressful experience. On the other hand, rest of the respondents the whole online learning experience as average.

Barman (2020) also did a study on problems faced by the teachers in secondary level. One of the objectives was to study the problems faced by the teachers at secondary level. She found that here is a lack of Infrastructure facilities, no separate common room for women teachers, low participation of the parents, students came from poor economic background, broke attention, pitiful attendance, addiction on smoking etc. problem faced by the teachers at secondary school.

Najmuddeen and Areekkuzhiyil (2020) did a study on school internship experiences of two visually challenged student teachers. The aim of the study was to gain an in depth understanding of the lived experiences of visually challenged student teachers during internship and analyze how internship affects the way they teach, learn, and live. Visually challenged student teachers were interviewed for this study purpose. Phenomenological research design has been used. The study is qualitative in nature. They analyzed the collected data with the help of analysis framework and finding includes into a few major themes such as lack of freedom, limited mentoring, adaptive instructional and assessment strategies, technological experiences, and relationship dynamics.

Mala et al. (2020) highlighted in their study about impact of internship on regular studies of undergraduate students. The study analyzed the positive and negative aspects of internships of students. A total of 319 respondents have selected using convenient sampling technique. The study was descriptive in nature. They concluded that very a small number of students had chosen for internship program. They find that it helps to develop practical knowledge in the workplace.

Das and Chowdhury (2019) carried out a study on practice teaching of B. Ed students. The objectives are to determine the level of supervision given to internees by supervisors and mentors, examine the problems, issues and activities of teacher trainees in practice teaching and to establish benefits of the internship program to internees. 300 samplesshave selected with the help of stratified random sampling.

They find that well quality researcher has selected 50 trainee teachers through simple random sampling technique. Self-developed questionnaire was used by the researcher for the data collection. The findings highlighted that this type of program has a positive impact on the trainee teachers.

James (2018) did a study on a qualitative and quantitative study of required internships from the students‟ perspective. Mixed method has been used in this study. The major purpose of the study was to study regarding the students‟ perception of benefits from a mandatory internship and its policy, level of satisfaction of experiences. Total 374 Participants had selected from current and former students of the Equine Science and Management (ESMA) Program. For quantitative data analysis the researcher has used SPSS software and for qualitative purpose NVivo software was used. This study found that maximum students had beneficial experiences from mandatory internship programme and also supported requiring internships policy. The finding showed the significant relationships between the primary reason of participating internship, benefits from it, contribution towards their career skills and job.

Nagarathna (2018) carried out a study aiming the objectives of the study were i)to make a documentary analysis of the internship ii) to analyze the extent to which intended curriculum of internship is implemented in different universities iii) to compare the existing Internship practices in different universities. The findings concluded that school internship duration and number of lessons differ from one zone to another. Action Research activities are not mandatory in all the four universities.

Rai (2018) has highlighted in his article about internship programme and role, responsibilities of NCTE, role and responsibilities of Teacher Education Institutions, role and responsibilities of internship schools. He has written in his article that during internship student-teachers have to complete a variety of works like classroom teaching, classroom management, organized school based and community-based activities. Using a secondary source of data, he explained the internship programme of a two-year B.Ed. course which is sifted from one year to two-year course.

Huu and Ngoc (2017) made a study on identity development of perspective

teachers‟ during the teaching internship. The main research question was how a teacher's identity developed during teaching internship. 20 in-depth interviews have been done at the end of the internship programme by the researcher. The present article highlighted only two narratives among the 20 collected regarding beginner teachers‟ identity development in a regional university in Vietnam. The prospective teacher's commitment with the training is not available from trainees, not to attend school regularly, less use of innovative teaching methods, unable to adjust the school environment etc.

Patel (2018) did a study on perceptions, experiences of internship and challenges faced during the internship period. Using random sampling technique, 100 student-teachers have taken as sample for this study. The result showed the majority of the students gained confidence after internship experience. On the other hand, the study that some challenges are faced by the trainees during internship periods such as internship school is far from their residence area, many lesson plans has to prepare, research works, classroom management etc.

Mutende (2017) analyzed the influence supervision practices on the teaching practice performance of B.Ed. Science students. A total of 95 samples has taken for this study. Descriptive survey design has been used. The study found that there is a positive correlation between the supervision practices and the teaching practice performance of the students. It concludes that supervision and evaluations of school-based teaching practice offer practical experiences.

Lamanauskas (2016) conducted research on mentor and student activity and experience during internship. They used a self-prepared questionnaire. 77 students took partin the research. Using content analysis qualitative data has processed. They find the majority of the students point out about a huge mentor support during the internship rest of the mention the intricate support of the mentor. Mentors have a very central importance in thepedagogical internship results.

Winslow (2016) compared in their study about the effect of two internship structures on supervision experience and learning. The purpose of this study was to evaluate their effectiveness in influencing interns‟ experience, beliefs, and knowledge of supervision. This is a quasi-experimental study. 30 graduate students

have taken as participants. They find that internship structure did not affect beliefs about the importance of supervision. The result also reveals that internship structure affected knowledge of instructional supervision.

Dasar (2015) also studied about the issues, predicaments of practice teaching. The study has highlighted that student teachers were anxious regarding some areas such as while preparing lesson plans, while managing classrooms, due to heavy workload etc.

Gupta (2015) also conducted a study on internship experience and perceptions of students towards it. The objectives of the study were also to identify the challenges faced by the student-teachers. The researcher used random sampling technique and selected 80 samples for this study.

Srinivas (2015) did study practice teaching programme in teacher education institutions of Osmania University. The objectives of the study were to study about the process of practice teaching, transactional process of the prepared lesson plan, feedback mechanism followed, and to study the problems faced by school Headmaster or Headmistress during the period of practice teaching. Descriptive survey method used by him. Multi-stage sampling technique adopted for this study. The major finding reveals that the majority of the student teachers attended the workshop and supported that teacher educators conducted workshop on teaching aids before going to do practice teaching. The finding also highlights that the majority of the teacher educators have given orientation on macro teaching lesson plan regarding home assignment, introduction of the lesson, presentation of a lesson and recapitulation of a lesson.

Kagoda and Sentongo (2015) in their study mainly highlighted the perception and attitude of practicing teachers and administrators toward the teacher trainees. The data hasbeen collected using questionnaires and focus group discussion. They found that teacher trainers are adequately trained to use proper methods of teaching like professional teachers.

Cheong et al. (2014) ported in their study about internship experience among students. Purposively sample has selected for this study. In depths interviews has conducted for data collection. This in-depth interview found three main themes like

learning and knowledge is beyond the classroom. The participant learnt from the internship experience which is beyond textbook knowledge.

Ahmad (2014) aimed to find out supervisors' views about supervision during Practice Teaching Programme of B.Ed. students and to find out the average number of pupil- teachers supervised per day by the supervisor during practice teaching. The researcher has used a survey research method. The data has collected from 90 respondents including both male and female. Self-developed tools such as 'Supervisor views Sheet' have been used to collect data for this study. The finding shows that 80% of supervisors verified lesson plans carefully of the student-teachers during practice teaching. It reveals that most of the (58%) supervisors observe that they were satisfied with the general process of supervision of practice teaching.

Ranjan (2013) also conducted a study on practice teaching programme. The main objective of this study was to study the student-teachers experiences during practice teaching programme. Qualitative research approach has been adopted for the study. He has used both semi structured interviews and focused group discussion. He explores that practice teaching offers firsthand experiences of teaching to student-teachers. He also explains that according to some respondents there was lack of good relationship between teacher educators and student teachers. The result also explores some difficulties faced by the student-teachers during practice teaching programme like inappropriate timing of the practice teaching, not generally respected by other staff members etc.

Azeem (2011) did study on problems of prospective teachers during teaching practice. The objectives covered to know the preliminary arrangements made by the supervisors for the students, to collect the information about the assistance of the supervisors, headmistresses and concerned class teachers to prospective teachers, to enlist the problems faced during teaching practice, the need of teaching practice in different subject and to show the suggestion for future studies. Descriptive survey research has been done by the researcher. The total population was B.Ed. students of Lahore. 100 students were selected as samples through convenient sampling technique. A closed ended questionnaire has been developed by the researcher for this present study. Simply percentage was used for data analysis.

Plessis (2010) aimed in their study to focus the views of student teachers on teaching

practice at schools. With the help of semi-structured interviews data was collected from 16 participants. They find that the Participants stated positively on ideas of material using in classroom settings like case studies. The results also pointed out some downbeat aspects like guidelines on lesson plans are insufficient, lack of clarification of terminology used etc.

Dalai (2008) has investigated the climate of teacher training institutions on internship programme. She used a self-developed questionnaire to find the status of internship programme. Descriptive statistics ha used here. She has taken 300 students-teachers as samples. Most of the students-teachers said average institutional climate condition and some of them also have poor climate condition.

- *Challenges faced during teaching practice and internship*

Bhatt (2021) explored in this paper about the difficulties facing by the forthcoming teachers. Semi-structured survey questionnaire and interview protocol has been used here. The data has used here both qualitative and quantitative in nature. The study results concluded that every single one teaching skills are not offered the same consideration.

Chaturvedi et al. (2021) has written in their article on teaching practice through digital learning during Covid-19. The objective of the study was to understand the challenges while adopting technology by both students and faculties during COVID 19. This paper was a cross-sectional analysis. The authors have done content analysis from selected papers. They concluded that the pandemic applied numerous changes towards blended learning in the education system at an ample level.

Alam (2021) discussed in his study about problems faced by the teacher trainee due to theworldwide covid-19 pandemic in the academic year 2020 and 2021. Due to the virus the institutions had shut down for long months. The study explains that in those situation teacher-trainees have also faced problems completing the internship properly. They have used online methods for teaching.

Gupta (2020) has explained in her study about the role and challenges of internship of B.Ed. programme. She discussed the role of teacher trainee colleges and problems faced by the trainee during internship in school. She has concluded that there are

some demerits such as no role for teachers, fixed duration for internship, lacks supervision in proper implementation of internship programme.

Das and Chowdhury (2019) also studied about issues and problems of practice teaching during internship. 300 students have taken as sample. They have conducted mixed type methodology using analytical study of documents, survey questionnaire, interview, observation and secondary sources. They discussed that there was lack of teaching quality, less attendances in schools, lack of subject knowledge, lack of teaching skills, notusing lesson plans every class etc. from student-teacher's side.

Banu and Maheshwari (2019) did research on problems faced by the student-teachers during B.Ed. course. The survey was conducted using questionnaire on 180 samples. The results depicted that majority of the student -teachers were not satisfied by the facilities provided by the government institutions. The study mentioned there were many problems faced by the student-teachers during the B.Ed. course.

Patel (2019) carried out a study on perception and experience of internship and problem faced by the teacher trainees during internship. 100 samples have taken using random sample technique. The researcher used an open-ended questionnaire and semi-structured interviews. The study found that practical experience and long-time hands-on practice helps the trainees to understand the classroom teaching. As result, the study showed a sort of challenges faced by the student-teachers such as bulky number of lessons needs to prepare, transportation problems, conducting action research, management of the classroom etc.

Das and Roy (2019) were also tried to find out the problems faced by the students in two years B.Ed. programme in various dimensions in Teacher Training Institutions. Using questionnaires, they have collected data. They found some problems like unavailable Smart Classrooms, classroom for daily class, students‟ negative attitude towards the administration of B.Ed. College etc.

Nadaf and Nisar (2018) did also a study on issues and challenges of teacher education. Keeping the aim of this paper they highlighted some problems of teacher education like short duration, defects in concerning papers, poor selection method, incompetency of pupil-teacher, isolation of teacher's education department, lack of

occupational perception, and lack of proper facilities etc.

Baskan and Ayda (2018) explained in their article about the problems of teacher trainers. The major aim of this study was to set up the problems in training teachers. The qualitative research has been conducted using open-ended and semi-structured questions developed by the authors. The result showed that there are some problems that occurred like inconvenience of supervision, the shortage of relevance lessons in the teacher training system, appointing teachers for political interests etc.

Salviana et. al (2018) conducted this study to inspect the constraints faced by student teachers during their teaching internship programs. The random sampling technique is used to select the samples. It concludes that class participation, class management, instructional methods, emotional issues, adjusting to students and quality of supervision were the main constraints.

Khetavat and Sarvankar (2017) also highlighted problems faced by the student-teachers of practice teaching in schools during internship. The major objective of the study was to Know about difficulties faced by student teacher in internship. They have used survey method. As a result, they found that some problems like lack of cooperation from school, lack of command over micro skill, lack of communication with students, management of students and time etc.

Chavan and Khandagale (2017) aimed in their study on status and challenges of two-year internship programme. A semi structure questionnaire and interview schedule has used for data collection. The results showed that all student-teachers faced challenges like students lack of attention in classroom, class room managements, insufficient time for teaching with innovative technique etc.

Anisha (2017) aimed a study on issues and challenges facing by the educators. She explained in her study that there are some biggest challenges for teachers like role in the school management has changed for teachers, difficulties in classroom management, behavior problems of students, quality of student learning etc.

Rani (2017) has written in this article about problems and solutions of teacher education. The article highlighted some major problems like monitor of teacher-education institutions, deficiencies in selection procedure, deficient in curriculum of

the teaching subject, deficient in facilities for student–teacher, lack of facilities for professional development, problems of practice teaching, problem of supervision of teaching, incompetency of students and teachers etc. The article suggested that should be a planning unit in each State Education Department, there should be refresher courses, seminars, summer institutes and research symposia should be organized by the institutions. She shows some of the difficulties such as problem to monitor of teacher- education institutions, deficiencies in selection procedure, problems of practice teaching, lack of facilities for professional development, problem of supervision of teaching, deficient in facilities for student –teacher, defects in concerning papers, poor academic background of student-teachers, lack of subject knowledge, damaging financial condition etc.

Tamizhanban (2016) conducted a study on problems of B.Ed. students during their teaching practice programme. The objectives of this study are to find out the various problems of teaching practice, to find out the level of problems of teaching practice, level of different personality traits of students, level of co-operation competition disposition of students, level of self-monitoring of B.Ed. students, to find out the different personality traits of B.Ed. students, to find out the significant difference between the problem scores, betweenthe personality traits scores, difference between the cooperation competition disposition scores , difference between the self-monitoring scores with respect to various sub samples. The finding shows the level of problems regarding teaching practice is average regarding physical problems, academic problems, social problems and administrative problems. With respect to various sub variables, the problemsregarding teaching practice are average.

Mishra (2015) also carried out a study on internship of two-year B.Ed. curriculum. He highlighted in his study about the model framework developed and implemented by Mizoram University. According to his article 16 weeks of internship consist of three phases such as Pre-internship, Internship and Post-internship.

Panda and Nath (2014) did a study on problems of student teachers during internship programme and about its issues and concerns. This is a cross-sectional descriptive research study. The main objectives are to explore problems of student teachers and to compare the problems of student teachers of internship programme year wise as well as method wise. Through various strategies the problems can be

minimized. There were many problems and challenges faced by the student-teachers during internship such as pedagogical, social, psychological including more problems like preparing lesson plans, using teaching aids, communication problems, selecting method of teaching, classroom as well as time management, designing activities, unavailability of periods, lack of co- operation from school/staff/non-teaching, nervousness, fear, health issues other several personal problems.

Aniruddhan (2005) had done an investigation on problems faced during practice teaching by the natural science student teachers. The objectives of this study were to find out the level of problems and its opinions and suggestions from natural science teacher trainees regarding practice teaching and to find out the facilities for the trainees during teaching practice. Observation, questionnaire, unstructured interview and problem inventory have been used as tools for data collection. She has used percentage, Mean, SD,"t" Test, ANOVA and Pearson's product moment correlation coefficient for statistical analysis. The result found that general natural Science trainees faced problems in preparing lesson plans.

2.3 Research Gap:

The above literature review discussed the topics related to teacher education, school internship and teaching practice. School internship has emerged as a new component in the field of teacher training institutions. Thus, there are a great number of studies about teacher education, practice teaching and internship in different countries, each of which emphasizes a different side of this area. According to the review of the relevant literature, only a small number of practical studies have been carried out in India about the school internship and its challenges faced by the student-teachers during teaching practice and more precisely, there has been no research carried out that concentrations specifically implementation of School internship and the challenges faced by the student-teachers in Assam.

It has been observed from the literatures that many studies have been conducted on teacher-education, school internship, practice teaching. Some of the studies like Hajazi and Bakhtiari (2021), Kamukwema and Neumbo (2021), Bunyami, M et.al. (2021), Aldabbus (2020), Ali and Muhammad (2018), Parvin (2021), Alam (2021),

Gupta (2020), Gupta and Rakwal (2020), Das and Roy (2019), Banu and Maheshwari (2019), ,Nadaf and Nisar (2018), Rani (2017) , Chavan and Khandagale (2017), Anisha (2017), Tamizhanban (2016), Mishra (2015), Panda and Nath (2014) Aniruddhan (2005) have found problems and challenges; implementation of the internship programme and Soy (2021), Sahoo and Rautaray (2021), Sharma (2020), Paramanik (2020), Barman (2020), Jogan (2019), Das and Chowdhury (2019), Patel (2018), Kagoda and Sentongo (2015), Srinivas (2015), Dasar (2015), Ranjan (2013), Azeem (2011), Plessis (2010), Dalai (2008) on teaching practice and internship still has to improve.

All above mentioned literature also demonstrated the teacher education and school internship and its related themes. There are different studies carried out in India as well as various countries of the world. The reviews have helped the researcher to develop an insight into the topic. With the help of these reviews the researcher can understand and formulate the research questions, select appropriate methods, analysis technique and finalizing the report for the study. Arrangements of all the reviews on several areas have drawn an overall understating of teacher education and school internship. Initially, reviews related to international studies presented a wide-ranging overview of the pre-service teachers‟internship program, its implementation, challenges that student teachers experience while going for school-based studies, teacher educators' professionalism, a policy for effective lesson plans, views and perceptions on the effectiveness of internship programme, internship curriculum, comparative study of internship programme, problems of teacher training programme. The implementation of internship programme in teacher education institutions is the foundation that underpins to be an effective and skillful aspiring teacher. However, none of the current research is sweeping enough to incorporate the outlooks of entire internship programme. It is essential to carry out comprehensive research on internships.

The conclusions can be drawn based on the limited review of the relevant literature and the identified research gaps that several of the studies were carried out in other countries as well as only a few studies being carried out in an Indian context, and no broad and comprehensive research being discovered in Assam. Moreover, the existing review suggests that very fewer studies on these two aspects, namely implementation and components of school internship programme have been

conducted in India, and more specifically in the region of North-East India. After conducting a survey of the relevant literature, it became clear that there are no standardized tools accessible for evaluating implementation, its component of school internship and challenges faced during the programme. This study tries to offer an answer to another essential topic by investigating the implementation, components and challenges faced during the school internship programme. It has been observed that many of the studies offer some information rather than a complete view. Therefore, the present study has been carried out to look at a rounded view of the school internship programme of teacher education institution education in Assam.

CHAPTER III

METHODOLOGY OF THE STUDY

3.0 Introduction

The background of the study, along with rationale of the study, statement of the problems, research questions, objectives and delimitations, was given in the first chapter. The second chapter explains the review of related literature. This present chapter includes the methodology, population, sample, tools, procedure of the study and statistical techniquesused for the study.

3.1 Research Design

Considering the study's objectives, the researcher used a Descriptive Survey research design for this study. A survey is an instrument to collect data that details one or more features of a definite population (Gay et al., 2019, p. 192). Survey research designs are processed in quantitative research where the researcher runs a study on a sample or a population of individuals to explain the population's attitude, opinions, behaviors or features. The survey research includes quantitative data using questionnaires or interviews. Cross- sectional and longitudinal are the two different types of survey research designs. Cross- sectional survey design determines the existing attitudes or practices or present views or opinions (Creswell, 2017, p.376). It is a single study. It shows a population's current actions, attitudes and beliefs (Gay et al., 2019, p. 193).

The study is both qualitative and quantitative in nature. Qualitative method helps the researcher to better understand the nature, information and process of the program, participants' experiences, attitudes, and behaviours. Quantitative methods provide statistical evidence and generalizable findings, while qualitative methods offer detailed insights into. By integrating the method for data collection helps to comprehensive understanding of the research problem. Both quantitative and qualitative methods allow for triangulation, which improves the validity and reliability of the research findings. By cross-verifying results from different data sources and methods, researcher can increase the trustworthiness and strength of their conclusions. Interviews, and open-ended surveys let the responded to share their viewpoints in their own words. Adopting this mix method data collection process helps in enhancing participant engagement, addressing complex and multifaceted issues etc. This present

study aims to evaluate the school internship program in a teacher education institution in Assam. The school internship is a practical experience for the student-teachers. It includes practice teaching and all the activities of the school. The internship in teaching is held in the third semester of the B.Ed. course under DU and second year of B.Ed. course under GU. The student-teachers must be attached to a particular school where they must complete all the activities like a regular teacher during the four-month internship. This study must collect data from all the main stakeholders using different methods. Using both quantitative and qualitative data collection method has increased the strengths and depth of the findings of the study.

3.2 Population

Population means a group of people carrying the same features. The population can be small or large. For instance, all teachers in high schools in one city (Creswell, 2017). It is a large collection or a set of all elements through which a researcher would like to generalize the sample results (Johnson and Christensen 2014). The population of this present study consists of all the private and government B.Ed. colleges (46) affiliating under state universities of Assam. It also includes all the student - teachers, teacher-educators, principals of B.Ed. College's headmasters / headmistresses of internship schools.

Table No 3.1: Total Population of the Present Study

Names	Total Population
Colleges of Teacher Education	46 B.Ed. colleges are affiliating under state universities, both private and government B.Ed. colleges.
Student-Teachers	4000
Teacher Educators	All the supervised teachers (Approximately 300)
Principal of B.Ed. Colleges	46
Internship- Schools	All the schools are paired with B.Ed. colleges in Assam.
Headmaster/Headmistress	All the headmasters/Headmistress of schools are paired with B.Ed. colleges.

Source: (The intake capacity has been updated as per the minutes of the meeting held on 28th May to 2nd May, 2017 of ERC, Bhubaneswar)

3.3 Sample

A sample is a subgroup of the target population. There are many sampling approaches, such as probability and nonprobability sampling. The researcher can select representative individuals from the population through probability sampling (Creswell, 2017; Gay et al., 2019). Sampling is depicting a sample from a population (Johnson and Christensen 2014).

3.3.1 Sampling Technique

Internship plays a significant role in emerging teaching-related skills, and it offers a wide-range of school experience and helps to personality improvement of B.Ed. students as upcoming teachers. Kamukwema & Neumbo (2021) and Patel (2018) also used Random sampling method for their study to found out challenges faced by the student-teachers during school-based activities such as preparing Lesson planning Selecting, method of teaching and about the experiences and perceptions of student teachers during internship programme respectively. Anees (2022) used observation method for noticing several sides of teaching, including teaching methods, use of TLMs, teaching strategies, co-curricular activities, teaching skills, measures for children with special needs, and assessment methods. Sharma & Chahal (2020) have also used thematic content analysis and triangulation for data analysis to study the status of B.Ed. internship programme and challenges and constraints faced by B.Ed. students during the internship programme. Chary & Perumal (2022) applied descriptive analysis and cross-sectional survey method Student Teachers Perception on School Internship Program. Khan (2017) also used descriptive survey method to study the student and teacher educators' experiences in a two-year B.Ed. program. Salviana et.al., (2021) used qualitative method to investigate of English student-teachers' restrictions during teaching internship. Padillo et.al., (2021) used quantitative-descriptive survey research design in their study. Thus, the researcher has also applied the random sampling technique to draw the sample for the present study. The study is both qualitative and quantitative in nature.

3.3.2 Sample Size

For the present study, the researcher followed a proportional stratified random sampling technique to select B.Ed. colleges as the sample. Only a two-year B.Ed.

program has been selected for this study. The research stratifies the total number of (46) B.Ed. colleges into two strata, private (40) and government (6) B.Ed. colleges. The researcher randomly selected 07 private and 01 government from each stratum B.Ed. colleges. For this study, 400 student-teachers from the B.Ed. course under the state affiliating university of Assam in the academic year 2020-22 have been selected through a simple random sampling technique fromthe total population. All the teacher-educators from selected B.Ed. colleges related to internship have been taken as samples for the study. All the principals from selected B.Ed. colleges have been taken as samples. Internship schools were selected using a simple random sampling technique. All headmasters have been selected as samples from selected internship - schools.

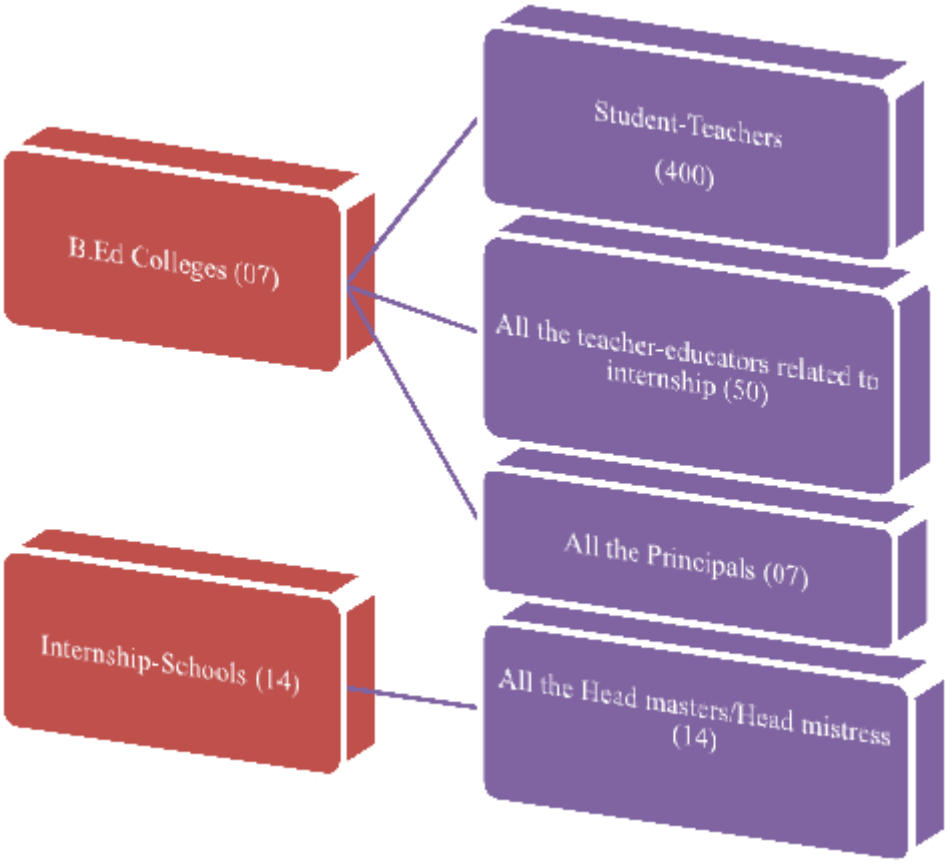

Chart No 3.1: Chart of distribution of sample of the study

Table No 3.2: Seven TEIs as a Sample of the Study

Name of the B.Ed. College	Type of College	Affiliating University
TEI, Nagaon	Government	Gauhati University
TEI, Kaliabor	Private	Gauhati University
TEI, Nagaon	Private	Gauhati University
TEI, Dakshin Guwahati	Private	Gauhati University
TEI, Kamrup	Private	Gauhati University
TEI, Sivasagar	Private	Dibrugarh University
TEI, Jorhat	Government	Dibrugarh University

In Table No 3.2, there are a total of 7 Colleges of Teacher Education under two state universities in Assam. Five colleges under GU and 2 Colleges of Teacher Education from DU were randomly selected as samples. The table shows two government colleges and five private teacher education colleges under GU.

3.3.3 Selection of the Respondents

The study sample covers student-teachers, teachers-educators, principals of TEIs and headmasters/headmistresses of internship schools. The details are given in the table 3.3.

Table No 3.3: List of Sample as Student-Teachers, Teacher-Educators and Principals

Name of the B.Ed. College	Number of Student-Teachers			Number of Teachers-Educator			Number of Principals
	Male	Female	Total	Male	Female	Total	Male/ Female
TEI, Nagaon	23	35	58	2	5	7	01
TEI, Kaliabor	18	30	48	2	3	5	01
TEI, Nagaon	30	37	67	3	5	8	01
TEI, Dakshin Guwahati	27	30	57	2	7	9	01
TEI, Kamrup	23	50	73	2	8	10	01
TEI, Sivasagar	14	38	52	2	3	5	01
TEI, Jorhat	16	29	45	2	4	6	01
Total	151	249	400	17	21	50	

Table No 3.3 shows that student-teachers were selected randomly from private and government B.Ed. colleges as sample. From all these colleges, 400 student-teachers, 50teacher-educators and seven principals have been selected as samples for the present study. Besides, 14 headmasters/mistress from schools which are paired with the B.Ed. colleges for internship program have been also taken as sample for this study. The details of the student- teachers are shown in Table No 3.3.

Table No 3.4: Sample of Student-Teachers in Details

Affiliating University	Type of College				Total no of Student-Teachers
	Private (N=05)		Government (N=02)		
	Male	Female	Male	Female	
GU	98	147	23	35	303
DU	14	38	14	31	97
Total					400

Table No 3.4 shows the student-teachers from 7 B.Ed. colleges. It includes male and female student-teachers from both private and government B.Ed. colleges under two affiliating universities. The number of female student-teachers is more than that of male student-teachers.

Table No 3.5: Sample of Teacher-Educators in Detail

Affiliating University	Type of college				Total no of teacher-educators
	Private (N=05)		Government (N=02)		
	Male	Female	Male	Female	
GU	09	23	2	5	39
DU	2	3	2	4	11
Total					50

Table No 3.5 displays the teacher-educators from 7 B.Ed. colleges. It includes male and female teacher-educators from both private and government B.Ed. colleges under two affiliating state universities.

3.4 About the Components of School Internship

There are some components or tasks that student-teachers have to complete during the internship period under both Gauhati University and Dibrugarh University. These are practice teaching, lesson plan preparation, action research project, teaching aids preparations and community activities etc.

3.5 Tools Used in the Study

Four tools were developed by the researcher for data collection of the present study. Theseare

- Questionnaire for student-teachers
- Questionnaire for teacher-educators
- Interview schedule for the principal of B.Ed. colleges
- Interview schedule for headmaster of internship schools

A questionnaire is a flexible and self-report data collection instrument that the researchersuse to fulfill their objectives. It helps to gain information about the research respondents' feelings, attitudes, beliefs, perceptions, and thoughts. Both quantitative, qualitative and mixed data can be collected with the help of a questionnaire (Johnson and Christense, 2014).

3.5.1 Description Questionnaires on School Internship Programme

The researcher has developed questionnaires to collect data related to school internships for this study. While preparing the tools, the researcher consulted with different subject experts.

a) Questionnaire for Student-Teachers

The researcher has constructed a questionnaire for student-teachers, keeping in mind the four objectives of the study. While preparing the draft questionnaire, various aspects of the school internship were considered. The questionnaire started with primary information of the sample like gender, name of the teacher education institutions, name of the affiliated university, stream, pedagogy subject, type of internship school and school location. The questionnaire has been constructed, including four objectives. The items are related to implementation procedure, components of school internship, issues and challenges of school internship and

suggestions. The questionnaire included Yes/No items, multiple- choice items and open-ended items.

b) Questionnaire for Teacher Educators

This was another tool developed by research for the teacher-educators to get data for all the four objectives. It also included Yes/No items, multiple-choice items and open-ended items.

c) Interview schedule for Principal of TEIs or B.Ed. Colleges

The researcher prepared this tool for the principals of B.Ed. Colleges affiliated under two state universities of Assam. The questions have covered three dimensions related to the first, third and fourth objectives.

d) Interview Schedule for Headmaster of Internship Schools

The researcher also developed it for the headmaster/headmistress of internship schools. Items are related to the first, third and fourth objectives of the study.

3.5.2 Development of Tools

The researcher has developed two questionnaires. One is for student-teachers, and the other is for teacher-educators. Apart from two questionnaires, two interview schedules were designed by the researcher. One is for principals of TEIs, and the other is for headmasters of the internship schools. The researcher has prepared the first draft of the tools. After the pilot study of the questionnaires, the researcher modified the draft and sent it to different experts in the country for its content validity and to finalize the tools. Following are the details of the development of the tools.

3.5.3 Development of a Questionnaire for Student-Teachers, first draft

The researcher was careful while preparing the items for the tools. Both open and close-ended items have been included based on the study's objectives. The purpose of the firsttryout is to see the feasibility of the research tools.

3.5.4 Draft Questionnaire for Student-Teachers

Instructions were given by the researcher to fill up the questionnaire, including the personal information of the sample. The researcher has sketched the questionnaire into four different parts. Each one has included various items based on the objectives of the study.

Table No 3.6: Structure of the First Draft Questionnaire for Student-Teachers

Areas	Type of the Items
Implementation Procedure	Yes/No Type, Multiple TypeOpen-ended type
Components	Yes/No Type, Multiple TypeOpen-ended type
Issues and Challenges	Yes/No Type, Open-ended type
Suggestions	Open-ended type

A total of 113 items were drafted for student-teachers and 83 items for teacher-educators. After trying out the items on 100 samples, the final draft was sent to the different experts in the country for content validity. The details of the number of experts are given in table 3.8.

3.5.5 Tryout of the first draft of the Questionnaire for Student-Teachers

The first tryout is to see the feasibility of the research tools. The researcher was instructed to fill out the questionnaire, including the personal information of the sample. Table No 3.6 depicts the area and type of items for the student-teachers. The researcher has sketched the questionnaire into four different parts. Each one has included various items based on the objectives of the study.

After trying the items, the researcher changed some points. Under personal information, the researcher has changed the following points like qualification word modified to stream and the area of location has been modified to school location etc. The many modifications have been made after trying it out because some of the items are not necessary and relevant. Some questions are deleted because they are repeated or like other questions. After modifications of the tool, the final draft was sent to the different experts in the country for content validity. The details of the number of experts are given in the table.

3.5.6 Development of Questionnaire for Teacher-Educators

The researcher has developed a questionnaire for teacher-educators. Table No 3.7 shows the areas and type of items for the teacher-educators. The researcher has sketched the questionnaire into four sections. Each one has included various items

based on the objectives of the study. It also included Yes/No items, multiple-choice items and open-ended items.

Table No. 3.7: Structure of the First Draft Questionnaire for Teacher-Educators

Areas	Type of the Items
ImplementationProcedure	Yes/No Type, Multiple Type Open-ended type
Components	Yes/No Type, Multiple Type Open-ended type
Issues and Challenges	Yes/No Type, Open-ended type
Suggestions	Open-ended type

Table No 3.7 depicts the areas and type of items for the teacher-educators. Each one has included various items based on the objectives of the study. There were 83 items for teacher- educators. After trying out the items on 70 samples, the final draft was sent to the different experts in the country for content validity. The details of the experts are given in theappendix.

3.5.7 Designing Interview Schedules

Interview schedules mean to collect views and opinions from the head person of the institution who is related to the implementation procedure of the internship process. It was designed as a supplement data. It is an additional way to collect more data from different participants. The topic or content of the interview is the same as with the questionnaires. The key purpose of conducting interviews is to collect more ideas and experience during the school internship.

The interviews with the principals and headmasters helped to gather data for study's objectives. The questions include implementation procedures, issues and challenges or problems faced during school internship, and suggestions to improve the program.

3.5.8 Pilot Test of the Tools

The pilot test is necessary to know whether the tools are going to collect research data or not. Therefore, the researcher must try the tools before using them in the final data collection. Piloting tests help to know whether the questions are adequate or too long

and whether the questions are achieving the study's objectives.

Tools were tried out on volunteer participants, including teacher-educators, headmasters and principals, before the actual data collection. The interview schedules are for helping the researcher collect data that may not be collected through questionnaires. The researcher has given the necessary instructions before administering the tools.

3.5.9 Pilot Testing of the Questionnaire for Student-Teachers

The researcher has given necessary instructions before administering the tools. The researcher has conducted a pilot test questionnaire for student-teachers on 100 samples from the following B.Ed. Colleges.

- College of Education, Boko, Kamrup.
- Nazir Ajmal Memorial College, Nagaon.

3.5.10 Pilot Testing of the Questionnaire for Teacher-Educators

The pilot study of the questionnaire was done on 60 teacher-educators from the followingB.Ed. Colleges.

- College of Education, Boko, Kamrup
- Nazir Ajmal Memorial College, Nagaon.

3.5.11 Pilot Testing of the Interview Schedule for Principals

The researcher has conducted a pilot test on two principals of the following B.Ed. colleges.

- College of Education, Boko, Kamrup
- Krishna Bora B.Ed. College, Nagaon

3.5.12 Pilot testing of the Interview Schedule for Headmasters

The researcher has conducted a pilot test on two headmasters of the following internshipschools.

- Kiran Bala Goswami Balika H.S Secondary School, Nagaon
- Githarthi School, Jorhat

After trying out the questionnaires, the researcher deleted unclear, repeated and unsuitable items from the tools based on participant feedback. Then, the modified draft was sent to the experts for its validity.

3.5. 13 Validation of the Tools

All the tools, i.e., two questionnaires and two interview schedules with the research plan and request letter, have been sent to the experts in the related study field to check the content, adequacy and correctness of the items. Content validity is established based on opinions/suggestions/modifications given on questionnaires and interview schedules by the five experts. All the experts agreed that adequate content validity exists in the questionnaires and interview schedules. All the comments/suggestions given by the experts were summed together and included in the final tools. Accordingly, all the unclear words, inadequate alternative items, and negative items were removed from the final draft. After all the modifications, the tools were ready for administration.

Table No 3.8: Number of Experts Selected to Validate the Tools

Sl. No	Name of the University	Number of experts
1	Gauhati University, Assam	1
2	NCERT, New Delhi	2
3	Regional Institute of Education (NCERT), Bhubaneswar.	1
4	Tezpur University	4

A request letter for the experts, a list of experts and a copy of the tools are attested in the appendix.

Experts have given the following overview of tools

a) Be specific and clear
b) Remove repeated content
c) Try to pinpoint the questions.
d) The questionnaire for teacher-educators is prepared well.
e) Provide sufficient space for open-ended questions.

f) Questions for principals should be more database rather than school head teacher.

g) The justification behind Yes and No can be asked for qualitative data.

h) The interview schedule needs to be short and compact.

i) Manage the interview schedule so that it can be conducted and covers all the importantpoints and aspects of the study.

j) Ask separate questions in interview schedules.

k) Restrict to 18 questions for the interview schedules.

The final draft of the tools declared by the experts was administered to the study participants.

3.6 Period of the Internship Conducted by DU and GU

The program starts from March to June in the TEIs under Gauhati University and from May to June 2022 under Dibrughar University. The internship starts in the IV semester.

3.7 Procedure of the Data Collection

The researcher has collected data in two phases. In the first phase, the researcher collected data from student-teachers who went for their internship from March to May 2021 under GU. Three hundred-four student-teachers and 37 teacher-educators have responded in the first phases. The second phase is from May to June 2022 under DU. Ninety-six student-teachers and 13 teacher-educators have responded in the second phase. The researcher had to wait a semester to collect data due to the COVID-19 pandemic lockdown.

At first, the student-teachers were asked to respond to the self-made questionnaire. A briefing was given to the student-teachers about the points of the study. They were asked to read and put tick marks and write their opinion regarding components, situations faced during internship or changes for teaching, improvement in teaching or relationship with mentors. 18 were remaining because of unfinished information. Sample student-teachers were both male and female.

Teacher-educators were asked in the same way to fill out the questionnaires. The researcher has collected responses from teacher-educators through the questionnaires. Out of 70 questionnaires sent to the teacher-educators, 50 teacher-educators responded

properly. The researcher interviewed the seven college principals and 14 headteachers/headmistress of internship schools for 15-20 minutes according to the planning of the study. At the same time, the researcher had taken photographs and audio recordings. Interviews were recorded. Some of the interviews were not able to be recorded. However, they were not permitted to recordthe interviews.

During the school internship, the researcher visited the schools during the internship period. Some of the relative data were noted down. The details of the data analysis are given in Chapter IV.

3.8 Statistical Techniques

For the quantitative part the researcher has used statistical techniques like percentage, frequency, and graphical representation and for the qualitative part thematic analysis have been used wherever necessary.

Objective wise data analysis techniques have been presented in the following data.

Table No 3.9: Objective Wise Technique of Data Analysis

SL. No	Objective of the Study	Technique Used for the Data Analysis
1	Objective No 1	Frequency, percentage, graphical representation
2	Objective No 2	Frequency, percentage, graphical representation
3	Objective No 3	Frequency, percentage, thematic analysis, graphical representation
4	Objective No 4	Percentage, thematic analysis

In this chapter, the researcher presented the methodology of the study. The next chapter, chapter IV, deals with the analysis and interpretation and discussion of the data.

CHAPTER IV

RESULTS AND DISCUSSIONS

4.0 Introduction

The researcher has described the methodology of the study in the previous chapter. This present chapter deals with the analysis and interpretation and discussion of the findings. The study was conducted to evaluate the school internship program of teacher education institutions in Assam. For this purpose, the researcher has used questionnaires and interview schedules. The researcher collected all the data from different teacher education institutions and internship schools in Assam. The analysis and interpretation of data have been done objective-wise. The various objectives of the study are- i) To study the implementation procedure of school internship as per NCTE norms and standards of 2014 regulation, ii) to find the various components of school internship in teacher education institutions, iii) to study the issues and challenges in implementing school internship program, iv) to give suggestions for effective implementation of school internship program in teacher training institutions. Responses to questionnaires and interviews were described, tabulated, and counted into percentages.

Analysis of Data

Assam is a state in North-East India. Assam has various universities to offer opportunities for upcoming students who want to be a teacher. There are many TEIs under two state universities of Assam, namely Gauhati University and Dibrugarh University. The researcher has studied the school internship program of B.Ed. courses provided by different TEIs under two state universities of Assam.

Table No 4.1: Number of TEIs under Sample Universities

Sl.No.	Name of the University	Number of TEIs
1	Gauhati University	05
2	Dibrugarh University	02

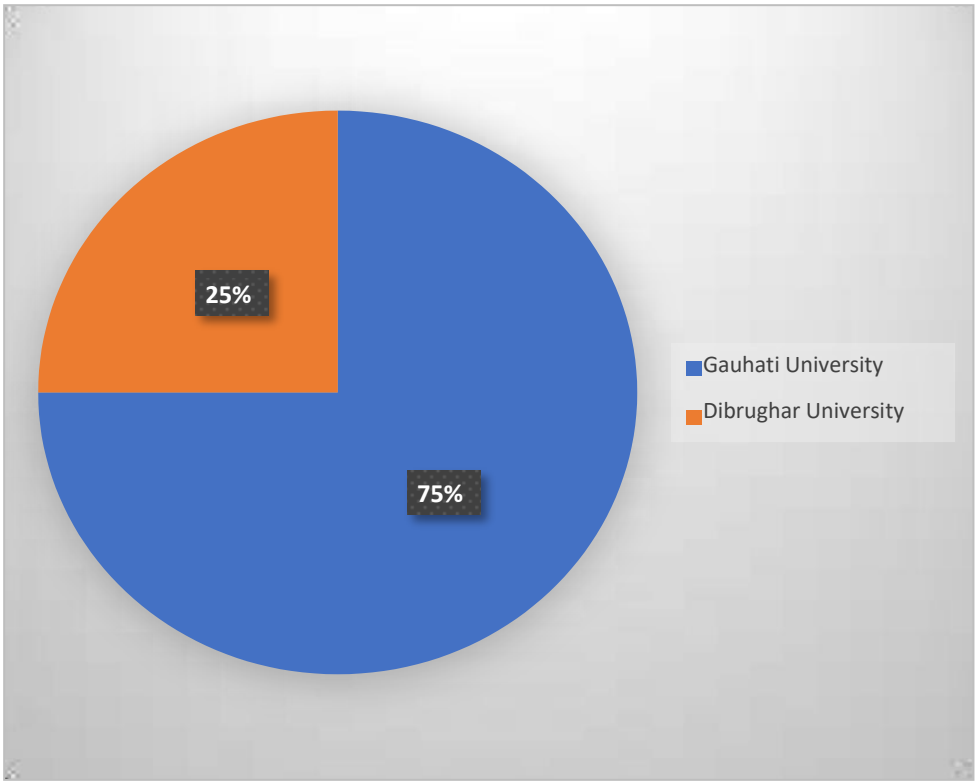

Figure No 4.1: Graphical representation of number of TEIs under sample universities

The data was collected from different data sources. There are

1. Questionnaires (student-teachers and teacher-educators)
2. Interviews (principals and headmasters)

The following is the complete data analysis per the objectives of the study

OBJECTIVE 1

Objective No 1

To study the Implementation Procedure of School Internship as per NCTE Norms and Standards of 2014 Regulation.

To organize the school internship programme, the TEIs must follow the framework and guidelines given by the NCTE. To fulfil this objective, the researcher has collected data from student- teachers and teacher-educators with the help of an open-ended questionnaire. The researcher has also collected data from principals of B.Ed. colleges and headmasters/mistress of internship schools. All the collected data of the responded have been analyzed separately. However, some of the items have asked to both teacher-educators and student-teachers which have been analyzed in the same tables. Based on the framework and guidelines, the collected data have been analyzed under the following categories-

1) **Objectives of Internship**
2) **Approval and Sending Letters to Internship Schools.**
3) **Duration**
4) **Type and Number of Schools**
5) **Internship Materials**
6) **Orientation**
7) **Supervision**
8) **Co-operation**
9) **Assessments**

Data Collected from the Teacher-Educators

Collected data from the teacher-educators have been categorized in the following way.

1) Objectives of Internship

As per NCTE framework and guidelines, a school internship in a B.Ed. course aims toprovide an opportunity for student-teachers to connect theoretical and pedagogical

knowledge with practical experience in teaching. It is predictable that after the internship,the student-teacher will be ready to take up the responsibilities of a teacher independently.

Under this category there are three questions. The responded can put tick marks morethan one option.

Table No 4.2: Percentages of Teacher-Educators Responses on Objectives of SchoolInternship Program according to NCTE Framework and Guideline

Descriptions	**Responses of Teacher-Educators**	
What are the objectives of your internship programme according to NCTE frameworkand guidelines?	Frequency	Percentages
a) To make a good teacher	32	64%
b) To be ready to take up the responsibilities of a teacherindependently	12	26%
c) To get the practical knowledge	43	86%
d) Any other	0	0%

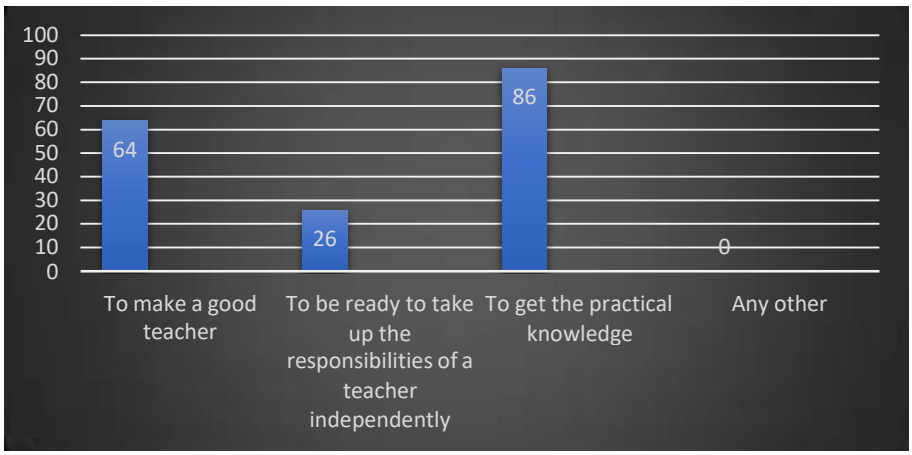

Figure No: 4.2: Graphical representation of percentages of teacher-educators' responses on objectives of school internship program according to NCTE framework and guideline

Interpretation

From the Table and Figure No 4.2, it has come to know that 26% of the teacher-educators replied that the objectives of the school internship program according to NCTE framework and guidelines are too ready to take up the responsibilities of a teacher independently. Moreover, 64% of the teacher-educators said that making a good teacher is the objective of the school internship program. However, 86% of the teacher-educators replied that to get practical knowledge is the objective of the school internship program according to the NCTE framework and guidelines. None of the respondents has written anyother objectives.

Table No 4.3 Percentages of Teacher-Educators Responses Regarding the Norms and Standards Prescribed by NCTE

Description	Responses	Percentage
Is the Teacher Education Institution following the norms and standards prescribed by NCTE regarding school internship?	Yes	100%
	No	0%

Interpretation

Table No 4.3 shows that all the respondents said that their institutions follow the norms andstandards prescribed by NCTE regarding school internship.

Table No 4.4 Percentages of Teacher-Educators Responses Regarding Modificationof Curriculum of B.Ed. Program done by the TEIs

Description	Responses	Percentage
Did the TEIs modify the curriculum of B.Ed. programme as per NCTE regulation 2014? If yes, please mention points of modifications	Yes	0%
	No	100%

Table No 4.4 shows that all the responded said that TEIs did not modify the curriculumof B.Ed. programme as per NCTE regulation 2014. All the responded said that only affiliated universities modified the wherever necessary.

2) Approval and Sending Letters to Internship Schools

The TEIs must get the approval from district education authorities and TEIs need to get connected with schools as per NCTE norms. Under this category there are two questions. The researcher has asked questions related to approval and sending letters to internship schools to the responded.

Table No 4.5: Percentage of Teacher-Educator Responses Regarding Approval from District Education Authorities

Description	Responses	Percentage
Do the district education authorities approve the school arrangement for internship?	Yes	84%
	No	16%

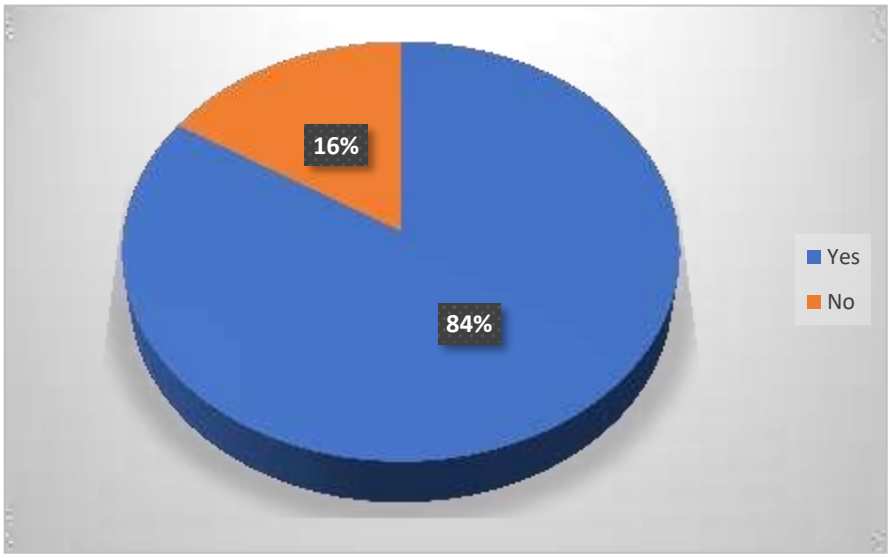

Figure No 4.3: Graphical representation of the percentage of teacher-educators' responses regarding approval from district education authorities

Interpretation

Table No. 4.5 and Figure No 4.3 shows that 84% of the teacher-educators said that they got approval from district education authorities for the internship program. On the other hand, 16% of the teacher-educators said that they did not get approval from district education authorities for the internship program.

Table No 4.6: Percentage of Teacher-Educators Responses Regarding Sending the list of Student-Teacher's Names to the Schools

Description	Responses	Percentage
Does the principal of TEIs send the names of the student-teachers to the school?	Yes	100%
	No	0%

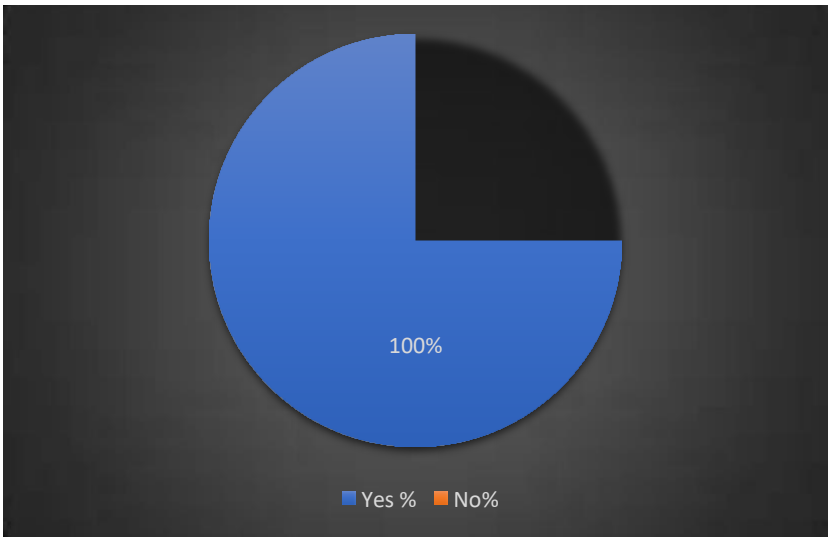

Figure No 4.4: Graphical representation of the percentage of teacher-educators' responses regarding sending the list of student-teachers names to the schools

Interpretation

Table 4.6 and Figure No 4.4 show that all (100%) of the teacher-educators stated that the principal sends the names of the student-teachers to the school.

3) Number of Schools

As per NCTE regulation, TEIs must get approval from 5 to 10 schools for internship.

Underthis category there is one question related to the number of approval of schools.

Table No 4.7: The percentage of Teacher-Educators Responses on the Number of Schools has been approved

Descriptions	Responses	
How many schools have been approved by the district education authorities for internship?	(Number of Response) Frequency	Percentage
a) 5-10 Schools	50	100%
b) More than 10	0	0
c) Less than 5	0	0

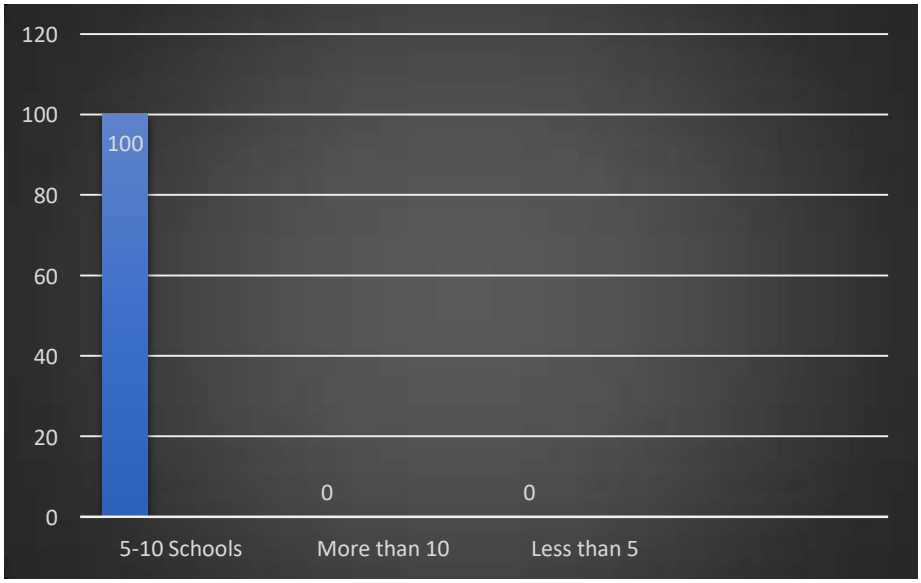

Figure No 4.5: Graphical representation of the percentage of teacher-educator responses in number of schools have been approved

Interpretation

Table 4.7 and Figure No 4.5 depict, 100% of the teacher-educators agreed that the district education authorities approved 5 to 10 schools for the internship program.

4) Internship Materials

As per NCTE guideline, TEIs must provide extra material for additional activities. Internship materials include an internship handbook, lesson planning format, guidelines for school-based activities, the format of evaluation procedure, and audio/video of model teaching. Under this category there are two questions.

Table No 4.8: Percentage of Teacher-Educators responses on the Provision of Materials for School Internship from the Affiliating University

Description	**Responses**	**Percentage**
Are the institution being provided any material for school internship from the affiliating university?	Yes	100%
	No	0%

Interpretation

Table No 4.8 shows that all the teacher-educators agreed that they were being provided material for school internship from the affiliating universities.

Table No 4.9: Percentage of Teacher-Educators Responses on the Type of Materialsfor School Internship Received from the Affiliating University

Descriptions	**Responses of teacher-educators**	
Types of materials	(Number of Responses) Frequency	Percentages
a) Internship Handbook	0	0%
b) Material for Orientation	10	20%
c)Evaluation Pattern/criteria	40	80%
d) Any other	0	0%

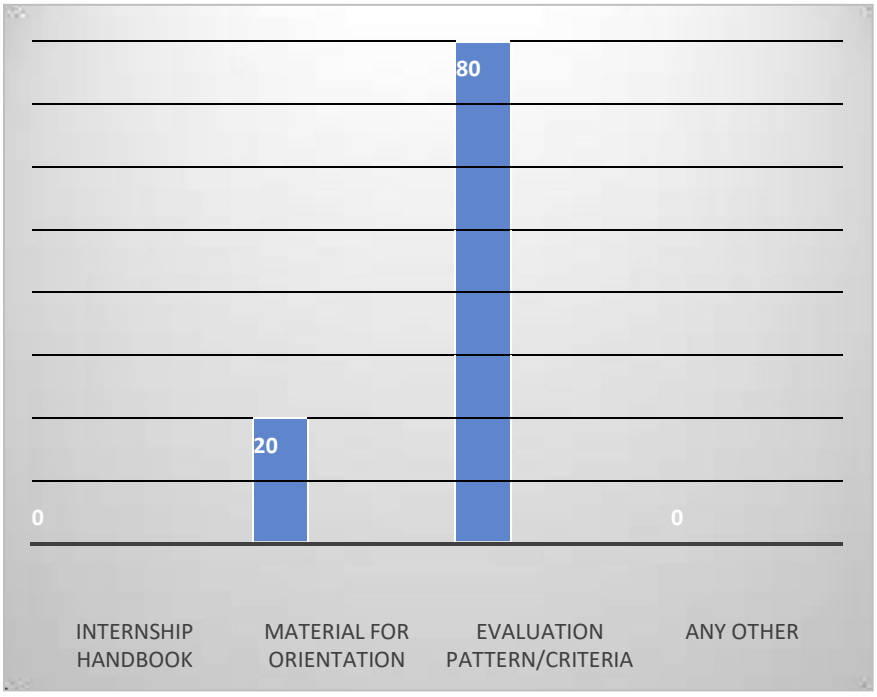

Figure No- 4.6: Graphical representation of the percentage of teacher-educators' responses on type of materials for internship from the affiliating university

Interpretation

Table 4.9 and Figure No 4.6 show that 80% of the teacher-educators agreed they were provided material regarding evaluation patterns and criteria for school internship from

the affiliating universities. However, 10% of the teacher-educators said that they received material for orientation for internship.

5) Orientation

Orientation for internship includes the preparation of teaching aids, various internship activities**,** and methods used for orientation. As per NCTE regulation, the TEIs must organize orientation cum consultation meeting with the school principals and mentor teachers. Under this category there are five questions. Based on the regulation, the researcher has asked the following questions to the teacher- educators.

Table No 4.10: Percentage of Teacher-Educators Responses on the Organization of Orientation Program

Description	**Responses**	**Percentage**
Did the institution conduct orientation progrmme before sending student-teachers to internship school?	Yes	87%
	No	13%

Interpretation

Table No 4.10 depicts that 87% of the teacher-educators agreed that the teacher-education institution conducted an orientation program before sending student-teachers to internship schools. However, 13% of the teacher-educators said that teacher-education institutions did not conduct an orientation program before sending student-teachers to internship schools.

Table No 4.11: Percentage of Teacher-Educators Responses on Attendance of Mentor Teachers in the Orientation Program

Description	Responses	Percentage
Did the mentor teachers attend the orientation of internship programme organized by the TEIs?	Yes	0%
	No	100%

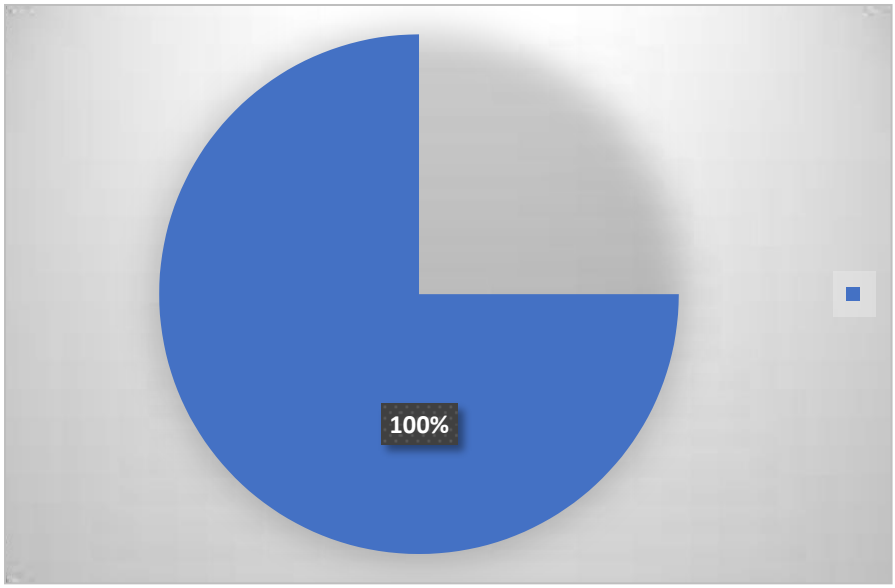

Figure No: 4.7: Graphical representation of percentage of the teacher-educators' responses on attendance of mentor teachers in the orientation program

Interpretation

Table 4.11 and Figure No 4.7 shows that all the respondents said that the mentor teachers didnot attend the orientation of the internship program organized by the TEIs.

Table No 4.12: Percentage of Teacher-Educators Responses regarding Organization of Training Program on Preparation of Teaching Aids

Description	Responses	Percentage
Do the TEIs organize training programme on how to develop teaching aids before sending the student-teachers for internship?	Yes	12%
	No	88%

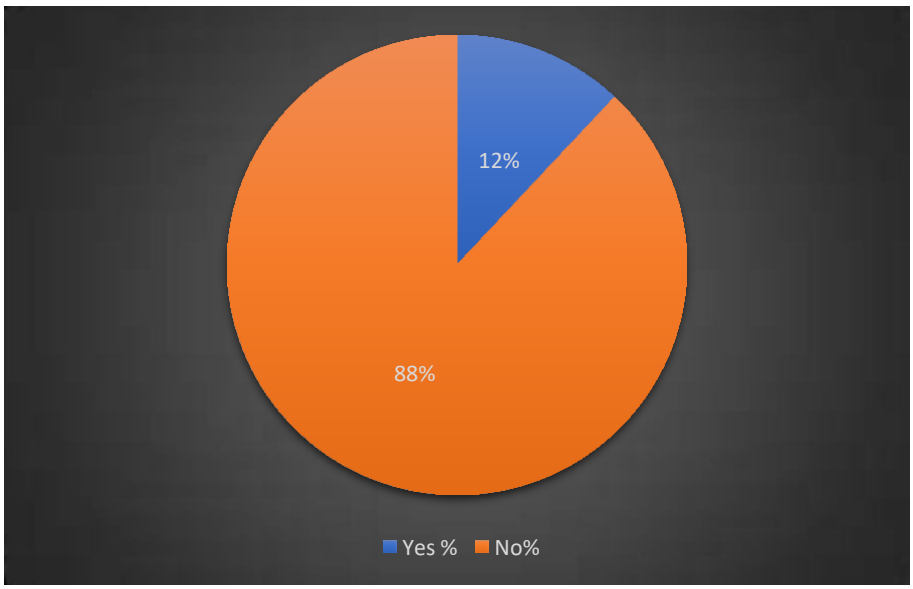

Figure No: 4.8: Graphical representation of the percentage of teacher-educators' responses regarding organization of training program on preparation of teachingaids

Interpretation

Table 4.12 and Figure No 4.8 shows that 88% of the teacher-educators stated the TEIsdid not organize training programs on preparing teaching aids before sending the student-teachers for internship. The rest of the teacher-educators (12%) said that TEIs organized the training program to prepare teaching aids before sending the student-teachers for internship.

Table No 4.13: Percentage of Teacher-Educators Responses Regarding Methods Used for Orienting the Student-Teachers for the Internship

Descriptions	Responses	
Which of the following methods is used to orient the student-teachers for practice teaching as well as for whole internship? (You can put tick marks more than one options)	(Number of Responses) Frequency	Percentages
a) Through Lecture Method	39	78%
b) Lecture-Demonstration	19	38%
c) Demonstration	0	0%
d) Workshop	04	08%
e) Power point presentation	09	18%
f) Discussion	34	68%
g) If any other	0	0%

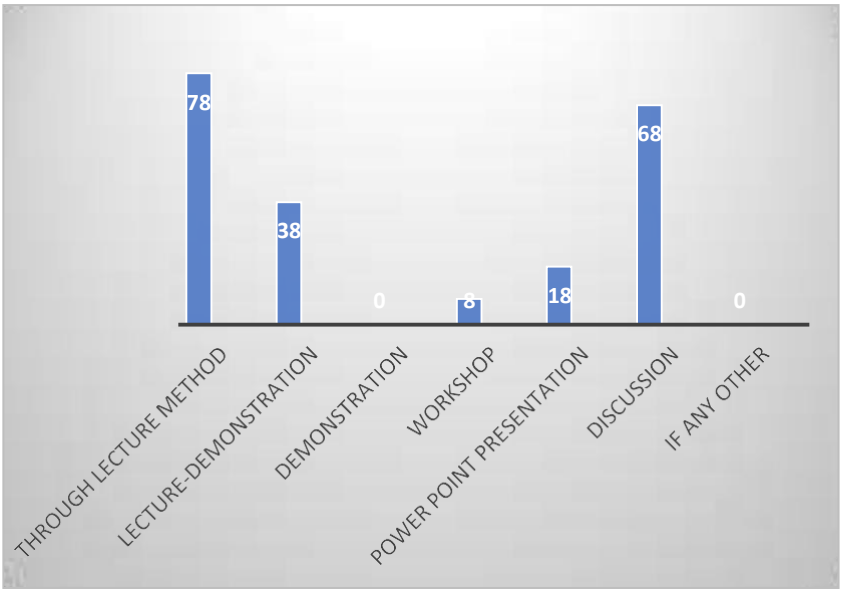

Figure No 4.9: Graphical representation of the percentage of teacher-educators' responses on the method used to orient the student-teachers for internship

Interpretation

Table No 4.13 and Figure No 4.9 shows that 78% of the teacher-educators used the lecture method, and 68% used the discussion method to orient the student-teachers. On the other hand, only 18% of the teacher-educators used power point presentations, and 8% used the workshop to orient the student-teachers for practice teaching and the internship.

Table No 4.14: Percentage of Teacher-Educator Responses on Tasks that given Orientation to Student-Teachers in the TEIs

Descriptions	**Responses**	
For which components did teacher-educatorgive orientation to student-teachers in the institution? (You can put tick marks more than one options)	(Number of Responses) Frequency	Percentage
a) Preparing lesson plans	48	96%
b) Preparing unit plans	42	84%
c) Preparing teaching aids	6	12%
d) Microteaching	12	24%
e) Preparation of question papers	24	48%
f) Classroom management	12	24%
g) Action research/case study	08	16%
h) Administration of achievement test	22	44%
i) If any other	0	0%

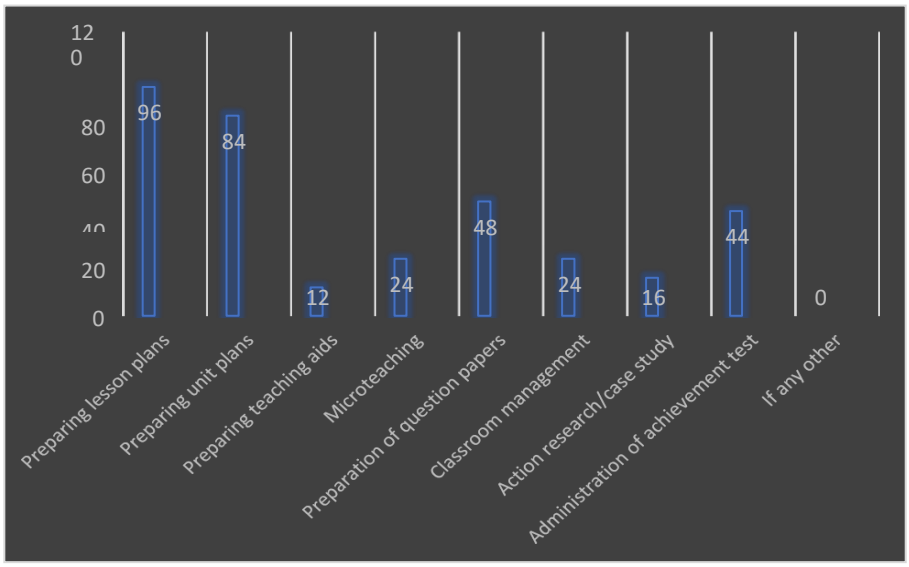

Figure No 4.10: Graphical representation of percentage of teacher-educator responses on tasks that given orientation to student-teachers in TEIs

Interpretation

Table 4.14 and Figure No 4.10 show that 96% of the teacher-educators said they give orientation on preparing lesson plans, 84% of the teacher-educators said they give orientation on preparing unit plans and 16% disclosed that orientation programs conduct action research/case study-related tasks. Similarly, 12% of the teacher-educators highlighted that the institution organizes orientation on preparing teaching aids and 24% said about micro-teaching for the student-teachers. Similarly, 24% of the teacher- educators agreed that they organized an orientation on classroom management.

6. Supervision

Regarding supervision there are six questions. The teacher-educators were asked the following questions.

Table No 4.15 Percentage of Teacher-Educators Responses on Supervision Trainingfor School Internship form the Affiliated University

Description	Responses	Percentage
Did the teacher-educators get supervision training for school internship form the affiliated university**?**	Yes	0%
	No	100%

Interpretation

Table No 4.15 shows that all the teacher-educators said that teacher-educators did not get supervision training for school internship form the affiliated university.

Table No 4.16 Percentage of Teacher-Educators Responses on Teacher-EducatorsVisit in a Week in Internship School for Supervising the Student-Teachers

Descriptions	**Responses**	
How many times teacher-educators visit in a week in internship school for supervising the student-teachers?	(Number of Responses)Frequency	Percentage
a) Once in a week	5	10%
b) Twice in a week	12	24%
c) Thrice in a week	29	58%
d) Everyday	4	8%

From Table No 4.16, it has been found that 58% of the teacher-educators visit thrice in a week in the internship school for supervising the student-teachers. Moreover, 24% ofthe teacher-educators visit twice in a week and 10% of the teacher-educators visit once in a week. However, only 8% of the teacher-educators visit every day in a week in the internship school for supervising the student-teachers.

Table No 4.17 Percentage of Teacher-Educators Responses on Specific Format of Supervision of Classroom Teaching

Description	Responses	Percentage
Is there any specific format of supervision of classroom teaching?	Yes	0%
	No	100%
If yes, please mention criteria of supervision.		

Interpretation

Table No 4.17 shows that all the teacher-educators said that there is no specific format ofsupervision of classroom teaching.

Table No 4.18 Percentage of Teacher-Educators Responses on Observation of Lessons Taught by the Student-Teachers in Classroom in a Day

Descriptions	Response	
How many lessons do the teacher-educators observe in classroom in during internship?	(Number of Responses) Frequency	Percentage
a) One	4	08%
b) Two	28	56%
c) Three	11	22%
d) More than three	7	14%

Interpretation

Table No 4.18 shows that 56% of the teacher-educators observe two lessons taught bythe student-teachers in classroom in a day during internship. However, 22% of the teacher-educators observe three lessons and 14% of the teacher-educators said that they observe more than three lessons in classroom in a day during internship. On the other hand, only 8% of the teacher-educators observe one lesson taught by the student-teachersin classroom in a day during internship.

Table No 4.19: Percentage of Teacher-Educators Responses on Number of Supervised Teachers for the Internship Programme

Description	Responses	Percentage
Do the teacher-educators think that number of supervised teachers is less for the internship programme?	Yes	68%
	No	32%

Interpretation

Table No 4.19 shows that 68% of the teacher-educators revealed that the number of supervised teachers is less for the internship programme. On the other hand, 32% of the teacher-educators revealed that the number of supervised teachers is not less for the internship programme.

Table No 4.20: Percentage of Teacher-Educators Responses Regarding Guidance Provided for the Student-Teachers

Description	Responses	Percentage
Do the teacher-educators think guidance provided to student-teachers was sufficient for them?	Yes	34%
	No	66%

Interpretation

Table No 4.20 shows that 66% of the teacher-educators revealed that guidance providedto student-teachers was not sufficient for the student-teachers. On the other hand, 34% of the teacher-educators revealed that guidance provided to student-teachers wassufficient for them.

6. Co-operation

Under this category there are two questions. The teacher-educators were asked the followingquestions.

Table No 4.21: Percentage of Teacher-Educators Responses on Co-operation fromInternship Schools

Description	Responses	Percentage
Did the TEIs get co-operation from the internship school for planning activities?	Yes	56%
	No	44%

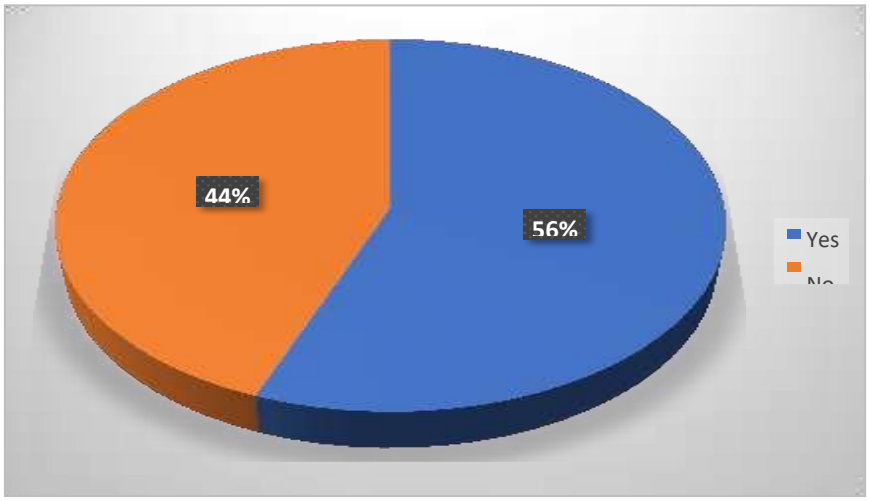

Figure No: 4.11: Graphical representation of percentage of teacher-educators' responses on co-operation from internship school

Interpretation

Table No 4.21 and figure No 4.11 reveals that 56% of the teacher-educators specified that they got co-operation from selected internship school for planning activities. On the other hand, 44% of the teacher-educators did not receive co-operation from internship schools for planning activities.

Table No 4.22: Percentage of Teacher-Educator Responses on Communication withSchool Mentor Teachers

Description	Responses	Percentage
Was there proper communication with the school mentor teachers regarding internship activities?	Yes	55%
	No	45%

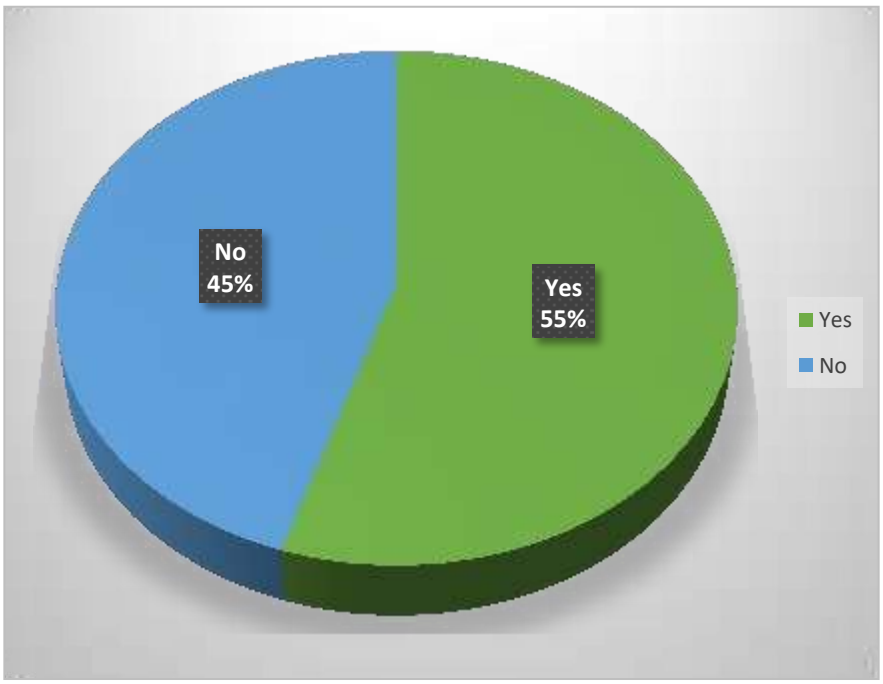

Figure No 4.12: Graphical representation of Teacher-Educator responses on communication with school mentor teachers

Interpretation

Table No 4.22 and Figure No 4.12 disclose that 55% of the teacher-educators expressed that they had proper communication with the school mentor teachers regarding internship activities. However, 45% of the teacher-educators revealed improper communication regarding internship activities with the school mentor teachers.

6. Assessments

Under this category there are two questions which have been asked to the teachers-educators of B.Ed. colleges. The respondents can choose more than one option.

Table No 4.23: Percentage of Teacher-Educator Responses Regarding Assessmentof Student-Teachers Performance during School Internship

Descriptions	Responses	
What is your opinion about the assessmentof student-teachers performance during school internship?	(Number of Response) Frequency	Percentage
a) Student-teachers' performance should be assessed jointly by the TEI faculty, school principal and mentor teachers.	43	86%
b) Student-teachers' performance should be assessed by the TEIfaculty only	0	0%
c) Student-teachers' performance should be assessed based on NCTEguidelines.	31	62%
d) If any other	0	0%

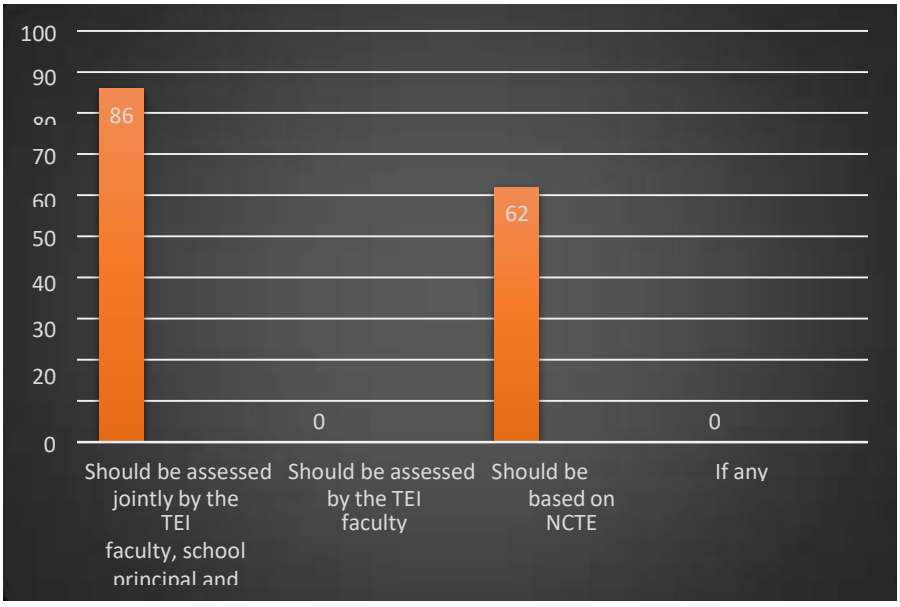

Figure No 4.13: Graphical representation of percentage of teacher-educator responses regarding assessment of student-teachers performance during school internship

Interpretation

Table No 4.23 and Figure No 4.13 shows that 86% of the teacher-educators expressed that student-teacher performance should be assessed jointly by the TEIs faculty, school principal and mentor teachers. Moreover, 62% of the teacher-educators stated that student-teachers' performance should be assessed based on NCTE guidelines.

Table No 4.24: Percentage of Teacher-Educators Responses on Provision for Improvement after Assessments

Description	Responsesof teacher-educators	Percentage
Is there any provision to improve the school internship performance after final assessments?	Yes	0%
	No	100%

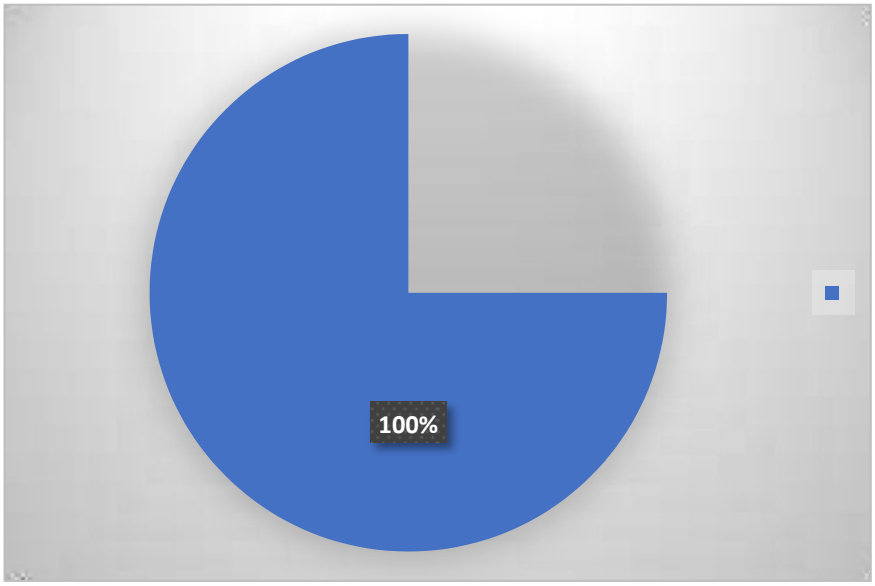

Figure No: 4.14: Graphical representation of percentage of teacher-educators' responses on provision for improvement after assessments

Interpretation

Table No 4.24 and Figure No 4.14 disclose that all the teacher-educators expressed thatthere was no provision for improving school internship performance after assessments.

To fulfill the first objective of this study, the researcher has also collected data from the student-teachers. The collected data has been summarized into the following categories-

1) Objectives of Internship
2) Duration
3) Type of Schools
4) Internship Materials
5) Orientation
6) Supervision
7) Co-operation
8) Assessments

1) Objectives of Internship

Under this category there are three questions. The student-teachers were asked questions regarding objectives and importance of internship. This are-

Table No 4.25: Percentage of Student-Teachers Responses on Formulation of Objectives of School Internship

Description	Responses of student-teachers	Percentage
Do the objectives of school internship formulated properly?	Yes	36.75%
	No	63.25%

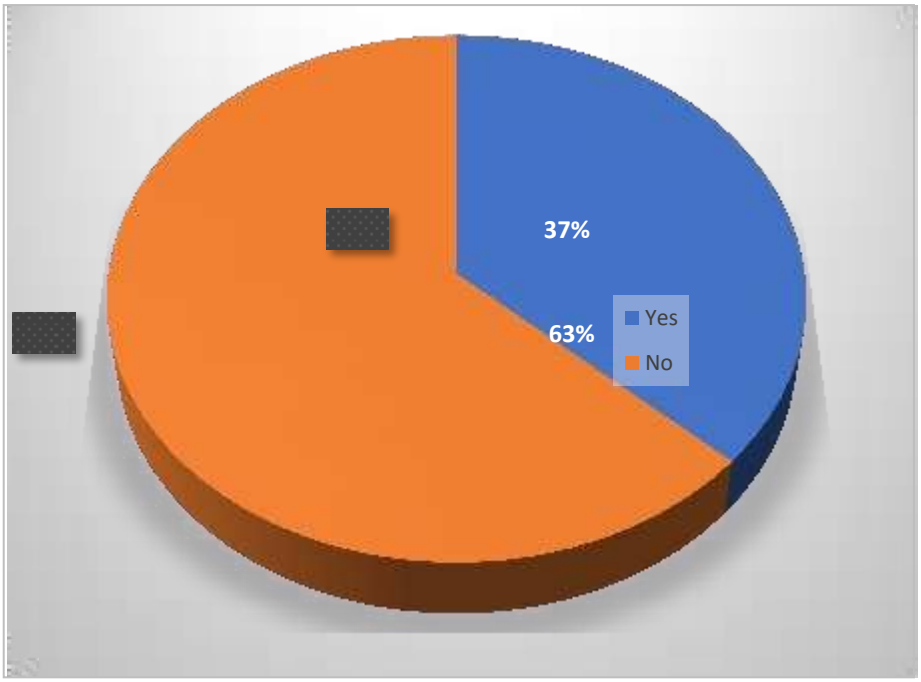

Figure No: 4.15: Graphical representation of percentage of student-teacher responses on formulation of objectives of school internship

Interpretation

Table 4.25 and Figure No 4.15 show that 63.25% of the student-teachers said that the objectives of school internships were not formulated properly. However, the rest of thestudent-teachers (36.75%) replied that the objectives of school internships were formulated properly.

Table No 4.26: Percentages of Student-Teachers Responses on the Importance of School Internship

Description	Responses of student-teachers	Percentage
Do the school internship is a necessary component in B.Ed. course?	Yes	77.75%
	No	22.25%

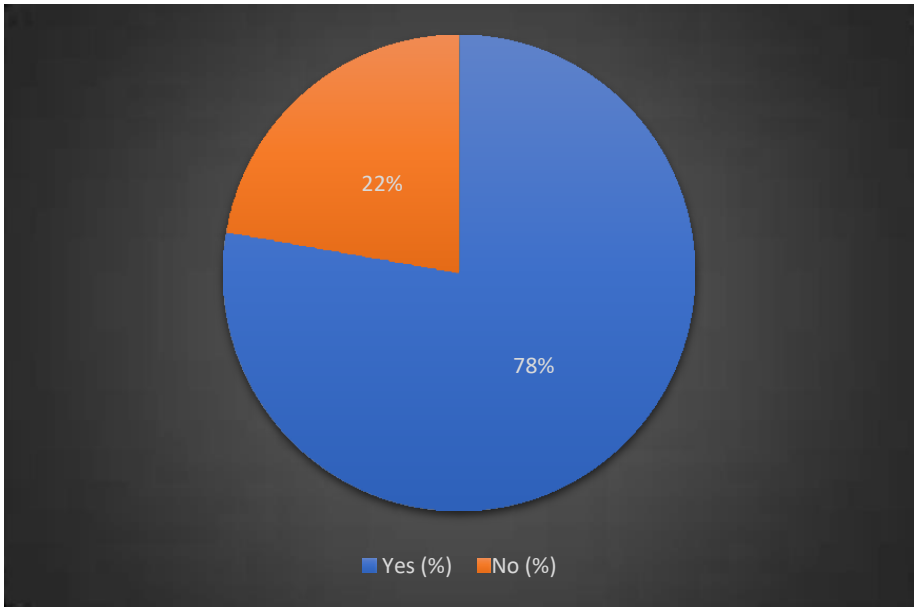

Figure No 4.16: Graphical representation of percentage of student-teachers' responses on the importance of school internship

Interpretation

Table No 4.26 and Figure No 4.16 show that 77.75% of the student-teachers said that school internship is a necessary component in B.Ed. course. On the other hand, 22.25% of the student-teachers said that school internship is not a necessary component in B.Ed. course.

Table No 4.27: Percentages of Student-Teacher Responses on Reasons of Importance of School Internship

Reason of importance of school internship	**Responses of student-teachers**	
	Yes	**No**
a) To improve pedagogical and content knowledge	24.25%	75.75%
b) To develop teaching skills	89%	11%

c) To communicate with students fromdifferent IQ and Socio-economic backgrounds	51%	49%
d) To develop the ability to connect theoretical knowledge in the realworld of teaching	77.75%	22.25%
e) To increase positive attitudes towardthe teaching profession	68.75%	31.25%

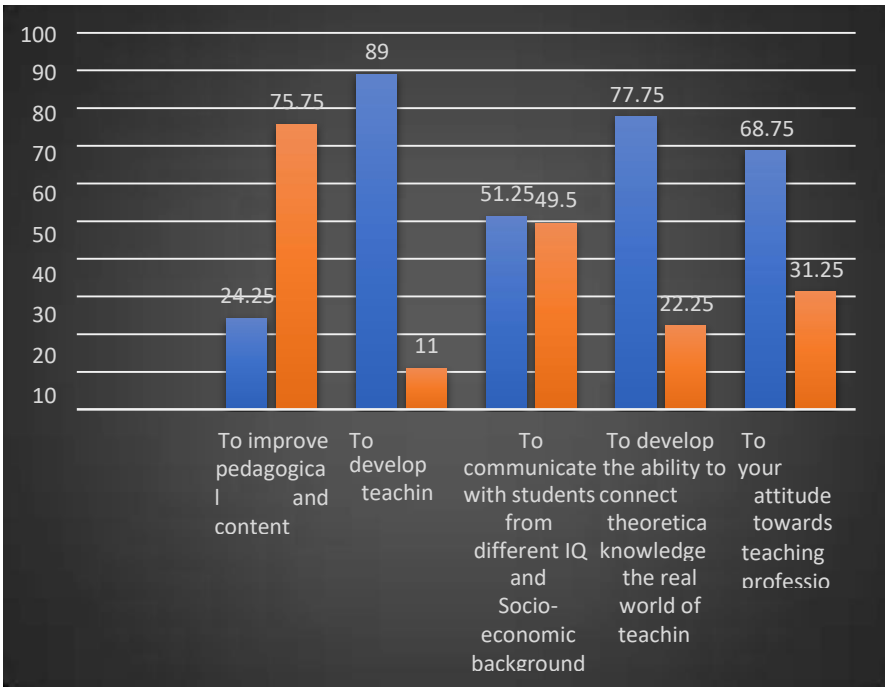

Figure No 4.17: Graphical representation of percentage of student-teacher responses regarding reasons of importance of school internship program

Interpretation

Table No 4.27 and Figure No 4.17 show, 89% of the student-teachers said to develop teaching skills is the reason of importance of school internship. However, 77.75% of the student-teachers said that connecting theoretical knowledge in the real world of teaching is the reason of importance of school internship. 68.75% of the student-teachers said that to increase their positive attitude towards the teaching profession, 51% of the student- teachers replied that to communicate with students from different IQ and socio-economic backgrounds and 24.25% of the student-teachers said that to improve pedagogical and content knowledge is the reason of importance of school internship.

Data Collected from Student-Teachers

1) Types of Schools

Under this category there is one question. **S**tudent-teachers were asked about the types of schools to collect data for the first objective.

Table No 4.28: Percentages of Student-Teacher Responses on Type of Schools for Internship

Descriptions	**Responses**	
What type(s) of schools did the Student-teachers go for internship?	(Number of Responses of student-teachers) Frequency	Percentage
a) Government schools	350	87.5%
b) Private schools	50	12.5%
c) Both schools	0	0%
d) If any other	0	0%

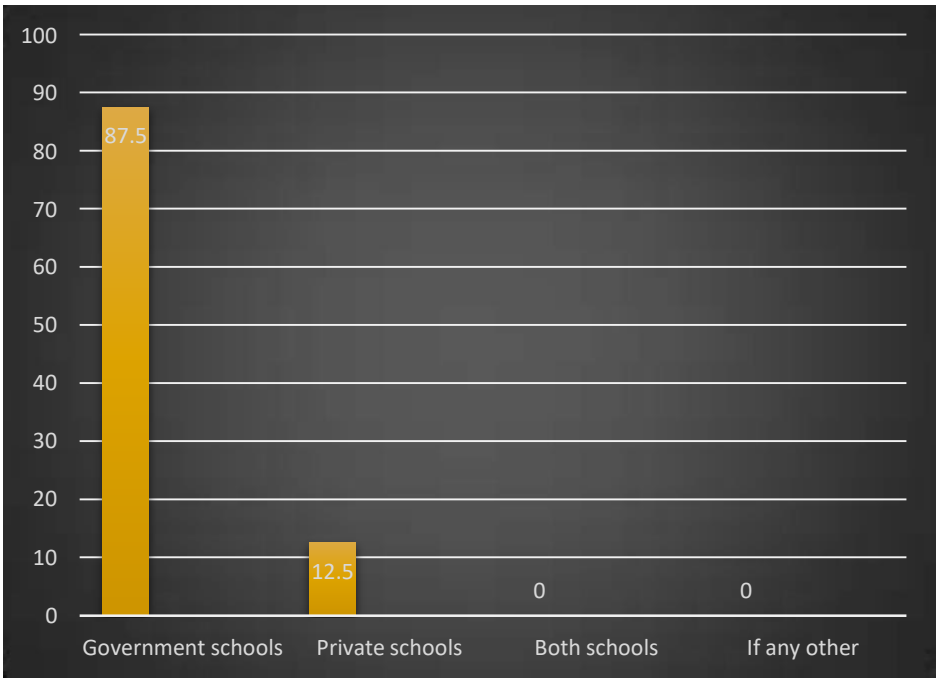

Figure No 4.18: Graphical representation of the percentage of student-teacher responses on the type of schools for internship

Interpretation

Table 4.28 and Figure No 4.18shows that most (87.5%) of the student-teachers go to government schools and 12.5% go to private schools. None of the student-teachers goesto both types of schools for internship.

2) Internship Materials

Under this category there are four questions. Student-teachers were asked regarding internship materials. The following are the responses they have given.

Table No 4.29: Percentages of Student-Teacher Responses on NCTEGuidelines and Framework of School Internship

Description	Responses of student-teachers	Percentage
Did the student-teacher get any school internship guidelines andframework from the TEIs?	Yes	12.25%
	No	87.75%

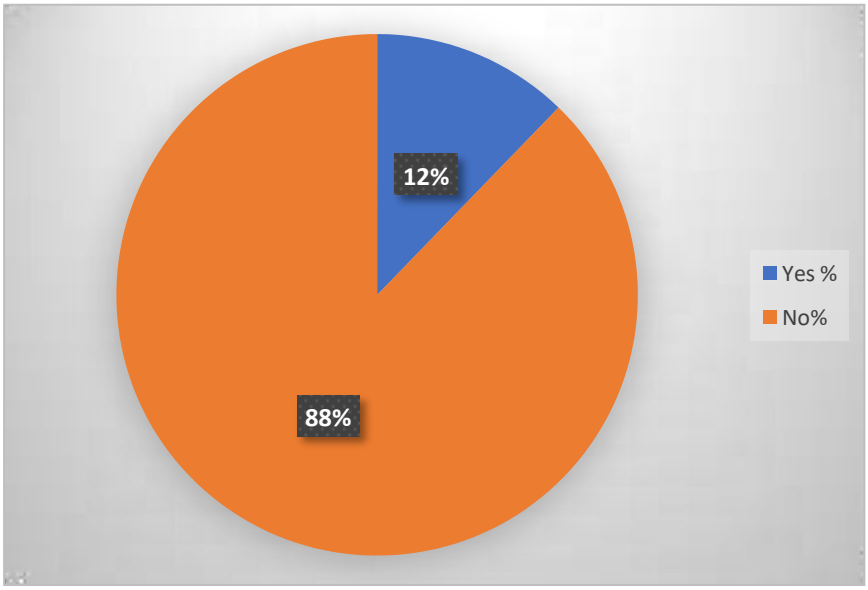

Figure No 4.19: Graphical representation of percentage of student-teacher responses on the availability of school internship guidelines and framework

Interpretation

Table 4.29 and Figure No 4.19 depicts that majority (87.75%) of the student-teachers opined that they did not receive the school internship guideline and framework. On the other hand, the rest of the student-teachers (12.25%) agreed that they have received the internship guideline and framework.

Table No 4.30: Percentages of Student-Teachers Responses on Materials ReceivedRegarding School Internship

Description	Responses of student-teachers	Percentage
Did the student-teacher get the materials for school internship after orientation?	Yes	51.5%
	No	48.5%

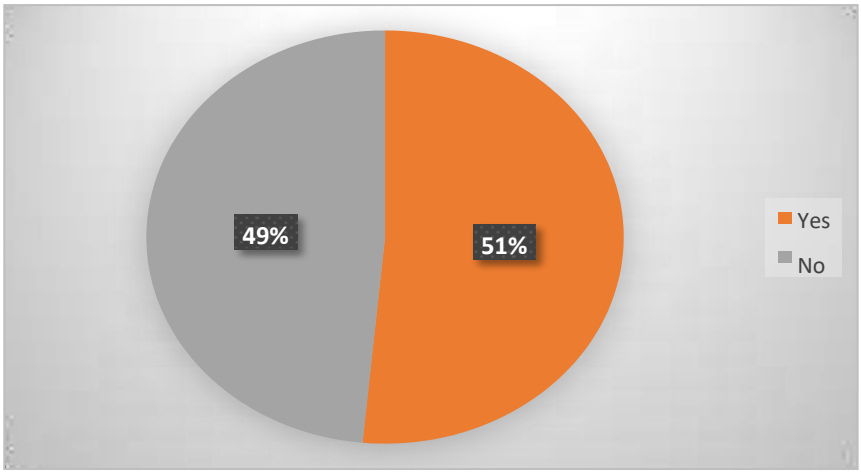

Figure No 4.20: Graphical representation of the percentage of student-teacher responses on materials received after orientation

Interpretation

Table 4.30 and Figure No 4.20 show that 51.5**%** of the student-teachers agreed that they received materials regarding school internship after orientation. However, 48.5% of the student-teachers agreed that they did not receive materials regarding school internship after orientation.

Table No 4.31: Percentages of Student-Teachers Responses on Types of MaterialsReceived after Orientation in the Internship

Type of materials	Responses of student-teachers	
	Frequency	Percentage
a) Internship handbook	0	0%
b) Model lesson plans	302	75.5%
c) Guideline for school-based activities	30	7.5%
d) Format of evaluation procedure	33	8.25%
e) Audio/video of model teaching	35	8.75%

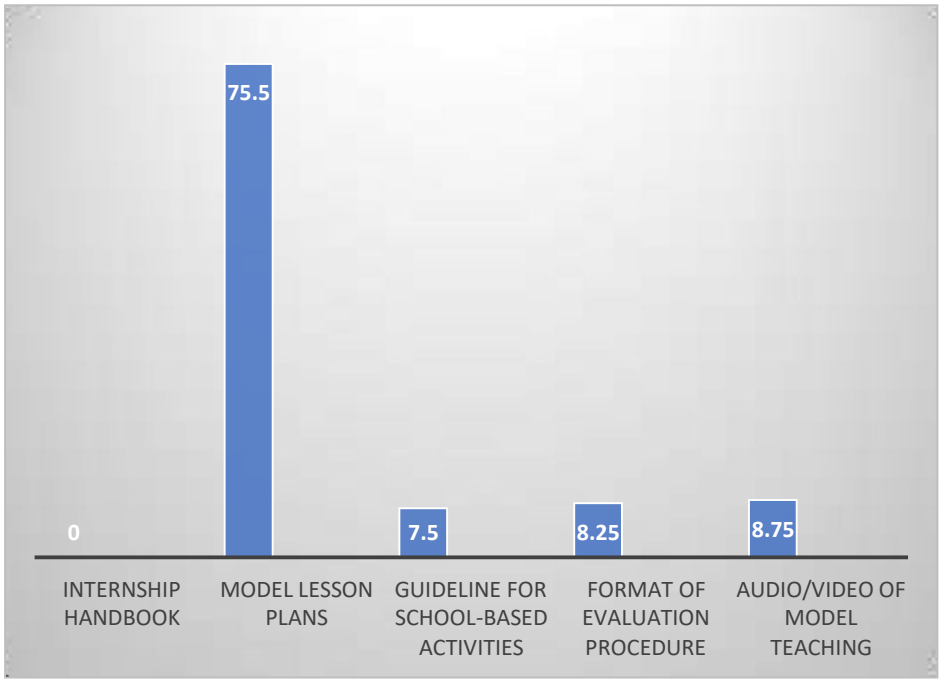

Figure No 4.21: Graphical representation of the percentage of student-teacher responses on types of materials received after orientation in the internship

Interpretation

Table 4.31 and Figure No 4.21 show that 75.5% of the student-teachers said they received model lesson plans, and 8.25% received the format of evaluation procedure. On the other hand, only 7.5% of the student-teachers received guidelines for school-basedactivities.

Table No 4.32: Percentages of Student-Teachers' Responses on Watching the Videos of Skilled and Experienced Teachers

Description	**Responses of student-teachers**	**Percentage**
Have the student-teachers watched the videos of skilled and experienced teacher's before going to internship program?	Yes	10.25%
	No	89.75%

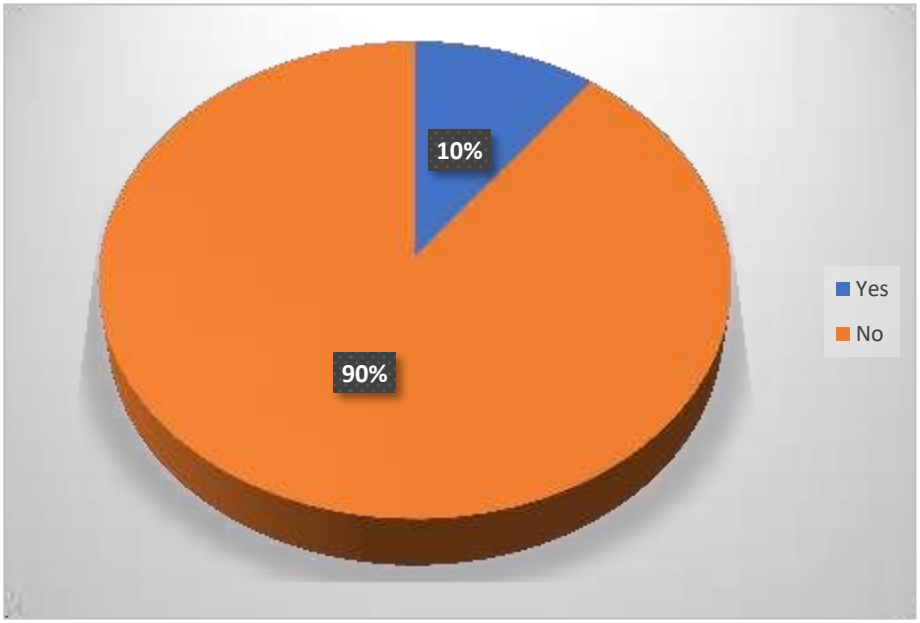

Figure No: 4.22: Graphical representation of the percentage of student-teacher responses on watching the videos of skilled and experienced teachers

Interpretation

Table 4.32 and Figure No 4.22 showed that only 10.25% of the student-teachers watched the videos of skilled and experienced teachers before going to internship program. The restof the 89.75% of the student-teachers have not watched the videos of skilled and experienced teachers before going to internship program.

2) Orientation

Under this category there are six questions. The **s**tudent-teachers were asked the questions

regarding orientation. Following are the responses received from them.

Table No 4.33: Percentages of Student-Teacher Responses on Information about Rulesand Regulations of Internship

Descriptions	**Response**	
Who let the student-teachers know about the rules and regulation of school internship?	(Number of Responses) Frequency	Percentages
a) Principal of TEI	98	24.5%
b) Teacher- Educators	302	75.5%
c) Head of the school	0	0%
d) If any other	0	0%

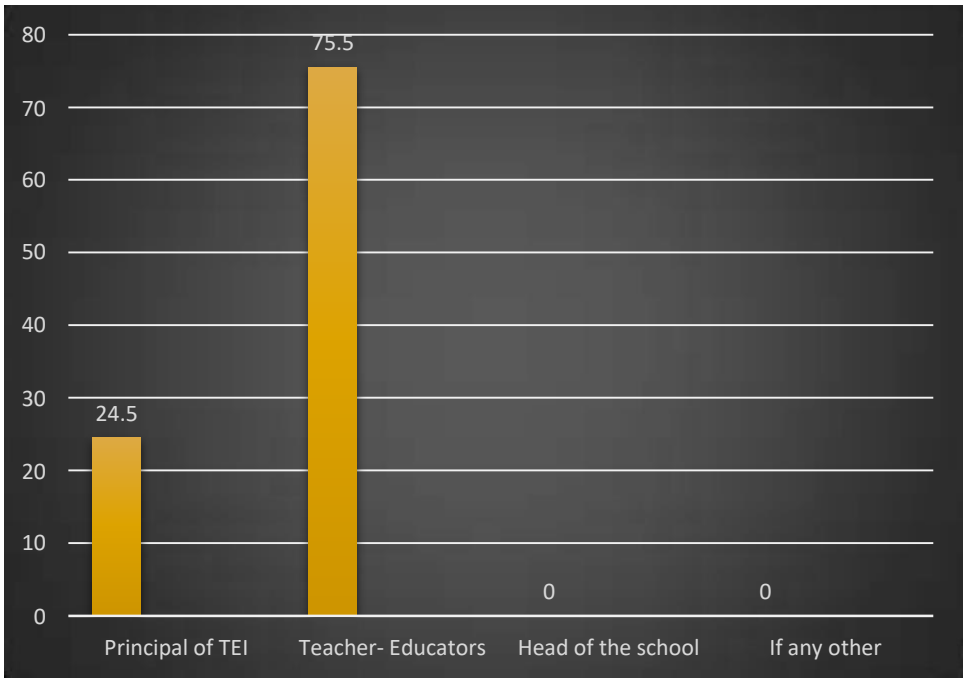

Figure No: 4.23: Graphical representation of the percentage of Student-Teacher responses on information about rules and regulations of internship

Interpretation

Table 4.33 and Figure No 4.23 depicts that 75.5% of student-teachers said they were informed about the rules and regulations of school internships by the teacher-educators, and 24.5% said that the principal of TEIs was informed about the rules and regulations of school internships.

Table No 4.34: Percentages of Student-Teacher Responses on the Organization ofOrientation Program for Internship

Description	Responses of student-teachers	Percentage
Did the TEIs conduct orientation programme on how to carry out internship activities?	Yes	51.25%
	No	48.75%

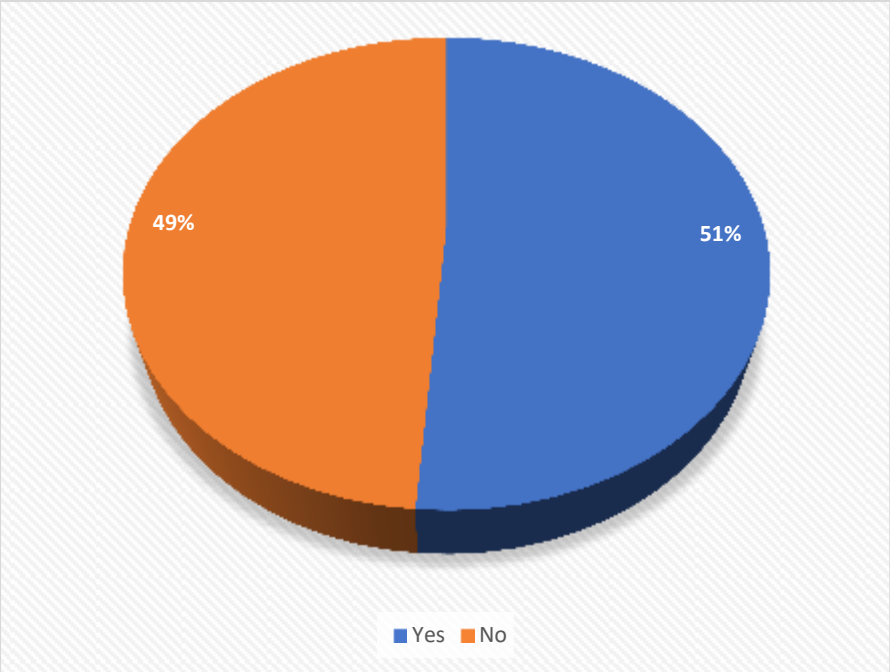

Figure No: 4.24: Graphical representation of the percentage of student-teacher responses on the organization of orientation program for internship

Interpretation: Table 4.34 and Figure No 4.24 shows that 51.25 **%** of the student-teachers agreed that the institution conducted an orientation program on how to carry out internship activities. On the other hand, 48.75% of the responded said that the institution conducted an orientation program on how to carry out internship activities.

Table No 4.35: Percentages of Student-Teacher responses on the Organization of Activities of the Orientation Program during the Internship

For which of the following activities orientation programme is conducted for internship. (You can put tick mark more than one options)	Responses of student-teachers	
Activities of the orientation program	Frequency	Percentage
a) Preparation of lesson plans	377	94.25%
b) Preparation of teaching aids	201	50.25%
c) Textbook analysis	165	41.25%
d) Conduction of Action Research/case study	198	49.5%
e) Brainstorming sessions	0	0%

Interpretation

Table No 4.35 shows that, 94.25**%** of the student-teachers said that the institution conducted an orientation program on how to prepare lesson plans, 50.25**%** of the student- teachers answered that orientation program conducted on the preparation of teaching aids. However, 49.5**%** of the student-teachers supported conducting action research/case studies. However, 41.25% of the student-teachers said that orientation programme is conducted for textbook analysis during internship. On the other hand, none of the student- teachers reacted that the institution conducted an orientation program on brainstorming sessions.

Table No 4.36: Percentages of Student-Teacher responses on Practice of TeachingSkills in Micro-Teaching before going to Internship

Description	**Responses of student-teachers**	**Percentage**
Do the student-teacher practice micro teaching before going to practice teaching?	Yes	87.25%
	No	12.75%

Interpretation

Table No 4.36 shows that 87.25% of the student-teachers said they had practiced micro- teaching before going to internship. However, 12.75% of the student-teachers said that they did not practice properly the skills micro-teaching before going to internship.

Table No 4.37: Percentages of Student-Teacher Responses Regarding Teaching Skills Practiced during Micro-Teaching before going to Internship

Descriptions	**Responses of student-teachers**	
Which of the skills have the student-teachers practiced properly during micro teaching? (You can put tick mark more than one options).	Frequency	Percentage
a) Introducing a lesson	349	87.25%
b) Questioning	116	29%
c) Explaining	351	87.75%
d) Illustration with example	181	45.25%
e) Use of Teaching Aids	171	42.75%
f) Pacing of the lesson	55	13.75%
g) Stimulus variation	65	16.25%
h) Evaluation of pupil progress	111	27.75%
i) Giving assignment	198	49.5%
j) Closure	301	75.25%

Interpretation

Table No 4.37 shows that 87.25% of the student-teachers practiced skills like introducing a lesson properly, 87.75% practiced properly explaining in the classroom during teaching, and 75.25% followed the closure. Moreover, 42.75% of the students-teachers practiced proper use of teaching aids. On the other hand, only 29% of the student-teachers practiced proper questioning skills, 13.75% did pacing of the lesson and 16.25% of the student-teachers practiced proper stimulus variation skills during micro- teaching.

Table No 4.38: Percentages of Student-Teacher Responses on Audio-Visual Aids used for Orientation during Internship

What of the following aids uses in your institutions for the orientation of internship? (Please put tick mark).	Responses of student-teachers	
	Frequency	Percentages
a) Audio-visualaids	110	27.5%
b) Only audio aids	35	8.75%
c) Only visual aids	255	63.75%
d) If any other	0	0%

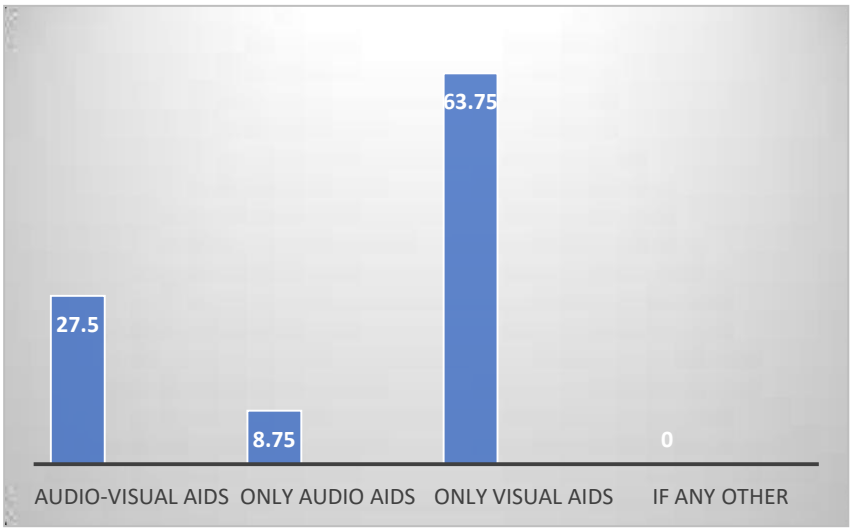

Figure No: 4.25: Graphical representation of the percentage of student-teacher responses on audio-visual aids used for orientation during the internship

Interpretation

Table No 4.38 and Figure No 4.25 shows that 27.5**%** of the student-teachers agreed that their institutions use audio-visual aids for orientation. On the other hand, 47.5 **%** of the student-teachers said that their institutions use only visual aids for orientation during internships.

3) Supervision

As per NCTE regulation, student-teachers must work in the selected schools as full-time teachers under the school principals and mentor teachers' guidance and supervision. Apart from curricular and co-curricular activities, the student-teachers must provide opportunities to participate observeand contribute to the activities of the schools.

Under this category there are nine questions. Student-teachers were asked about supervision. The following are the responses they have given.

Table No 4.39: Percentages of Student-Teacher Responses on the Number of Supervised Teachers

Description	Responses of student-teachers	Percentage
Do the number of supervised teachers is less for internship program?	Yes	93.75%
	No	6.25%

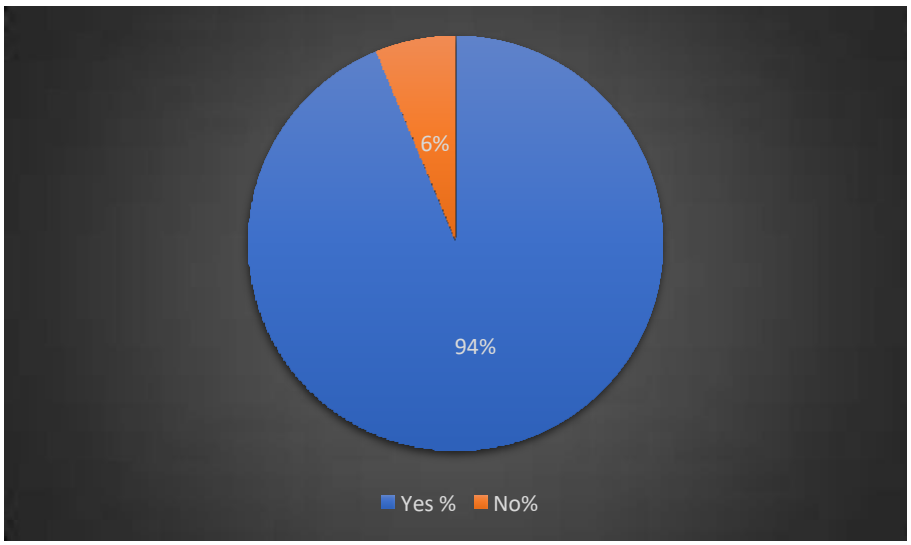

Figure No: 4.26: Graphical representation of the percentage of student-teacher responses on the number of supervised teachers

Interpretation: Table 4.39 and Figure No 4.26 show that 93.75% of the student-teachers agreed that the number of supervised teachers is less for the supervision in the internship program. At the same time, 6.25% of the student-teachers agreed that supervised teachersare sufficient.

Table No 4.40: Percentages of Student-Teacher Responses that Received on Immediate Feedback after the Classroom Teaching

Description	Responses of student-teachers	Percentage
Did the student-teachers get immediate feedback after the classroom teaching from the supervisor of the institution?	Yes	22.5%
	No	77.5%

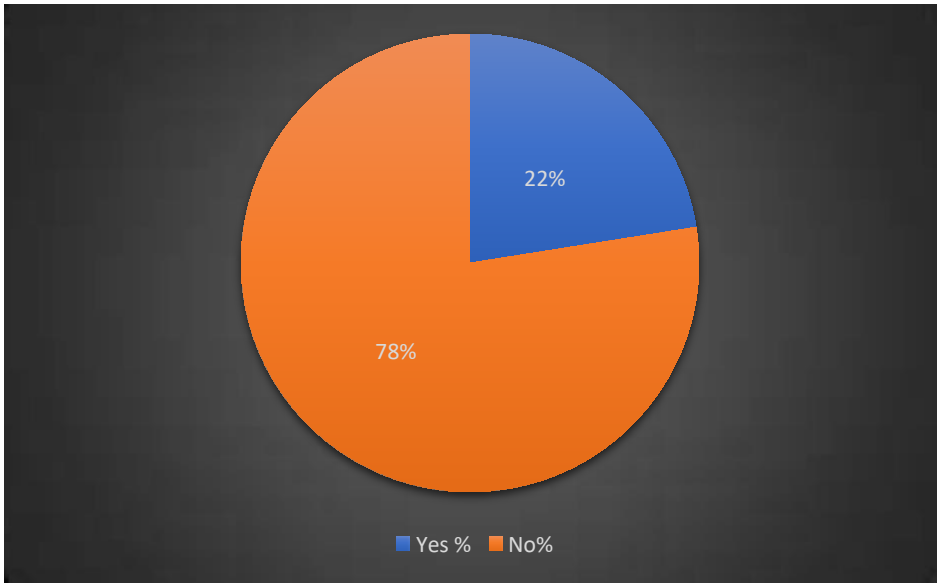

Figure No: 4.27: Graphical representation of the percentage of student-teacher responses on feedback after the classroom teaching

Interpretation

Table 4.40 and Figure No 4.27 shows that 77.5 % of the student-teachers revealed that they did not receive immediate feedback after the classroom teaching from the supervisorof the institution, 22.5% of the student-teachers disclosed that they received immediate feedback after the classroom teaching from the supervisor of the institution.

Table No 4.41: Percentages of Student-Teacher Responses on Availability of Mentor-Teachers

Description	Responses of student-teachers	Percentage
Do the student-teachers have mentor-teachers in the school for supervision?	Yes	23%
	No	77%

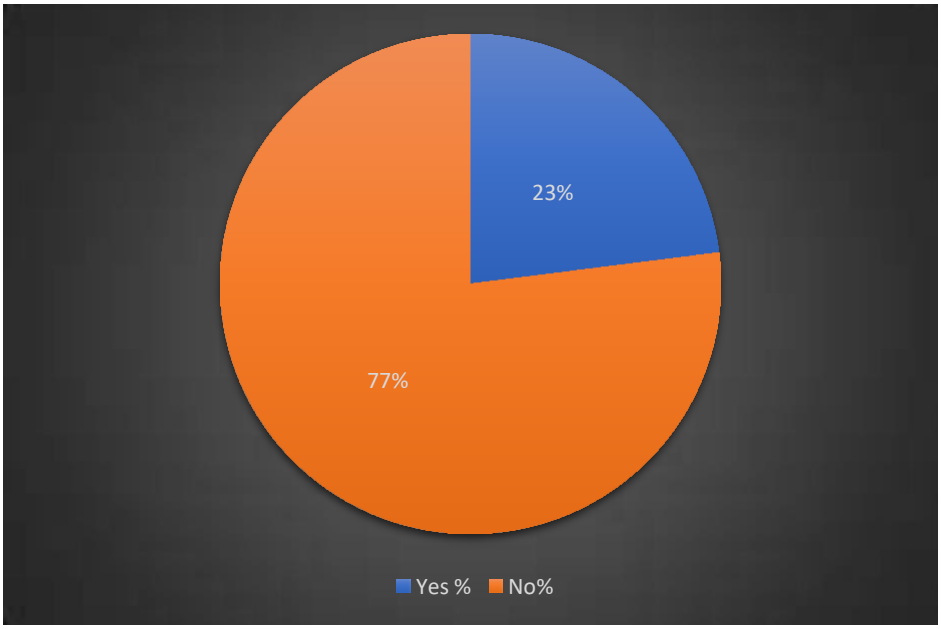

Figure No: 4.28: Graphical representation of the percentage of student-teacher responses on the availability of mentor-teachers

Interpretation

Table 4.41 and Figure No 4.28 show that the majority (77**%)** of the student-teachers reported there were unavailability of mentor teachers in the school for supervision. On theother hand, 23 % of the student-teachers disclose that they had mentor teachers in school for supervision in the internship school.

Table No 4.42: Percentages of Student-Teacher Responses on Observation bythe Mentor Teachers

Description	Responses of student-teachers	Percentage
Did the mentor teachers observe the class when student-teachers teach pupils in school?	Yes	21.25%
	No	78.75%

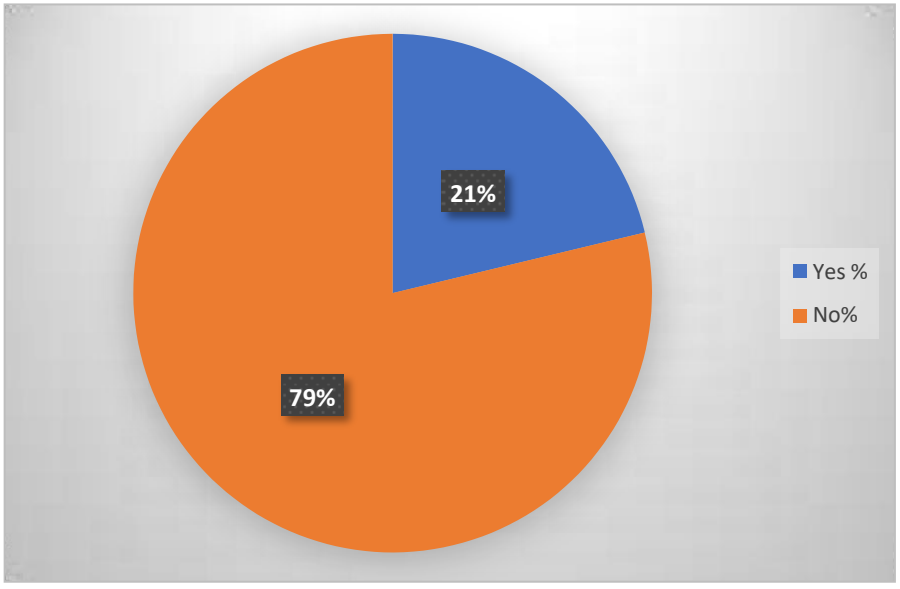

Figure No: 4.29: Graphical representation of the percentage of student-teacher responses on observation by the mentor teachers

Interpretation

Table No 4.42 and Figure No 4.29 show that 78.75% of the student-teachers reveal that the mentor teachers did not observe their class during classroom teaching. However, 21.25 % of the student-teachers agreed that mentor teachers observe their class duringclassroom teaching.

Table No 4.43: Percentages of Student-Teachers Responses on PedagogyTeacher Assigned as per the Method Subject

Description	Responses of student-teachers	Percentage
Did the student-teachers get pedagogy teacher as per the methodsubject?	Yes	74.5%
	No	25.5%

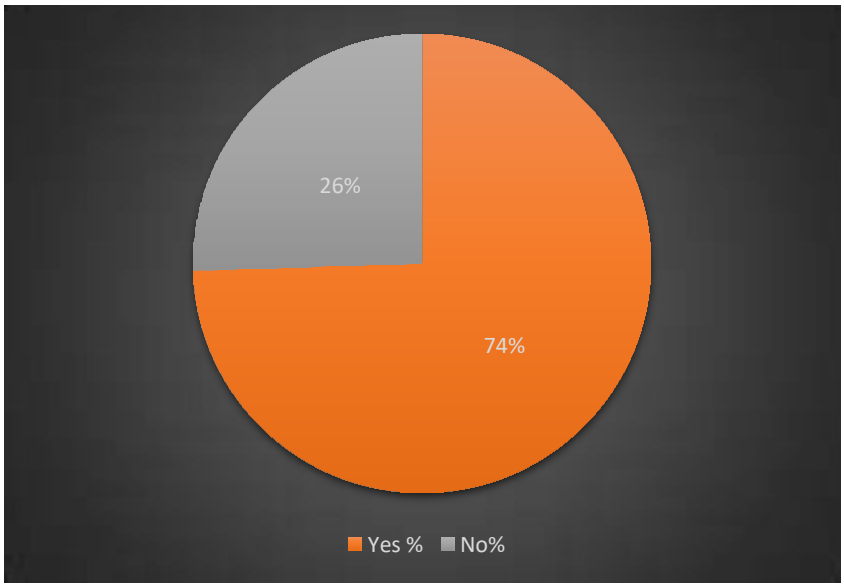

Figure No: 4.30: Graphical representation of the percentage of student-teachers responses on pedagogy teacher assigned as per the method subject

Interpretation

According to Table 4.43 and Figure No 4.30, 74.5% of the student-teachers disagreed regarding the pedagogy teacher assigned as per the method subject. On the other hand, 25.5% of the student-teachers agreed that pedagogy teachers were assigned as per the method subject.

Table No 4.44: Percentages of Student-Teacher Responses on Guidance and Supervision Received from whom regarding Lesson Plans

Who guide and supervised the lessonplans? (Please put tick mark)	Responses of student-teachers	
	Frequency	Percentages
a) Only Pedagogy teachers	256	64%
b) All the teacher- educators/Assigned teacher-educators	112	28%
c) Internship coordinator	32	08%
d) None of the teachers	0	0%

Interpretation

Table No 4.44 shows that 64% of the student-teachers reveal that their lesson plans are guided and supervised by only pedagogy teachers, 28% of the student-teachers said by all the teacher-educators/assigned teacher-educators and 8% of the student-teachers revealed that internship coordinator guided and supervised their lesson plans.

Table No 4. 45: Percentages of Student-Teacher Responses on the Numberof days Teacher-Educators visited in a week during Internship School for Supervising the Student-Teachers

How many times teacher-educator's visit in a week in internship school for supervising the student-teachers?	Response of student-teachers	
	Frequency	Percentage
a) Once in a week	70	17.5%
b) Twice in a week	187	46.75%
c) Thrice in a week	102	25.5%
d) More than trice	41	10.25%

Interpretation

Table No 4.45 shows that 46.75% of the student-teachers revealed that teacher-educators visited twice a week, 25.5% of the student-teachers said thrice a week, and 10.25% of thestudent-teachers disclosed that teacher-educators visited more than trice in a week in internship school for supervising the student-teachers.

Table No 4.46: Percentages of Student-Teacher Responses on the Number of Classesthe Teacher Educators Observed Daily

How many classes the teacher educators observe in a day duringinternship?	Responses of student-teachers	
	Frequency	Percentage
a) One class	278	69.5%
b) Two class	110	27.5%
c) Three class	12	3%
d) More than three	0	0%

Interpretation

Table No 4.46 shows that 69.5% of the student-teachers reveal that one class teacher educator observed in a day. In contrast, only 3**%** of the student-teachers say that three class teacher educators observed in a day. None of the responded said that the teacher-educators observe class more than three times a day during internship.

Table No 4.47: Percentages of Student-Teacher Responses Regarding Guidance Provided by the Supervisor

Description	**Responses of student-teachers**	**Percentage**
Do the student-teachers think guidance provided by the supervisorwas sufficient for you?	Yes	28%
	No	72%

Interpretation

Table No 4.47 shows that 72% of the student-teachers reveal that guidance provided by the supervisor was not sufficient for them. However, 28% of the student-teachers reveal that guidance provided by the supervisor was sufficient for them during internship.

4) Co-Operation during the Internship

Under this category there are three questions. Student-teachers were asked about co-operation from school and teacher education institutions during the internship. The following are the responses they have given.

Table No 4.48: Percentages of Student-Teachers Responses on Gender Disparity Regarding Internship Activities

Description	Responses of student-teachers	Percentage
Did the school make gender disparity with you regarding internship activities?	Yes	19.75%
	No	80.25%

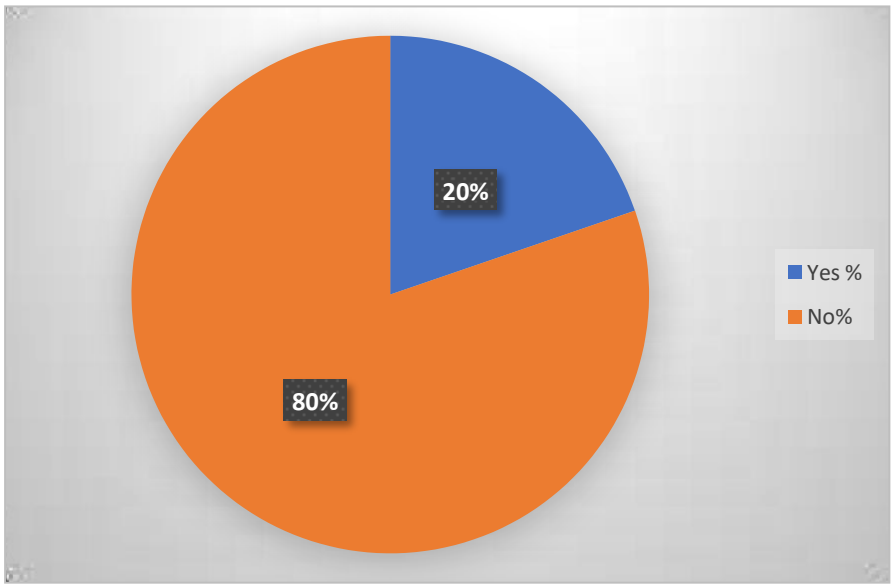

Figure No 4.31: Graphical representation of the percentage of student-teacher responses on gender disparity regarding internship activities

Interpretation

According to Table 4.48 and Figure No 4.31, it has been observed that 80.25% of the student-teachers said that schoolteachers had not done gender disparity regarding internship activities. However, 19.75% of the student-teachers said that schoolteachers made gender disparity regarding internship activities.

Table No 4.49: Percentages of Student-Teacher Responses on Received Co-operation from the Headmaster/ Headmistress of the Internship School

Were the headmaster/ headmistress of the internship school cooperative with the student-teachers in terms of (You can put tick mark more than one options).	Responses of student-teachers	
	Frequency	Percentages
a) Allotting the classes	334	83.5%
b) Managing the timetable	291	72.75%
c) Managing the students	301	75.25%
d) Providing lab facility	19	4.75%
e) Organizing school-based activities	211	52.75%

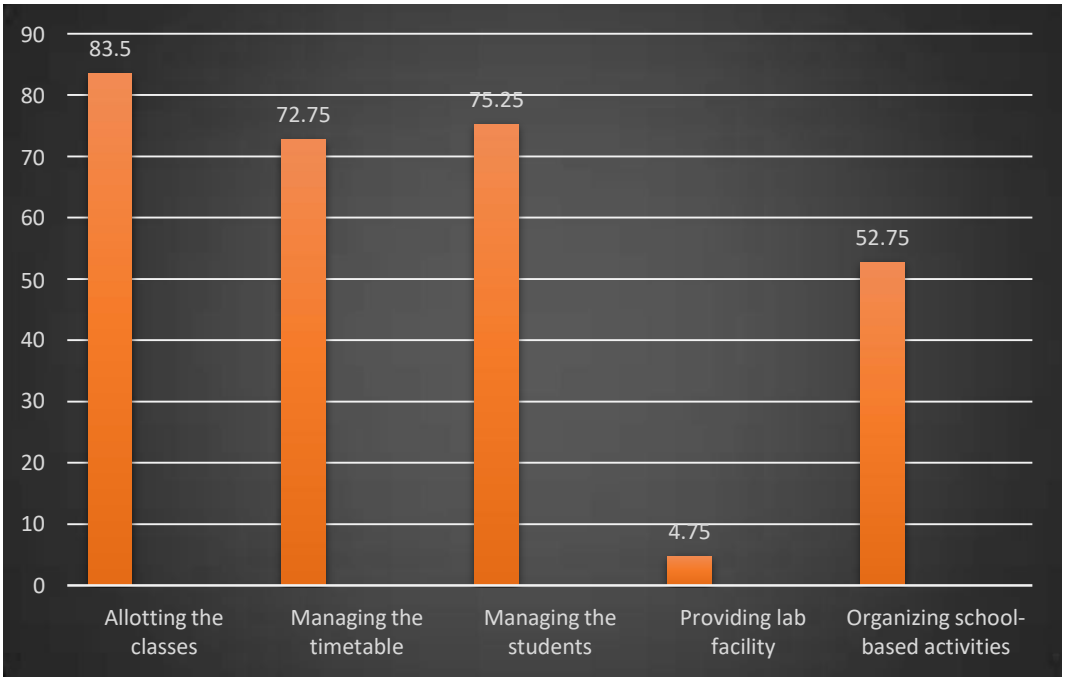

Figure No 4.32: Graphical representation of the percentage of student-teacher responses on received co-operation from the Headmaster/ Headmistress of the Internship School

Interpretation

Table No 4.49 and Figure No 4.32 shows that, 83.5% of the student-teachers received co- operation from the head of the internship school in terms of allotting the classes, 75.25% of the student-teachers received co-operation for managing the students, 72.75% of the student-teachers received co-operation for managing the timetable, and 52.75 of the student-teachers received co-operation from the head of the internship school. On the other hand, 4.75% of the student-teachers received co-operation from the head of the internship school.

Table No 4.50: Percentages of Student-Teacher Responses on Encouragement by theRegular Teachers to Organize Activities

Description	Responses of student-teachers	Percentage
Have you been encouraged by the regular teachers to organize different activities in school?	Yes	24.75%
	No	75.25%

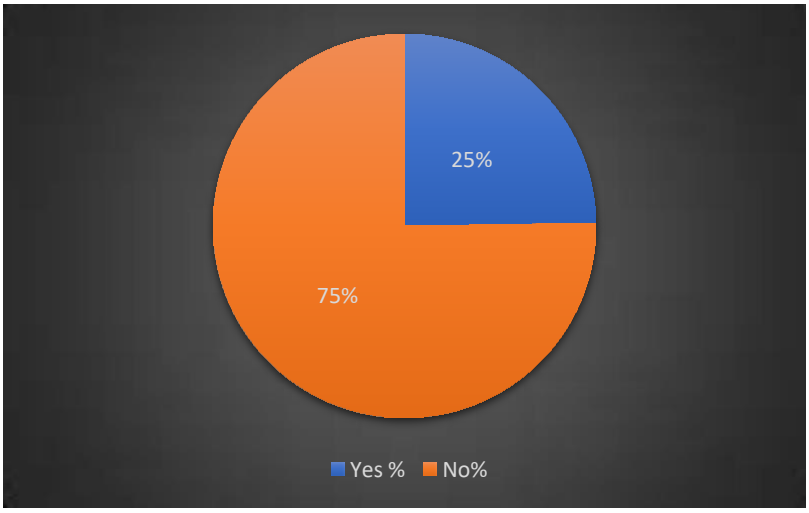

Figure No: 4.33: Graphical representation of the percentage of student-teacher responses on encouragement by the regular teachers to organize activities

Interpretation

Table 4.50 and Figure No 4.33 disclose that 75.25% of the student-teachers expressed that they were not encouraged by the regular teachers to organize different activities in school. However, 24.75% of the student-teachers expressed that they were not encouraged by the regular teachers to organize different activities in school.

5) Assessment of Internship

As per NCTE regulation, the student-teacher's performance regarding tasks should be done jointly by the teacher education faculty, school principals and mentor teachers. TEIsmust provide evaluation guidelines to the schools.

There are three questions under this category. The following are the responses have received from the student teachers.

Table No 4.51: Percentages of Student-Teacher Responses on Assessment Criteriafollowed in Teacher Education Institutions for Internship

Which of the following assessment criteria followed in Teacher EducationInstitution for internship?	Responses of student-teachers	
	Frequency	Percentages
a) External	0	0%
b) Internal	0	0%
c) Both	400	100%

Interpretation

Table No 4.51 shows that all the student-teachers said that they have both external and internal assessment criteria followed in Teacher Education Institutions for internship.

Table No 4.52: Percentages of Student-Teacher Responses on Provisions to ImproveSchool Internship Performance after Assessments

Descriptions	Responses of student-teachers	Percentage
Is there any provision to improve the school internship performance after assessments?	Yes	0%
	No	100%

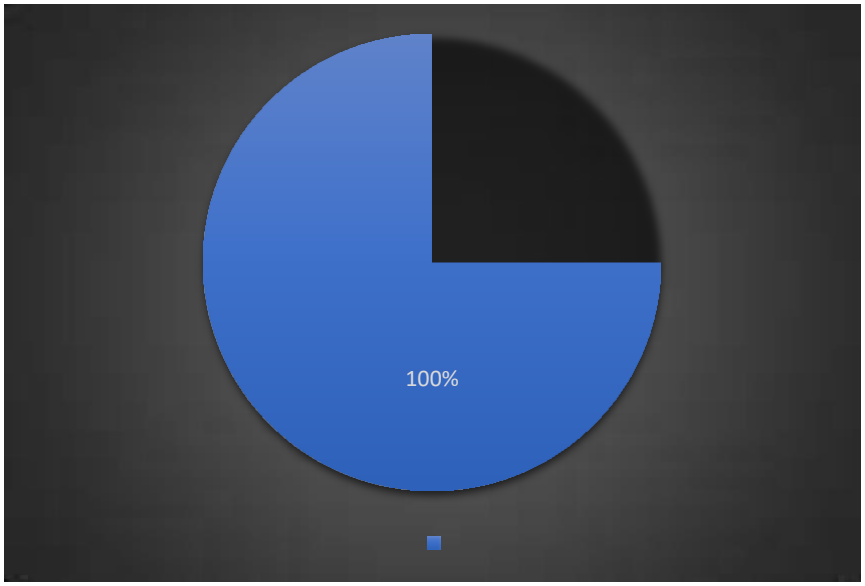

Figure No: 4.34: Graphical representation of the percentage of student-teacher responses on provisions to improve school internship performance after assessments

Interpretation

Table 4.52 and Figure No 4.34 show that according to all the student-teachers, there areno provisions to improve school internship performance after assessments.

Table No. 4.53: Percentages of Student-Teachers Responses on Biasness during the Assessment

Description	Responses of student-teachers	Percentage
Was there any biasness on the part of the evaluator in the assessment during internship?	Yes	30%
	No	70%

Interpretation

Table No 4.53 shows that according to 70% of the student-teachers, there was no bias onthe part of the evaluator in the assessment. However, 30% of the student-teachers said there was bias on the part of the evaluator in the assessment.

Data Collected from Both Student-Teachers and Teacher-Educators

There are some questions asked to both the student-teachers and teacher-educators and theresponses have been analyzed in the same tables. This are-

1) Duration

As Per the NCTE norms, the "Field Engagement" duration should be 20 weeks in a recognized secondary school. It has been divided into two parts. Four weeks in the first year and 16 weeks to be organized in the second year (3^{rd}sem) of the Two-Year B.Ed. Program. Engagement of 16 weeks is additionally divided into 14 weeks of school internship and two weeks of engagement with school and community. Regarding duration, the researcher has asked student-teachers and teacher-educators.

Table No 4.1.54: Percentage of Student-Teachers and Teacher-Educators on Durationof School Internship

Descriptions	Responses of student-teachers		Responses of teacher-educators	
Do the 16 weeks of school internship is optimum for B.Ed. course?	Yes	96.25%	Yes	66%
	No	3.75%	No	34%

Interpretation

According to Table No 4.54, it has come to be found that 96.25% of the student-teachers agreed that 16 weeks of school internship is optimum for the B.Ed. course. However, only 3.75% of the student-teachers refused that the 16 weeks of school internship are optimumfor a B.Ed. course.

Table No 4.54 also displays that 66% of the teacher-educators accounted that the durationof 16 weeks internship is sufficient for this training program. Still, 34% of the teacher- educators expressed that 16 weeks of internship duration is insufficient to fulfill the objectives of the study.

2) Types of Schools

As per NCTE guidelines, there should be a requirement of internship schools at ten schools per 100 student-teachers and 5 schools per 50 student-teachers. Student-teachers must gain experience working in varied backgrounds by completing internships in schools located in urban, rural and tribal areas. 80% of the time in government and 20% in private schools should be utilized during internship.

Table No 4.55: Percentage of Student-Teachers and Teacher-Educators on Locationof Schools for Internship

What type (s) of schools did the student-teachers gofor school internship?	Responses of student-teachers		Responses of teacher-educators	
	Frequency	Percentage	Frequency	Percentage
a) Urban area	281	70.25%	33	66%
b) Rural area	105	26.25%	17	34%
c) Tribal area school	14	3.5%	0	0%
d) If any other	0	0%	0	0%

Interpretation

Table 4.55 shows that 70.25% of the student-teachers said that internship schools fall under urban areas and 26.25% said that they fall under rural areas. On the other hand, only 3.5**%** of the student-teachers go to tribal area schools for internships. No student- teachers were gone through both areas.

Similarly, Table No 4.55 shows teacher-educators expressed that about 66% of schools fall under urban schools and 34% go to rural area schools. On the other hand, none of the teacher-educators said they go to tribal area schools for internship.

3) Internship Materials

As per NCTE guidelines, TEIs must provide extra material for additional activities. Internship materials include the internship handbook, format for lesson planning, guidelines for school-based activities, the format of the evaluation procedure, and audio/video of model teaching.

Table No 4.56: Percentages of Student-Teachers and Teacher-Educators on the Format for Preparing Lesson Plans

Description	**Responses of student-teachers**		**Responses of teacher- educators**	
Has the teacher-educator given any format for preparing lesson plans during internship?	Yes	89%	Yes	100%
	No	11%	No	0%

Interpretation

Table No 4.56 shows that 89% of the student-teachers highlighted that the teacher-educators had given them a format for preparing lesson plans during the internship. However, 11% of the student-teachers denied giving format by the teacher educators for preparing lesson plans during the internship.

Table No 4.56 also exposes that all the teacher-educators specified that they had given format to the student-teachers for preparing lesson plans during the internship.

Table No 4.57: Percentage of Student-Teachers and Teacher-Educators on Provision for Audio and Video Equipment to Record Skills

Descriptions	**Responses of student-teachers**		**Responses of teacher- educators**	
Before going to internship, have the student-teachers been provided any audio and video equipment to record the skills forself-evaluation?	Yes	7.5%	Yes	18%
	No	92.5%	No	82%

Interpretation

According to Table No. 4.57, most of the student-teachers (92.5%) agreed that they werenot provided with any audio and video equipment to record their skills for self-evaluation. However, only 7.5% replied that they had been provided audio and video equipment to record skills for self-evaluation.

Similarly, most of the teacher-educators (82%) agreed that there is no provision for audio and video equipment to record skills for their self-evaluation. However, only 18% replied that they had been provided audio and video equipment to record their skills for self- evaluation**.**

4) Supervision

The student-teachers and teacher-educators were asked regarding supervision to fulfillthe first objective of this study.

Table No 4.58: Percentage of Student-Teachers and Teacher-Educators on Ratio ofSupervisor versus Student-Teachers for a Particular Pedagogy Subject

Descriptions	**Responses of student-teachers**		**Responses of teacher-educators**	
What is the ratio of mentors versus student-teachers for a particular pedagogy subject?	Frequency	Percentage	Frequencyy	Percentage
a) 1:3 /1:4	0	0%	0	0%
b) 1:5/1:6	0	12.5%	39	78%
c) If any other	1:25/ 1:30	87.5%	1:10/1: 15	22%

Interpretation

Table No 4.58 shows that 12.5% of the student-teachers said that ratio of supervisor versus student-teachers for a particular pedagogy subject is 1:5/1:6. On the other hand, Table No 4.58 also shows that 78% of the teacher-educators replied that ratio of supervisor versus student-teachers for a particular pedagogy subject is 1:5/1:6.

However, none of the responded agreed about the ratio of supervisor versus student-teachers for a particular pedagogy subject was 1:3 /1:4.

Moreover, it is observed that in open ended questions 87.5% of the respondents disclose the ratio of supervisor versus student-teachers for a particular pedagogy subject was 1:25/ 1:30. It shows that fewer faculty supervise a greater number of student-teachers. Similarly, in open ended questions, 22% of the teacher-educators have written their opinion that sometimes they have crossed the ratio from 1:5/1:6 to 1:10/1: 15.

5) Assessment Tools

The same question was asked to both student-teachers and teacher-educators. The following are the responses received from both the student-teachers and teacher-educators regarding assessment tools to fulfill the first objective of this study.

Table No 4.59: Percentage of Student-Teachers and Teacher-Educators familiarizedwith the various Assessment Tools

Descriptions	**Responses of student-teachers**		**Responses of teacher-educators**	
Are the student-teachers familiarized with the various assessment tools like rating scales, observation schedule etc. for assessing the performance of student teachers?	Yes	12.5%	Yes	85%
	No	87.5%	No	15%

Interpretation

In Table No 4.59, 87.5% of the student-teachers were unfamiliar with the various assessment tools for assessing their performance. On the other hand, 12.5% of the student-teachers agreed that they were familiar with the various assessment tools or criteria for assessing their performance of them.

However, 15% of the teacher-educators said that student-teachers were unfamiliar with the various assessment tools for assessing performance. On the other hand, 85% of the teacher-educators expressed that student-teachers were familiar with the various assessment tools or criteria for assessing performance.

Data Collected from the Principals through Interviews

For the implementation procedure questions were asked to the principals of TEIs through semi-structured interviews and the questions were related to the procedure, orientation,supervision, co-operation and assessment of internship. The researcher has presented the data from the interviews as follows-

- The study reveals that all the responded said that the institution follows the norms and standards prescribed by NCTE regarding school internship and highlighted that only affiliated universities modify a few activities based on the regional ground.
- The findings show that all the responded said that they affiliating university provided us criteria of evaluation for the school internship.
- It is also observed all the responded said that they arranged 5-10 schools for student-teachers for internship.
- The study also reveals that all the principals of TEIs responded that student-teachers are not paid for the internship.
- All the responded said that the institutions did not arrange orientation for the teacher- educators regarding internship program.
- The study shows that 58% of the responded said that the coordinator was taking responsibility of organizing internship programme. 38% of the responded said that the teachers related to the pedagogy organized the program.
- All the responded said that they organize orientation programme for student-teachers before going to internship schools.
- It has been found that 48% of the responded said that they have enough

supervisor teachers to guide the student-teachers during internship period. On the other hand, 52% of the responded said that they have not enough supervisor teachers to guide the student-teachers during internship period.

- The study reveals that 65% of the respondents said that they get sufficient co-operation fromthe selected schools. However, 35% of the principals said that they find difficulties in making them convince internship program.
- All the responded highlighted mainly that regarding assessment student-teachers haveboth external and internal examinations and mentor teachers and school headmasters were not given detailed guidelines for the evaluation of student teachers.

Data Collected from the Headmasters through Interviews

For the second objective, the interview was also conducted with the headmasters/mistress of internship schools through semi-structured interviews and the questions were related to the procedure, orientation, and supervisor, availability of physical facilities and assessment of internship. The data found as follows-

- The study shows that all the responded said that TEIs send the names of the student- teachers to the school. However, only 48% of the responded said that TEIs send the name of the supervising professor who guides the student-teachers during internship.
- The study found that all the responded said that school did not have separate internship calendar. They synchronized internship activities with the academic calendar of theschool.
- From the findings it has been shown that 90% of the headmasters said that mentor teachers were not given orientation regarding the responsibilities of a mentor teacher. However, 10% said that some directions were given to the regarding the responsibilities of a mentor teachers.
- The study shows that 70% of the headmasters said that the academic activities of the school get hampered because student-teachers have their different kind of list of

activities in school during internship. On the other hand, 30% of the headmasters said that academic activities of the school did not get hampered due to internship programme.

- It has been found that 68% of the headmasters said that school did not have

enough eligible teachers for mentoring the student-teachers. The rest of the responded (32%) said that school has enough eligible teachers for mentoring the student-teachers.

- All the responded said that student-teachers were given scope for organization and participation of various school-based activities during internship.
- All the responded said that student-teachers were not provided transportation facilities from the schools and student-teachers were also not paid for the internship program.
- The study shows that 68% of the responded said that seating room, library and drinking water facilities are available for student-teachers in the school. However, 32% of the responded said that apart from seating room, library and drinking water facilities they have also ICT facilities and laboratory facility for the student-teachers in the school.

Discussions

As the study found that the institution follows the norms and standards prescribed by NCTE regarding school internship and (87.5%) of the student-teachers go to government schools. Sharma & Chahal (2020) supported the study that the internship program in B.Ed. was largely implemented as per NCTE guidelines, but interns were only placed in government/semi-government schools. Hence, Najmuddeen & Areekkuzhiyil (2019) said that there is a disconnect between the NCTE guidelines and the actual implementation of the school internship program by the teacher education institutes and schools. Tochhawng & Hnamte, (2020) supported the universities follow the NCTE curriculum framework but have made some adjustments in their implementation. Anees (2022) supported that the school internship program provides pre-service teachers the break to learn how to set truthful goals for student learning and teaching practices. Ray (2018) also support that internship programs offer student-teachers with practical and real-world experience. It's also allowing them to assimilate theory and practice. Internship programs help student-teachers develop key teaching skills and recognize the roles and responsibilities in teaching profession. Thangavel and Prakash (2021) also supported in their study about importance of school internship as innovative and best practices for the enlargement of teacher education. According to them, school internship is practical work experience which in necessary in occupation field. The present study found that 96% of the teacher-educators

said they give orientation on preparing lesson plans, 12% of the teacher-educators highlighted that the institution organizes orientation on preparing teaching aids and 24% said about micro-teaching for the student-teachers. Paramanik, (2019) supported in the study that orientation is necessary to know use of TLMs, time management, developed self-confidence, how to conduct school activities, data analysis process, use of ICT and about peer observation etc. Yeptho,(2021) discussed in the study that most of the responded agreed about practice of micro teaching skills in their institution before internship and practicing micro teaching skills helps them to boost student-teachers confidence for the real classroom. However, the study also shows that a few of the respondents were not sure about proper feedback given by the supervisors. Longchar, (2022) supported in the study that majority of the responded said that orientation conducted regarding school's rules and regulation with teacher trainees of B.Ed. course before going to the internship as well as most of the responded supported that internship will help school students.

The present study found that majority of the student-teachers agreed that the number of supervised teachers is less for the supervision in the internship program and reveal that guidance provided by the supervisor was not sufficient for them. Hence, the absence of a clear definition regarding the ratio of supervisor-interns (NCTE, 2014) may create an imbalance in the allotment of interns under a supervisor. If one supervisor guides more interns, then the capacity of the supervisor may create a negative relationship between the self-efficacy and burnout of the supervisor (Gholami, 2019). Claudius et al., (2013) supported that supervisors need to be friendly by discussing the strengths and weaknesses of students after practicing teaching. Poor supervision leads to ineffective teaching practices. Otara, (2014) supported that due to insufficient information and less time for discussion between interns and supervisors regarding internship activities, the quality of supervision can be decreased. Tialila (2022), in this study, shows that 16% of the respondents depict a smaller number of faculty guiding to a larger number of teacher trainees to supervise. This study's result also shows that the number of social science pedagogy student-teachers was larger. That is why the social science supervisor finds it over workload. When a supervisee reveals confidential information, the supervisory connection may be damaged. Moreover, training of supervisors is necessary because apart from supervising the interns, they have other academic/non-academic activities as faculty in the department. They need enough preparation and professional maturity to manage and give the interns sufficient time (Norem, 2000). In-situ and continuing supervision is

demanded by the students for effective internship experience (Hite and Bellizzi 1986).

In this present study the majority of the student-teachers agreed that 16 weeks of school internship is optimum for the B.Ed. course. Yeptho, (2021) also supported that there are a few responded who wants less duration of internship and there are few responded who wants more duration of internship. In the present study most of the headmasters said that the academic activities of the school get hampered because student-teachers have their different kind of list of activities in school during internship. Bajaj and Sangha (2017) supported that there are various kinds of challenges faced in implementing a two-year B. Ed course, such as overload of papers and time restrictions, challenges related to teaching pedagogy, each core paper has some of the field works, overlapping of the field works, unavailability of books, lack of teacher's content knowledge, lack of institutional arrangements, difficulties in evaluation, lack of ICT arrangements. According to Claudius et al. (2013), practice teaching helps to gain actual teaching-learning experience as a central element of teacher education. Their study on the effectiveness of teaching practice in improving student teachers' teaching skills found that eight weeks was inadequate to improve teaching skills, and effective practice teaching, guidance, and supervision were hopeless and poor. Student teachers benefited less from practice teaching as they need proper authority to maintain the quality of teacher education.

Objective No. 2

To find out the various Components of School Internship in Teacher Education Institutions.

To fulfill the second objective, the researcher has collected data from student-teachers and teacher-educators with the help of an open-ended questionnaire. The researcher has analyzed and interpreted the data collected from student-teachers and teacher-educators separately.

Data collected from Student-Teachers

The responded has put multiple tick marks in some of questions, some of the questions were in yes/no type and some of the questions were open in the questionnaire. On the basis of nature of the questions, the researcher has done frequency and percentages. Based on the collected data, the researcher has divided it into five components. These are-

1. Lesson Planning
2. Teaching Learning Materials
3. Classroom Activities
4. Research Works
5. Community Works

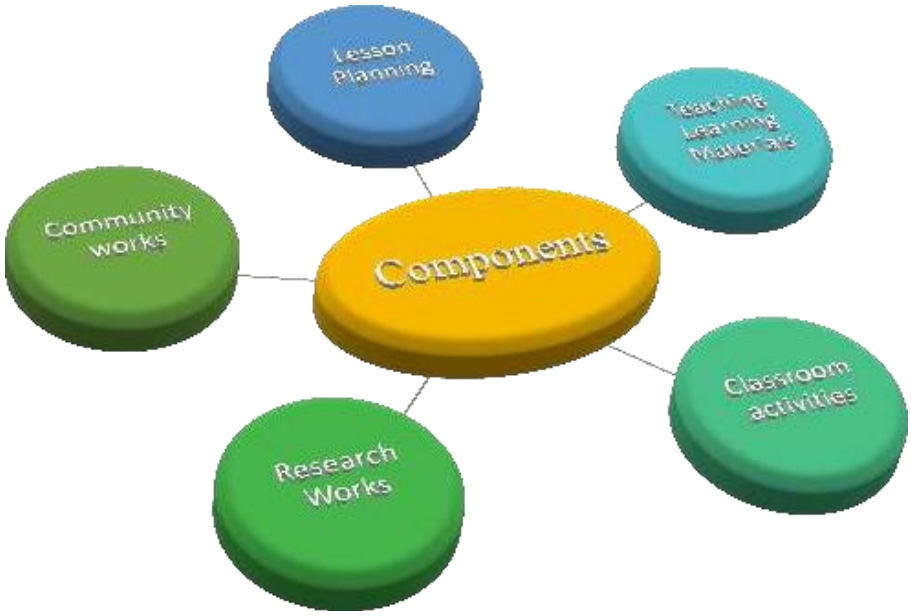

Chart No 4.2.1: Components of the School Internship Programme

Component 1: Lesson Planning

Under this component there are three questions. The responses of each question have beenanalyzed separately as follows-

Table No 4.2.1: Percentages of Student-Teachers Responses on Format for Preparing Lesson Plans

Description	**Responses**	**Percentage**
Have the teacher-educators given any format to student-teachers for preparing lesson plans during internship?	Yes	87.5%
	No	12.5%

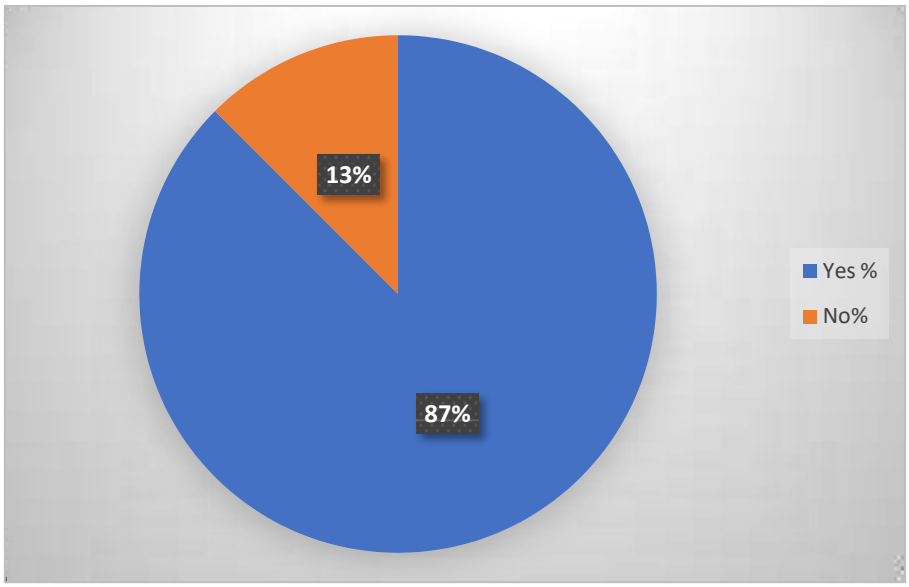

Figure No:4.2.1: Graphical representation of percentages of student-teachers' responses on format for preparing lesson plans

Interpretation

Table No 4.2.1 and Figure No 4.2.1 show that 87.5% of the student-teachers agreed that they were given a format for preparing lesson plans during the internship by the teacher-educators. At the same time, 12.5% of the student-teachers expressed that they did not get the format for preparing lesson plans during the internship.

Table No 4.2.2: Percentages of Student-Teachers Response Regarding Lesson Plans

Description	**Responses of student-teachers**	
How many lessons plans the student-teachers have to prepare for each method subject during practice teaching?	Frequency	Percentage
a) 10 for each method subject	300	75%
b) 15 for each method subject	0	0%
c) 20 for each method subject	100	25%
d) Specify if any other	0	0%

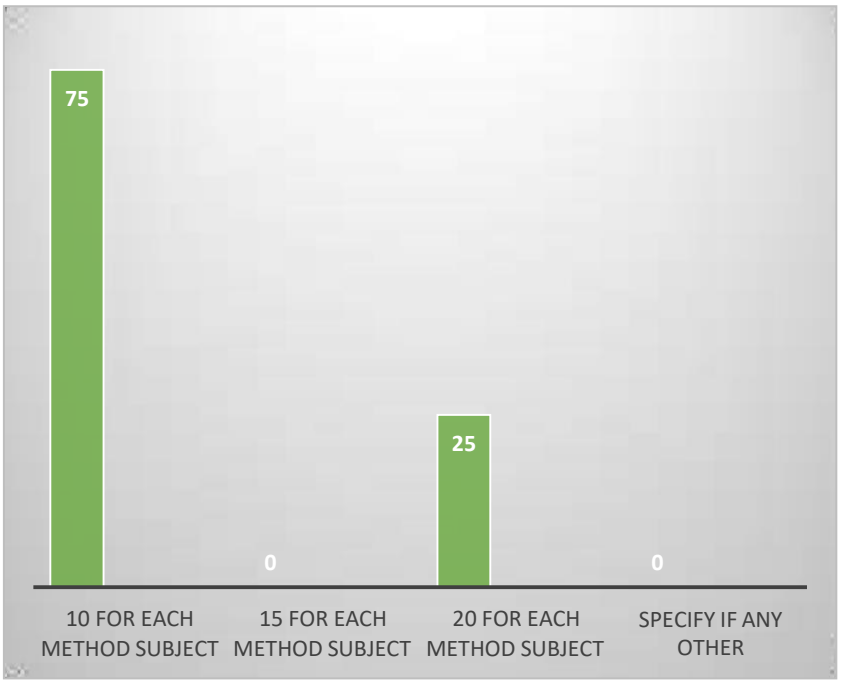

Figure No:4.2.2: Graphical representation of percentages of student-teachers response regarding lesson plans

Interpretation

Table No 4.2.2 and Figure No 4.2.2 show that 75% of the student-teachers replied that they must prepare 10 for each method subject. On the other hand, 25% of the student-teachers agreed that they had prepared 20 lesson plans for each method subject during practice teaching.

Table No 4.2.3: Percentages of Student-Teachers Responses on the Preparationof Unit Plans for Classroom Teaching

Description	**Responses**	**Percentage**
Did the student-teachers prepare unit plans for classroom teaching?	Yes	2.25%
	No	97.75%

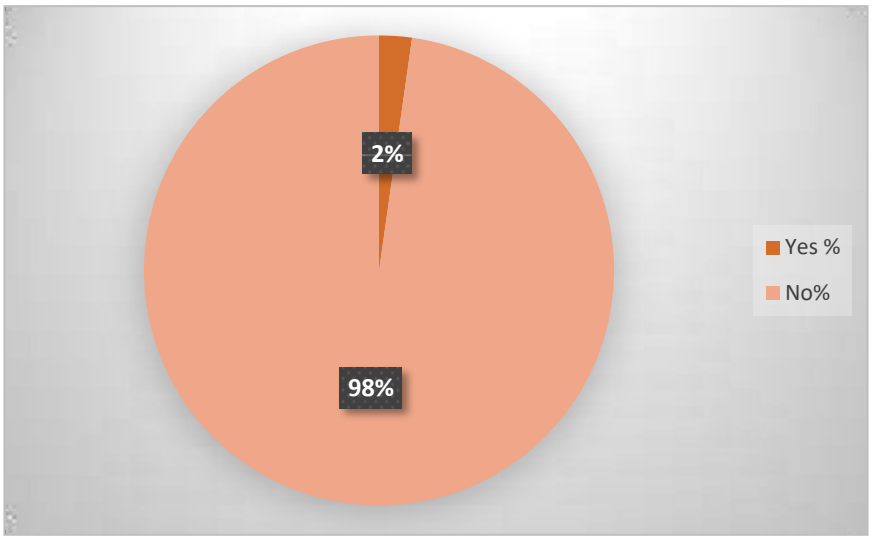

Figure No: 4.2.3: Graphical representation of percentages of student-teachers responses on preparation of unit plans for classroom teaching

Interpretation

Table No 4.2.3 and Figure No 4.2.3 show that 97.75% of the student-teachers reacted that they did not prepare unit plans for classroom teaching during the internship. However, 2.25 % of the student-teachers said that they prepared unit plans for classroom teaching.

Component 2: Teaching Learning Materials

Under this component there are two questions. The responses of each question have been analyzed and interpreted separately as follows-

Table No 4.2.4: Percentages of Student-Teachers Response Regarding Development of Teaching Learning Materials (TLMs) for Teaching

Descriptions	**Responses student-teachers**	
	Frequency	Percentage
a) Audio TLMs	15	3.75%
b) Video TLMs	05	1.25%
c) Audio-Visual TLMs	11	2.75%
d) Visual TLMs	369	92.25%

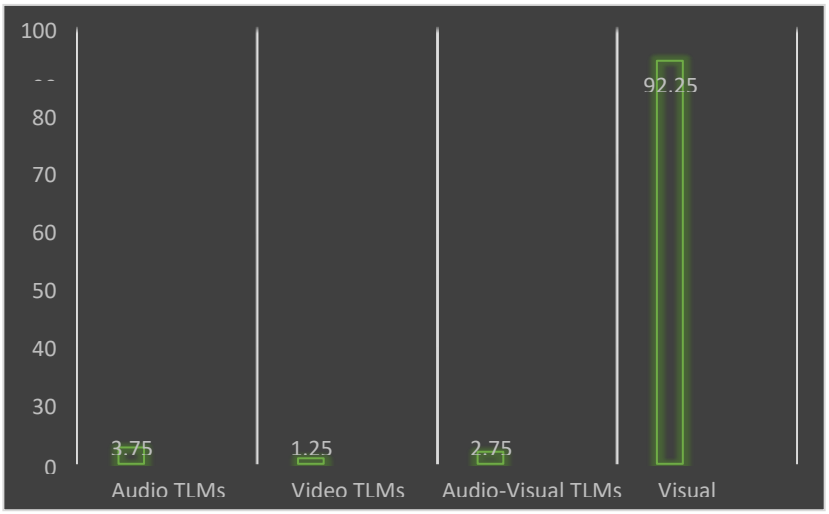

Figure No 4.2.4: Graphical representation of percentages of student-teachers responses on the development of Teaching Learning Materials (TLMs)

Interpretation

Table No 4.2.4 and Figure No 4.2.4 shows that most (92.25%) of the student-teachers developed visual TLMs for practice teaching. On the other hand, only 3.75% of the student-teachers used audio TLMs, and 2.75% used audio-visual TLMs for practice teaching in the classroom. Apart from the above interpretation, the student-teachers also expressed their opinion additionally regarding the names of TLMs which they have prepared.

Some of the responded mention name of the TLMs as per their pedagogy such as pictures of volcanoes, geographical map of India,Bohag Biday, Layers of atmosphere, various events of Sepoy Mutiny, the circle of geometry, portrait of Mangal Pabdey,

cottage industry, the satras of the circle, rectangle, cube, diagram of the food chain, diagram of the heart, the different parts of the flower, monuments of Assam, vocabulary chart, Map of Assam, Model, 3-Dimensional model, etc. Moreover, a few students expressed that they prepared TLM *"based on their topics".*

Table No 4.2.5: Percentages of Student-Teachers responses regarding Pupils Attention in the Classroom while using Teaching Aids

Description	**Responses**	**Percentage**
Do the use of teaching aids brings the pupils'attention in the classroom?	Yes	89%
	No	11%

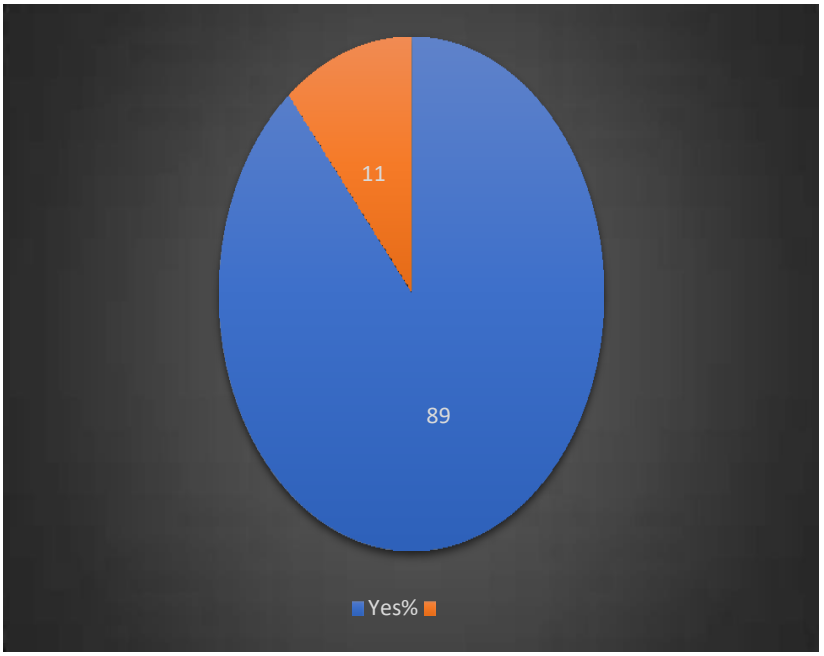

Figure No: 4.2.5: Graphical representation of percentages of student-teachers responses regarding pupils' attention in the classroom while using teaching aids

Interpretation

Table No 4.2.5 and Figure No 4.2.5 show that 89% of the student-teachers reveal that using teaching aids brings the students' attention in the classroom. The rest of the 11% of student-teachers said that using teaching aids does not bring the students' attention in the classroom.

Component 3: Classroom Activities

There are nine questions asked to the student-teachers under this component. The responses of each question have been analyzed and interpreted separately. In these questions the respondent can put multiple tick marks. The researcher has used here frequency and percentage and graphical representation.

Table No 4.2.6: Percentages of Student-Teachers Responses Regarding the Activities Performed during the Internship

Which activities have the student-teachers done during the internship period? (Student-teachers can put tick marks morethan one options)	Responses of Student-Teachers	
	Frequency	Percentage
a) Maintenance of school diary	300	75%
b) Analysis of syllabus and textbook	300	75%
c) Writing lesson plans	395	98.75%
d) Case study/action research	395	98.75%
e) Conducting achievement test	360	90%
f) Observation of student unionactivities	211	52.75%
g) If any other	0	0%

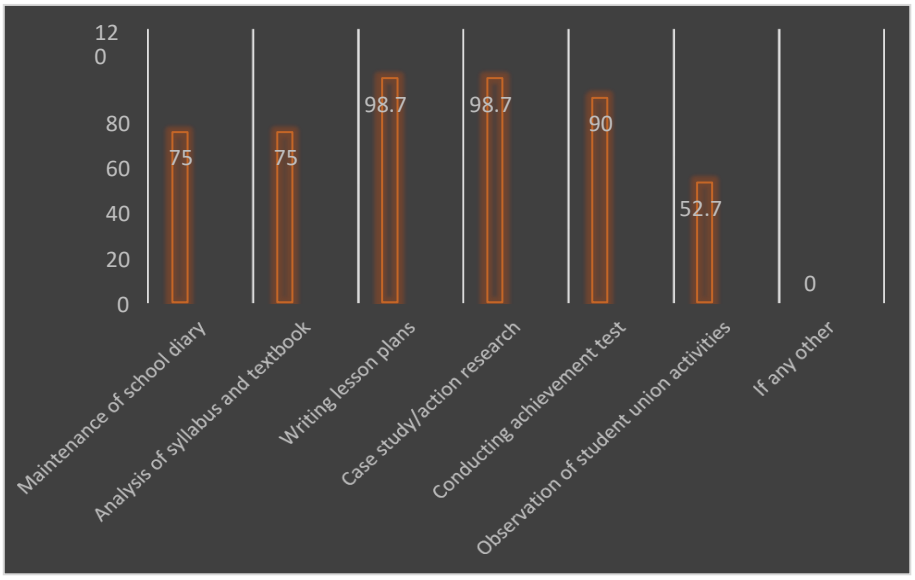

Figure No: 4.2.6: Graphical representation of percentages of student-teachers responsesregarding the activities performed during the internship

Interpretation

From Table No 4.2.6 and Figure No 4.2.6, it has been found that 98.75% of the student- teachers agreed that they have to do case study/action research and lesson plans, and 90% of the student-teachers agreed that they have to conduct achievement tests. However, 75% of the student-teachers agreed to maintain a school diary and analyze the syllabus and textbook. On the other hand, only 52.75% of the student-teachers agreed that they observed student union activities in school during internship program.

Table No 4.2.7: Percentages of Student-Teachers Responses Regarding Applying Innovative Teaching Methods/Techniques for pupils in the Internship School

What are innovative teaching methods did the student-teachers apply for pupils during internship?	Responses of Student-Teachers
Teaching Methods/techniques	Percentage
Roleplay	09%
Storytelling	6.25%
Essay writing	5.75%
Lecture cum demonstration	79%

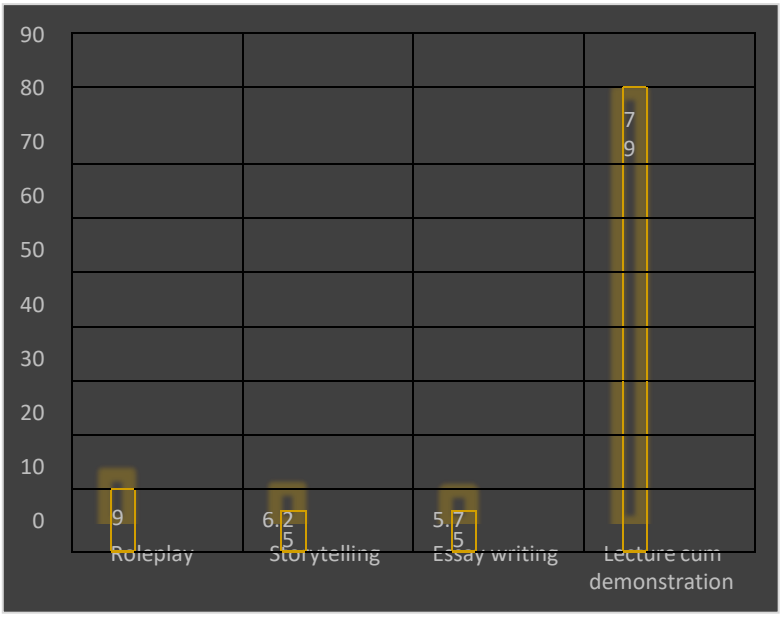

Figure No 4.2.7: Graphical representation of percentages of student-teachers responses regarding applying innovative teaching methods/techniques for pupils in the internship school

Interpretation

Table No 4.2.7 and Figure No 4.2.7 shows that only 09% of the student-teachers reveal that they used the role play method, 6.25% of the student-teachers express that they used the storytelling method, and 5.75% of the student-teachers reveals that they applied the essay writing method for pupils in school during the internship program. Majority of the student-teachers have written that they used lecture cum demonstration method during internship.

Table No 4.2.8: Percentages of Student-Teachers Responses on Observation of Classroom Teaching of Peer Student-Teachers

Description	**Responses**	**Percentage**
Do the student-teachers observe classroom teaching of peer student-teachers?	Yes	75%
	No	25%

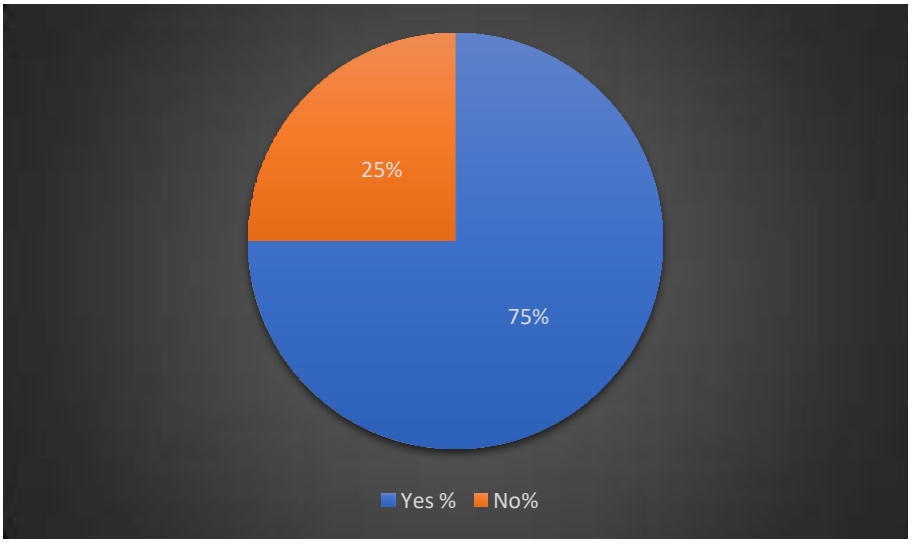

Figure No: 4.2.8: Graphical representation of percentages of student-teachers responses on observation of classroom teaching of peer student-teachers

Interpretation

Table No 4.2.8 and Figure No 4.2.8 shows that 75% of the student-teachers observed the classes of peer student-teachers. On the other hand, 25% of the student-teachers said that they did not observe the classroom teaching of peer student-teachers during internship.

Table No 4.2.9: Percentages of Student-Teachers Responses on Taking Other Classes Besides the Method Subjects

Description	Responses	Percentage
Have the student-teachers got any classesbesides the method subjects?	Yes	44.25%
	No	55.75%

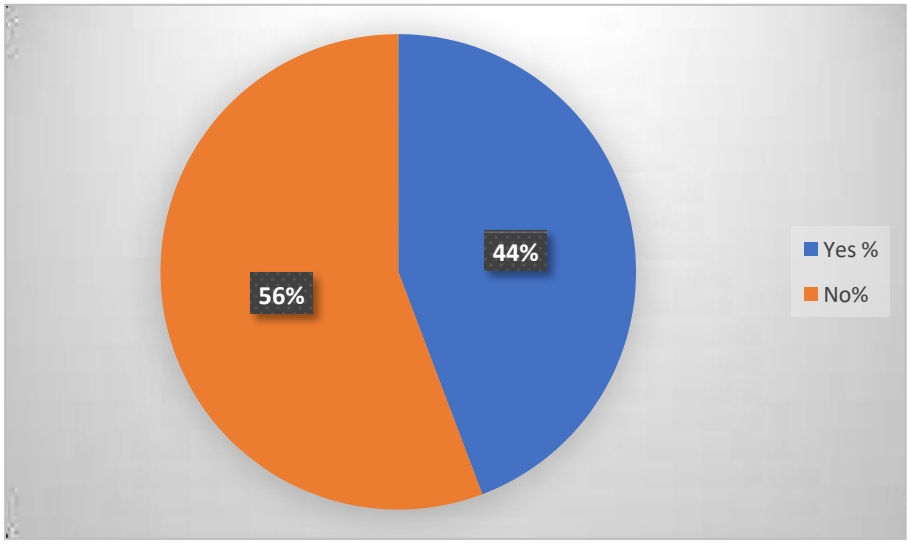

Figure No: 4.2.9: Graphical representation of percentages of student-teachers responses on taking other classes besides the method subjects

Interpretation

Table No 4.2.9 and Figure No 4.2.9 show that 44.25 % of the student-teachers supported that they have taken classes besides their method subjects. However, 55.75% of the student-teachers did not take classes besides the method subjects during internship program.

Table No 4.2.10: Percentages of Student-Teachers Responses on Preparation of Diagnostic Test in School

Description	Responses	Percentage
Did the student-teachers prepare any diagnostic test in the school?	Yes	13.75%
	No	86.25%

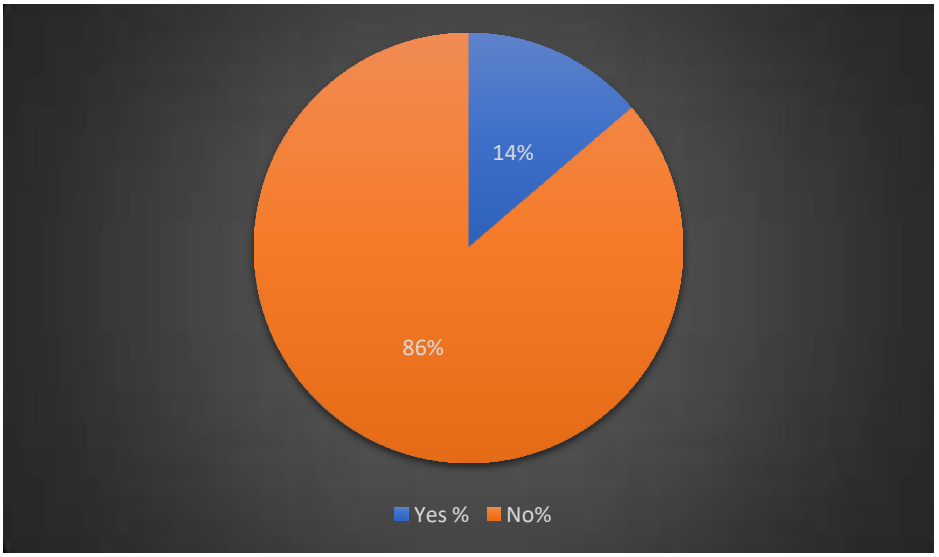

Figure No: 4.2.10: Graphical representation of percentages of student-teachers responses on preparation of diagnostic test in school

Interpretation

Table No 4.2.10 and Figure No 4.2.10 shows that 86.25% of the student-teachers did not prepare diagnostic tests in school. On the other hand, 13.75% of the student-teachers prepared diagnostic tests in school for the students during internship program.

Table No 4.2.11: Percentages of Student-Teachers Responses on Preparations of Question Papers for Assessment of Pupils in the School

Description	**Responses**	**Percentage**
Did the student-teachers prepare question papers for assessment of the pupils in school?	Yes	68%
	No	32%

Interpretation

Table No 4.2.11 found that 68% of the student-teachers said that they prepare question papers for assessment of the pupils in school. On the other hand, 32% of the student-teachers said that they did not prepare question papers for assessment of the pupils in school.

Table No 4.2.12: Percentages of Student-Teachers Responses on TakingRemedial Teaching

Description	Responses	Percentage
Did the student-teachers taking any remedial teaching?	Yes	25%
	No	75%

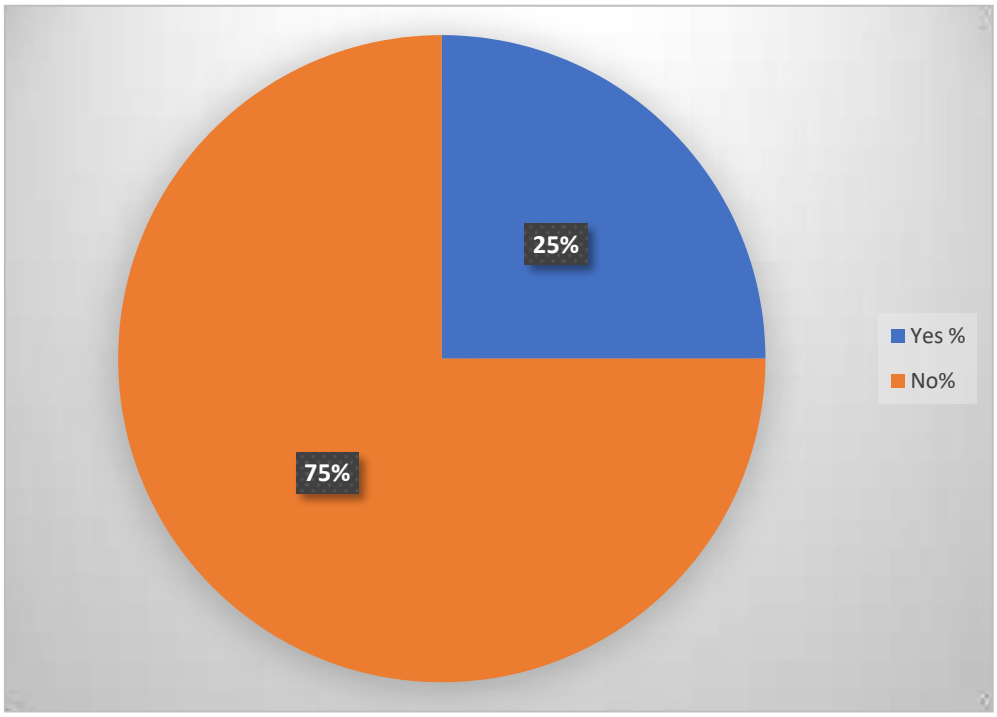

Figure No: 4.2.11: Graphical representation of percentages of student-teachers responses on taking remedial teaching

Interpretation

Table No 4.2.12 and figure no 4.2.11 depicts that 75% of the student-teachers reveals that they did not take remedial teaching class for students in school. However, 25% of the student-teachers carried remedial teaching classes for students in school during internship program.

Table No 4.2.13: Percentages of Student-Teachers Responses Regarding Organization of Co-Curricular Activities in School

Description	**Responses of student-teachers**	
Apart from classroom activities, did the student-teachers organize any other co-curricular activities of school during period of internship?	Yes	53.75%
	No	46.25%

Interpretation

Table No 4.2.13 shows that 53.75% shows that apart from classroom activities, the student- teachers organized co-curricular activities in school. However, 46.25% of the students- teachers they did not organize co-curricular activities in school during the internship program.

Table No 4.2.14: Percentages of Student-Teachers Responses Regarding Name of the of Co-Curricular Activities

Name of the activities (Student- teachers can put tick marks more than one options)	Frequency	Percentage
Talent search competitions	150	37.5%
Discussion on topics of current Importance	85	21.25%
Games & sports	215	53.75%
Quizzes	55	13.75%
Parent- teachers meeting	71	17.75%
If any other	Judges of the different events organized in the schools.	09%

Interpretation

Table No 4.2.14 shows that 53.75% of the student-teachers organized co-curricular activities such as games & sports, 37.5% of the student-teachers conducted talent search competitions. 21.25% of the student-teachers conducted discussion on topics of current importance. On the other hand, 13.75% of the student-teachers organize quizzes for the pupils in internship schools. Apart from the activities, 09% of the student-teachers disclosed that they were the judges of the different events organized in the schools.

Component 4: Research Activities

Under this component there are four questions. The responses of each question have been analyzed separately as follows-

Table No 4.2.15: Percentages of Student-Teachers Responses Regarding Guidance toComplete the Research Work

Who guide the student-teachers to complete the research work during the internship?	Responses of student-Teachers	
	Frequency	Percentage
a) Mentor teacher	0	0%
b) Teacher Educator	385	96.25%
c) Both	26	6.5%
d) If anyone else	0	0%

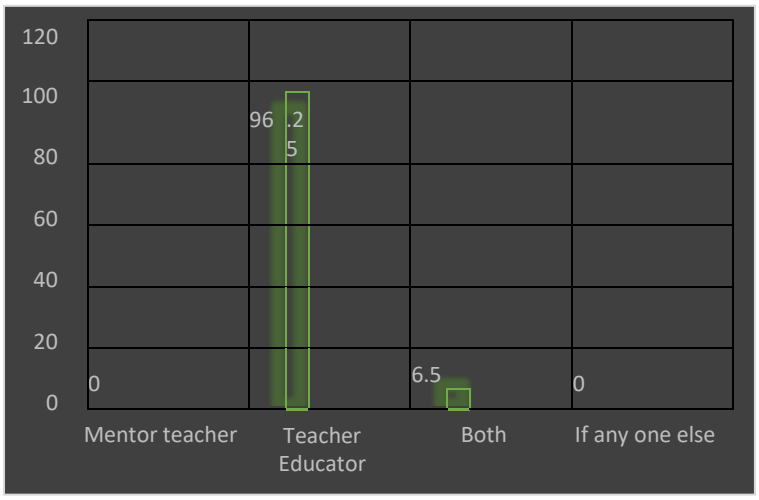

Figure No: 4.2.12: Graphical representation of percentages of student-teachers responses regarding guidance to complete the research work

Interpretation

Table No 4.2.15 and Figure No 4.13 shows that 96.25% of the student-teachers said the teacher educators guided them to complete the research. However, 6.5% of the student-teachers replied that both the mentor teacher and teacher educator guided them in their research work during internship program.

Table No 4.2.16: Percentages of Student-Teachers Responses Regarding Needs of Research Works in Internship

Descriptions	**Responses of student-teachers**	
Do the research works like case study, action research is needed for the student-teachers during internship?	Yes	24.5%
	No	75.5%

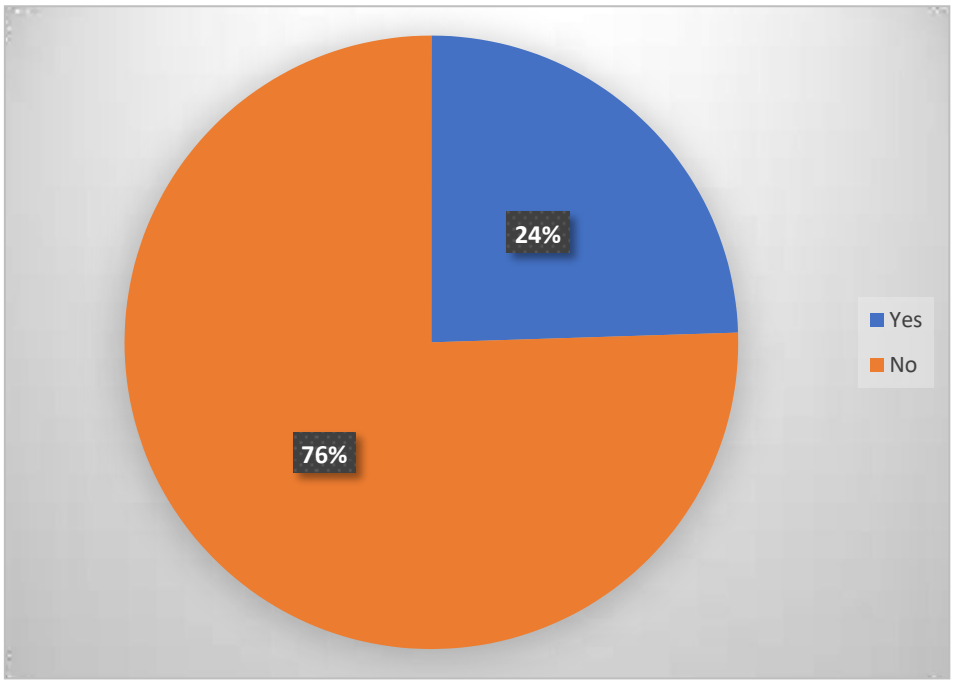

Figure No: 4.2.13: Graphical representation of percentages of student-teachers responses on needs of research works in internship

Interpretation

Table No 4.2.16 and Figure No 4.2.13 show that only 24.5% of the student-teachers agreed that they need research works like case study action research in the internship. However, according to 75.5% of the student-teachers, there was no need for research works like case studies or action research in the internship program.

Table No 4.2.17: Percentages of Student-Teachers Responses on Conducting Action Research during the Internship

Description	**Responses of student-teachers**	
Did the student-teachers conduct action research project?	Yes	91.25%
	No	8.75%

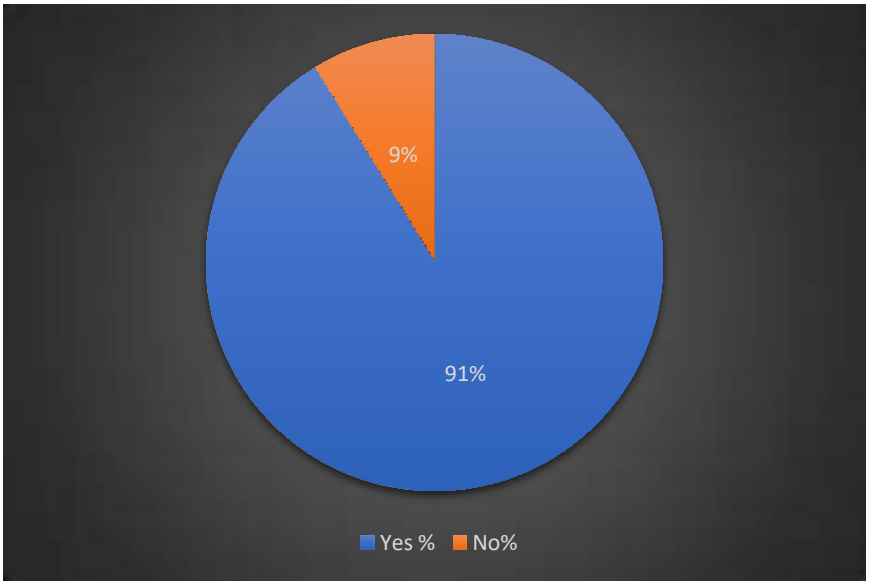

Figure No: 4.2.14: Graphical representation of percentages of student-teachers responses on conducting action research during the internship

Interpretation

Table 4.2.17 shows that 91.25% of the student-teachers agreed that they conduct action research project during internship. However, 8.75% of the student-teachers said they did not conduct action research projects.

Table No 4.2.18: Percentages of Student-Teacher Responses Regarding Title of Action Research in the Internship

Title of the action research project	Frequency	Percentage
Indiscipline among the class VII students/VIII	65	16.25%
Problems faced by students while solving mathematics problems	20	05%
The tobacco problem of students from class VI	25	6.25%
Problem of language	10	2.5%
Spelling mistakes in English	35	8.75%
Grammatical mistakes in English subject	15	3.75%
Inattentiveness in classrooms	45	11.25%
Lack of attendance in classroom	20	05%
Lack of interest in Geography	15	3.75%
Slow writing	35	8.75%
Homework issue	55	13.75%
Difference between use of TLMs and without use of TLMs in classroom/ TLMs	60	15%

Interpretation

Table No 4.2.18 depicts that 15% of the student-teachers have conducted action research on TLM topics and the difference between the use of TLMs and without the use of TLMs in the classroom. However, 13.75% of the student-teachers had conducted homework issues, and 11.25% had conducted action research on inattentiveness in classrooms. The rest of the respondents (student-teacher) had taken on different topics like indiscipline among the class VII students/VIII (7.5%), problems faced by students while solving mathematics problems (05%), and grammatical mistakes in English subject (3.75%).

Component 5: Community Activities

Under this component there are three questions. The responses of each question have beenanalyzed separately as follows-

Table No 4.2.19: Percentages of Student-Teachers Responses on the Nature of Conducting Community Work

Description	Responses of student-teachers	
How did the student-teachers conduct community work?	Frequency	Percentage
a) In group	301	75.25%
b) Individually	99	24.75%

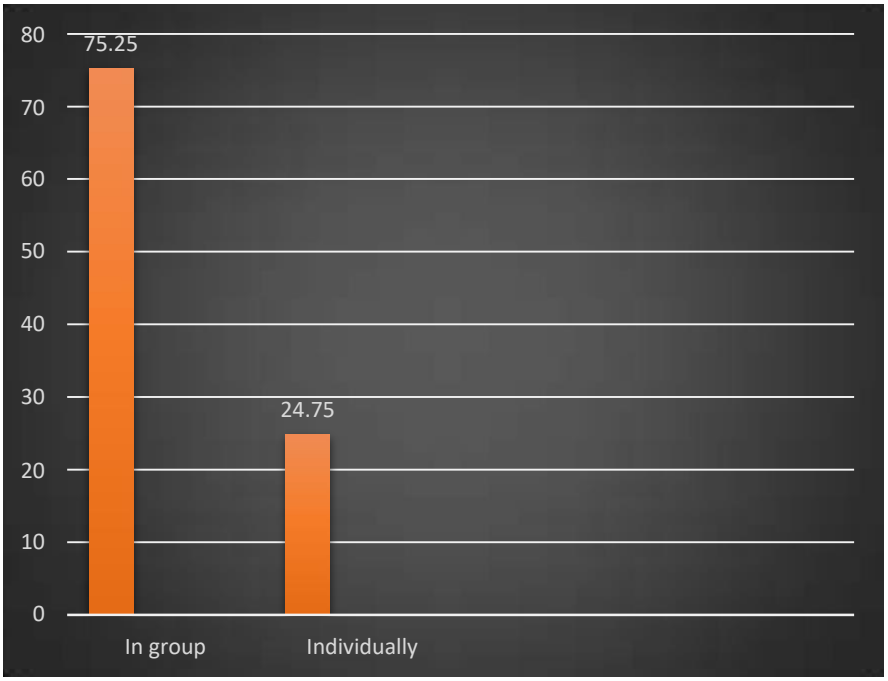

Figure No: 4.2.15: Graphical representation of percentages of student-teachers responses on the nature of conducting community work

Interpretation

Table No 4.2.19 and figure No 4.2.15 show that 75.25% of the student-teachers said they conducted community activities in a group. However, 24.75% of the student-teachers conducted the conducting community work individually.

Table No 4.2.20: Percentages of Student-Teachers Responses on Topics Related to Community Activities Organized during the Internship

Which of the community activities have the student-teachers organized during internship period?	Responses of Student-Teachers	
	Frequency	Percentage
a) Environmental issues	130	32.5%
b) Literacy activities	81	20.25%
c) Health & Hygiene	168	42%
d) Social issues	21	5.25%
e) None of these	0	0%

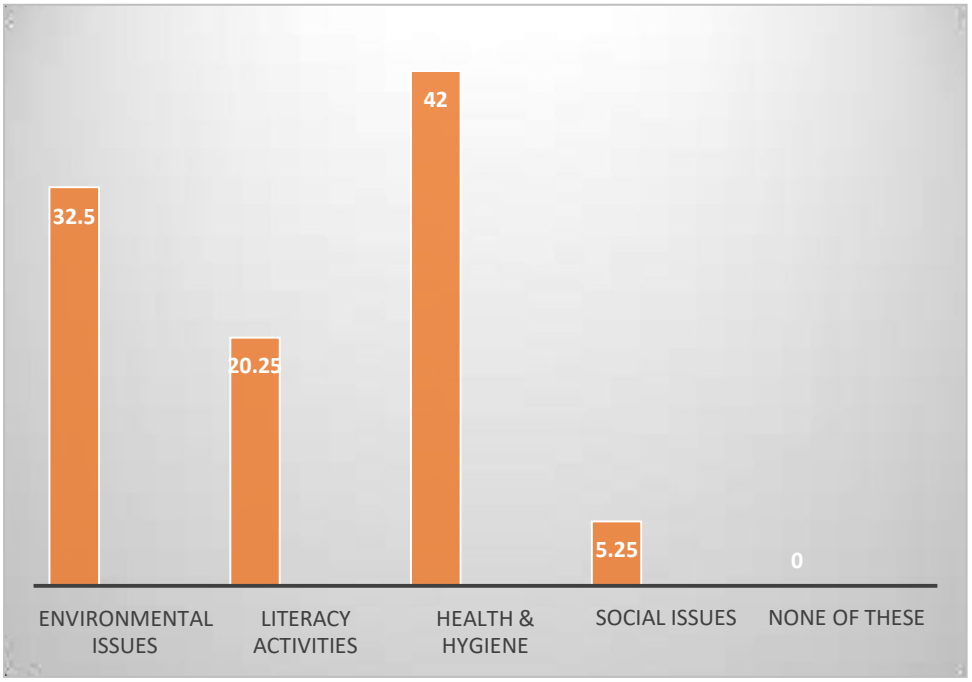

Figure No: 4.2.16: Graphical representation of percentages of student-teachers responses on topics related to community activities organized during the internship

Interpretation

Table No 4.2.20 and figure No 4.2.16 depict that 42% of the student-teachers say that they organized health and related activities, 32.5% of the student-teachers show that they organized activities like environmental issues, 20.25% of the student-teachers depict that they organized literacy activities. However, 5.25% of the student-teachers conducted social issues-related activities as community activities.

Besides, 20% of the student-teachers display that they have done cleaning of the classrooms in TEIs as "Sram Dan." However, one of the student-teachers said, "w*e teach some students who are uncomfortable taking Assamese language."* On the other hand, one of the student-teachers said, "*we have to plantation drive, ways of keeping oneself clean, cleaning of the areas of the community, poster making on these. "* Three of the student-teachers number expressed similarly like they *met with some girls to spread awareness on sexual harassment.* One of the student-teacher said about the "*10 days' workshop on sexual harassment and child abuse."* One of the anther student-teachers replied that they do plantation and tea gardening. Apart from all these, there are some activities that they have conducted for community engagement such as role play, rally on child rights, awareness program on Green and clean, making a pad, sanitation, cleanliness drive, developing Reading, Writing Arithmetic skills of the students, adult literacy program, field trip, socio-economic survey.

Table No 4.2.21: Percentages of Student-Teachers response on the Necessity of Community-Based Activities

Description	Responses of student-teachers	
Do other community-based activities are necessary to be part of the school internship programme?	Yes	63.75%
	No	36.25%

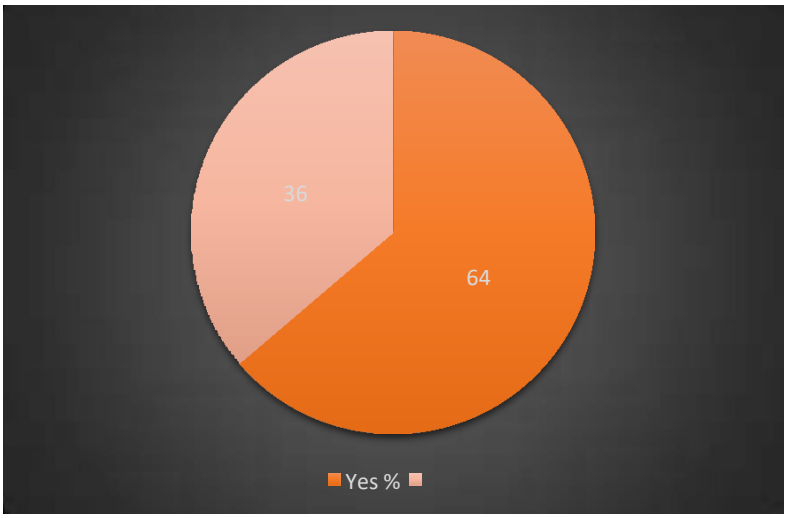

Figure No: 4.2.17: Graphical representation of percentages of student-teachers responses on the necessity of community-based activities

Interpretation

Table No 4.2.21 and figure No 4.2.17 show that 63.75% of the student-teachers reveal that community-based activities are necessary. On the other hand, 36.25% of the student-teachers exposed that community-based activities are not necessary during school internship.

Data collected from Teacher-Educators

The data has been collected from the teacher-educators under the components such as classroom activities, research and community activities. This has been done to clearly understand the tasks during the internship.

Component 1: Classroom Activities

The researcher has asked the teacher-educators regarding some classroom activities completed by the student-teachers during the internship.

Table No 4.2.22: Percentages of Teacher-Educators responses regarding the Activities performed by the student-teachers during the Internship

What are the activities a student-teachers must perform during internship? (Student-teachers can put tick marks in more than one options)	Responses of Teacher-Educators	
	Frequency	Percentage
a) Maintenance of school diary	30	60%
b) Analysis of syllabus and textbook	45	90%
c) Writing lesson plans	50	100%
d) Case study/action research	50	100%
e) Conducting achievement test	44	88%
f) Observation of student union activities	15	30%
g) If any other	0	0%

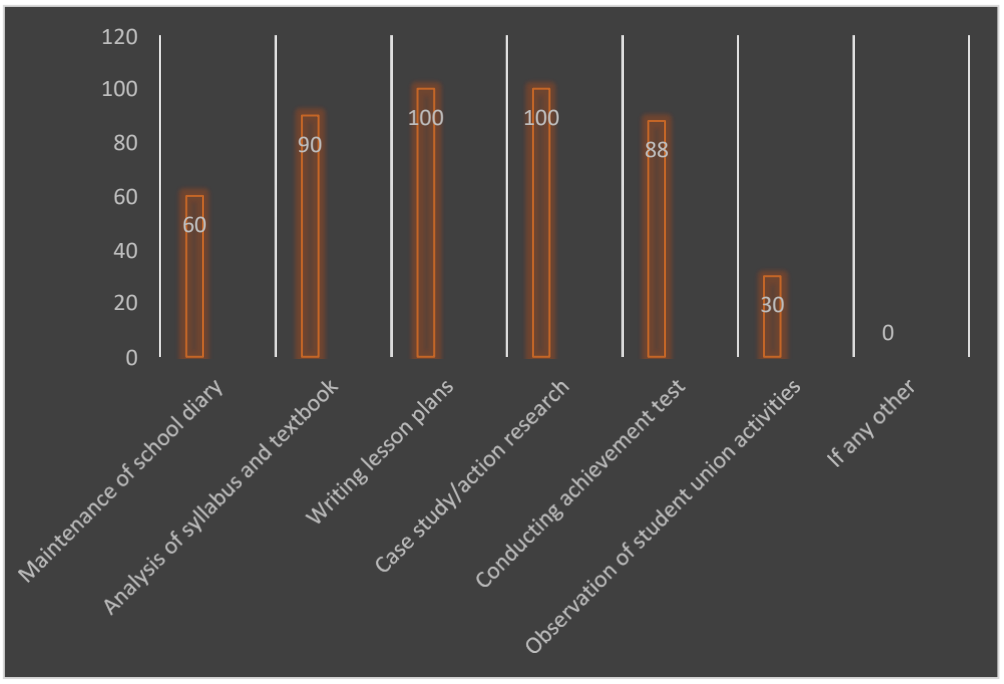

Figure No: 4.2.18: Graphical representation of percentages of teacher-educators responses regarding the activities performed by the student-teachers during the internship

Interpretation

From Table No 4.2.22 and Figure No 4.2.18, it has been found that 100% of the teacher- educators agreed that they must do case study/action research and lesson plans, and 88% ofthe teacher-educators agreed that they have to conduct achievement tests. However, 60% of the teacher-educators agreed to maintain a school diary and 90% said about analyzing the syllabus and textbook. On the other hand, only 30% of the teacher-educators agreed that they observed student union activities in school.

Table No 4.2.23: Percentages of Teacher-Educators Responses on Guidance to Preparea Question Paper and other Assessment Tools

Description	**Responses of teacher-Educators**	
Did the teacher-educators guide the student-teachers regarding preparation a question paper and other assessment tools?	Yes	82.75%
	No	17.25%

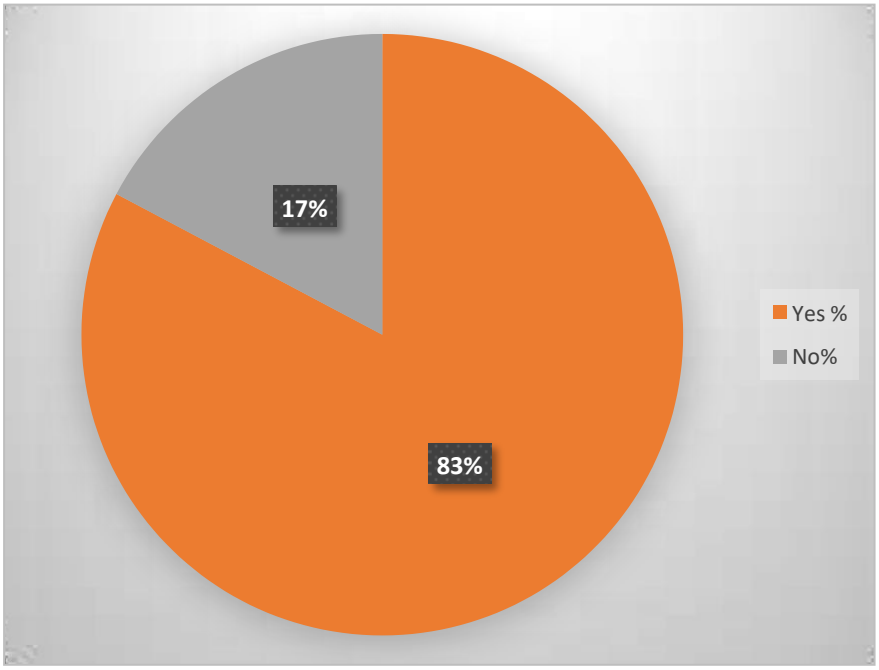

Figure No: 4.2.19: Graphical representation of percentages of teacher-educators responses on guidance given to prepare a question paper and other assessment tools

Interpretation

According to Table No 4.2.23 and Figure No 4.2.19 it has been shown that 82.75% of the teacher-educators agreed that they had given guidance to the student-teachers. Moreover, 17.25% of the teacher-educators said they had not guided student-teachers on how to prepare a question paper and other assessment tools during the internship.

Table No 4.2.24: Percentages of Teacher-Educators Responses on the Format for Preparing of Diagnostic Test

Description	**Responses of teacher-educators**	
Did the teacher-educators provide anyformat for how to prepare a diagnostic test?	Yes	88%
	No	12%

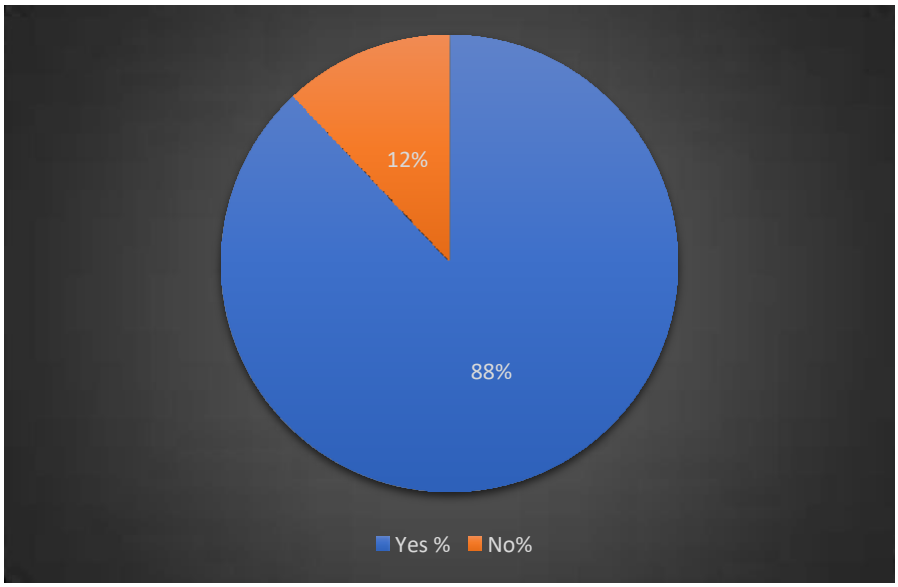

Figure No:4.2.20: Graphical representation of percentages of teacher-educators responses on the format for preparing of diagnostic test

Interpretation

Table No 4.2.24 and Figure No 4.2.20 show that 88% of the teacher-educators expressed that they have given format for preparing the diagnostic test. On the other

hand, 12% of the teacher-educators have not given a format for preparing diagnostic tests to the student-teachers.

Components 2: Research and Community Activities

Under this component teacher-educators were asked the following questions such as-

Table No 4.2.25: Percentages of Teacher-Educators Responses Regarding Needs ofResearch Works in Internship

Description	**Responses of teacher-educators**	
Do the research works like case study, action research is needed for student-teachers to improve their skills?	Yes	72%
	No	28%

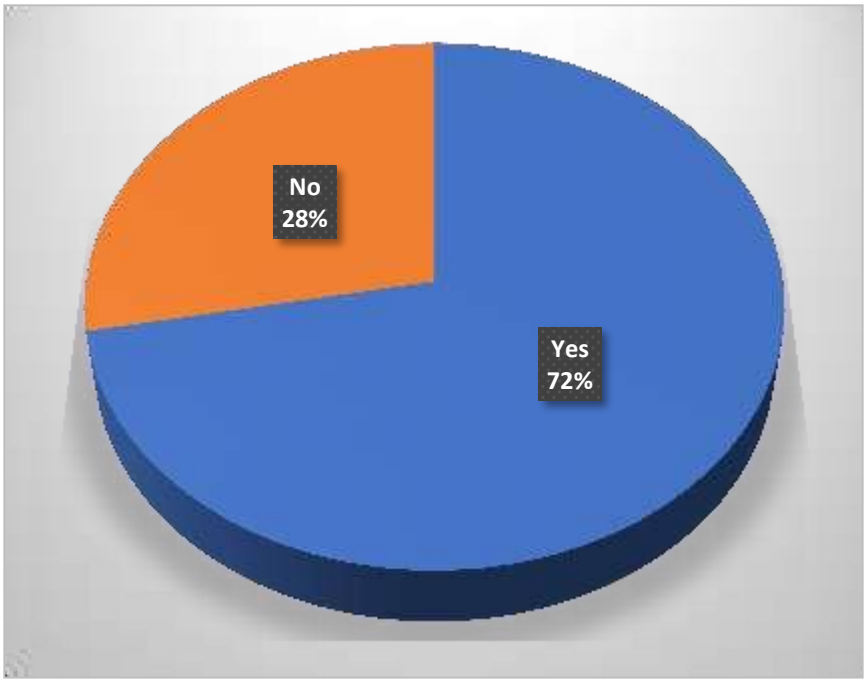

Figure No: 4.2.21: Graphical representation of percentages of teacher-educators responses on needs of research works in internship

Interpretation

Table No 4.2.25and Figure No 4.2.21 show that only 72% of the teacher-educators agreed that they need research works like case study action research in the internship. However, according to 28% of the teacher-educators, there was no need for research works like case studies or action research in the internship program.

Table No 4.2.26: Percentages of Teacher-Educators Responses on Provided Guidance for Conducting Research Activities

Description	Responses of teacher-educators			
Did the teacher-educators provide any guideline for conducting following research activities such as	Yes	Percentage	No	Percentage
a) Case study of child	03	06%	0	0%
b) Action research project	47	94%	0	0%

Interpretation

Table No 4.2.26 shows that 94% of the teacher-educators agreed that they had provided guidance for conducting research activities such as action research projects, and 06% of the teacher-educators had given guidance regarding the case study of the child during the internship program.

Table No 4.2.27: Percentages of Teacher-Educators Responses Regarding Giving Suggestions on Topics for Community Works

Description	**Responses of teacher-educators**	
	Yes	78%
Did the teacher-educator suggest topics undertaking for community works?	No	22%

Interpretation

Table No 4.2.27 shows that 78% of the teacher-educators suggest topics for community work. However, 22% of the teacher-educators did not suggest topics to student-teachers forundertaking community works during internship.

Discussion

The present study found that 75% of the student-teachers need to prepare lesson plans, 92.25% of the student-teachers developed visual TLMs for practice teaching and 98.75% of the student-teachers agreed that they must do case study/action research, majority of the prepared diagnostic tests, action research and organize co-curricular activities during internship. Patel (2018) supported that student-teachers prepared charts, assignments, diagnostic tests, question papers, and teaching aids, as well as prepared action research proposals. Anees, (2022) also supported that classroom observation helps to prepare forthcoming teachers to observe several characteristics of teaching such as teaching methods, use of teaching-learning materials, teaching strategies, co-curricular activities, presentation of micro-teaching skills, remedial measures etc. According to Adams et al. (2020) classroom management is necessary to handle the rising topic during the internship period of the student-teacher. Paramanik (2019) found in the study that during the internship, different activities completed by the student-teachers such as the development of lesson plans, content analysis, development and use of TLMs, student assessment, monitoring student learning, clarifying student's doubts, home assignments, development of various teaching skills, organization of co-curricular activities. Practice-oriented courses and components of the program are more fruitful and valuable to make teaching successful. It helps interns to share ideas and experiences (Smith et al., 2019). Effective teaching materials for essay writing in language materials for illustration can improve students' performance (Fidelia 2015). Most of the students expanded their knowledge, got better methods of teaching planning, and increased their competence to be more creative after getting internship experiences (Jogan, 2019). The present study found that 44.25 % of the student-teachers said that they have taken

classes besides their method subjects. Longchar, (2022) supported that 67% of schools give the trainees to take extra classes. The study also supported that 53% of the principals responded said that trainees take remedial classes to the students. Yeptho, (2021) also supported that trainees have conducted list of activities such as participated in staff meeting, conducting morning assembly, participated in social work, students' class test and exams etc.

NCTE 2014 regulation has highlighted different activities or tasks that must be practiced and completed by the student-teachers to be independent and responsible teachers. The tasks include writing lesson plans, lesson plans, teaching-learning materials, classroom activities, research, and community work. Das and Gogoi (2020) also found in their study regarding video recording and peer evaluation among the student-teachers during the evaluation of practice teaching under Tezpur University in Assam. It is also found from this study that the institution conducts different orientation programs or workshops on preparation of TLMs, blueprint, action research, lesson plans and case study, etc. for the proper implementation of the practical tasks during internship. Apart from these they also organize innovative co-curricular activities such as street play for awareness on recent topics, problem related to community etc.

OBJECTIVE NO 3

Objective No 3

To Study the Issues and Challenges faced during the School Internship Program. The collected data is summarized respondent-wise.

Data collected from Student-Teachers

The following data collected from the student-teachers regarding issues and challenges faced during the school internship program. The data collected from the survey is organized into three themes such as.

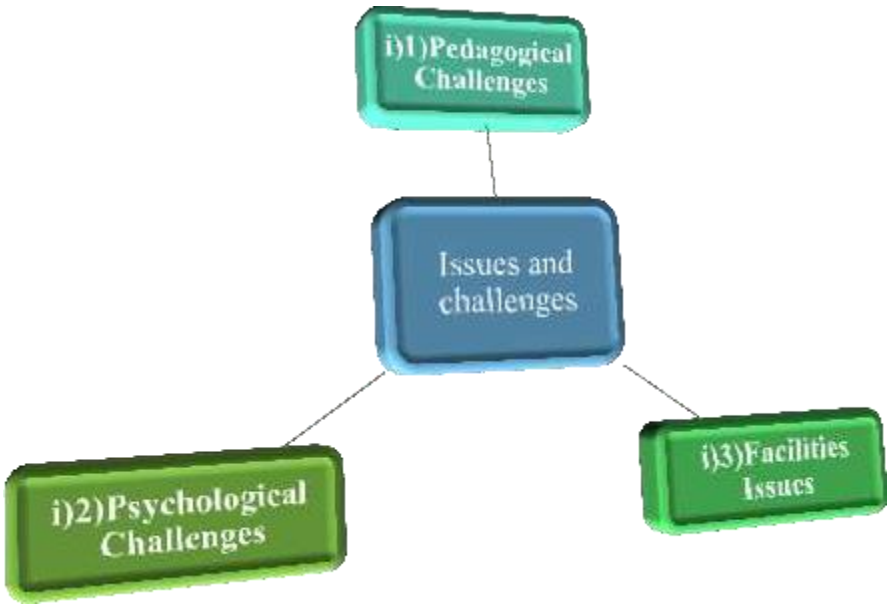

Chart No 4.3.1: Issues and Challenges faced during the School Internship Program

4.3.0 : Pedagogical Challenges

4.3.1 Responses to Pedagogical Challenges

To investigate the pedagogical challenges during the internship, the researcher has reached out to the student-teachers using an open-ended questionnaire. In the open-ended questions, student-teachers were asked to write some major challenges that they have faced during internship. The participants have highlighted various challenges and most of them have written about the same challenges faced by them during the internship. Based on all the open and closed ended items the researcher has divided the data related to pedagogical challenges were divided into sub-themes. These are- i) Classroom Management ii) Time Management, iii) Lesson Planning, iv) Preparation of TLMs, v) Guidance and Cooperation vi) School-Based Activities.

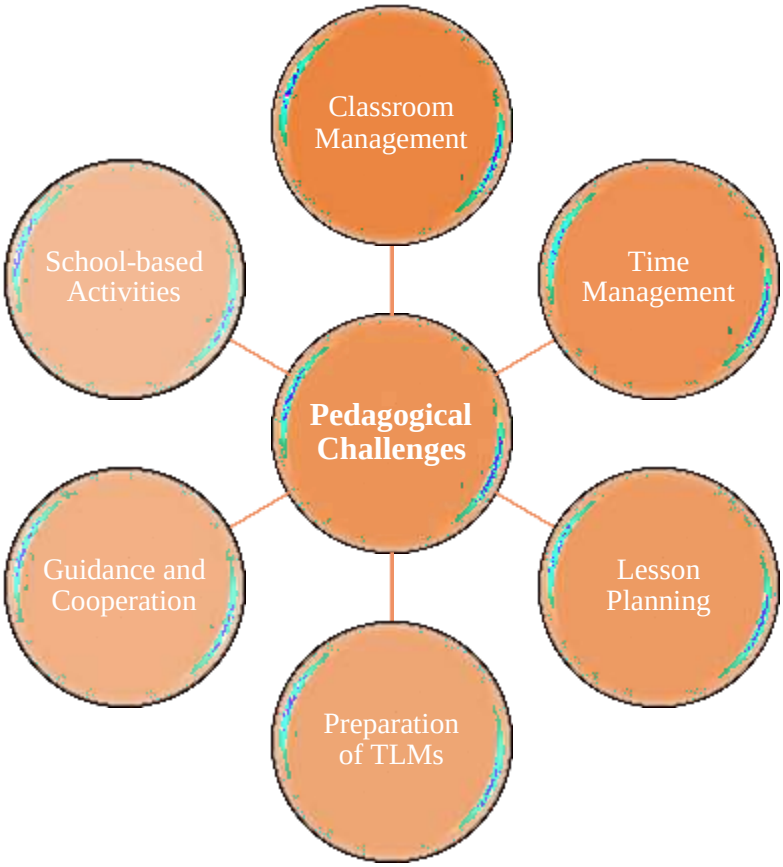

Chart No 4.3.2: Different sub-themes related to Pedagogical Challenges

1) Classroom Management

One of the major pedagogical challenges the student-teachers faced during internships isclassroom management.

- The study shows that 70 % of the student-teachers expressed that attracting students to learn in the classroom is difficult.
- It has been found that 65% of the student-teachers faced the problem of indiscipline pupils in the classroom.
- However, 40 % of the student-teachers said pupils did not bring textbooks.
- One of the student-teachers expressed that "*it was difficult to take class between 90-105 students in a single class. Various problems were there regarding the classroom. In this school, the pupil-teacher ratio is very high."*

Table No 4.3.1: Percentages of Student-Teacher Responses on Problems Faced while Teaching in the Classroom

Did the student-teachers face challenges while teaching such as-	Responses of student-teachers	
a) Classroom management	Yes	87.5%
	No	12.5%
b) Apply innovative teachingmethods in the classroom	Yes	21%
	No	79%

Table No 4.3.1 shows that 87.5% of the student-teachers agreed they faced problems while managing classroom teaching. However, 12.5% of the student-teachers did not face problems while managing the classroom teaching. The result also depicts that 21% of the student- teachers apply innovative teaching methods in the classroom. However, 79% of the student- teachers did not apply innovative teaching methods in the classroom.

2) Time Management

- It has been found that 60% of the student-teachers could not manage time during internship.
- Another student-teacher explained regarding time management that *"I made a proper list for my work and organized some time for course activities."*
- However, 60% of the student-teachers said they were overloaded with different work. It is observed that they must struggle to balance activities of school and internship responsibilities. Due to limited supervision, student- teachers may struggle to effectively manage time to complete their tasks.
- The study shows that 50% of the student-teachers expressed that they faced too much work pressure, like extra classes and many assignments.

3) Lesson Planning

- It has also been found that 30% of the student-teachers replied that it was difficult to make lesson plans and TLMs daily for both math and science as they must maintain other activities.
- Regarding lesson planning one of the student-teachers said that "*sometimes following lesson plan in the actual classroom is not effective. It was difficult toexecute the plan properly. Pupils feels bored*".
- One of the student-teachers said that *"Making lesion planning is too time consuming. But it is helpful for us to take the class systematically."*
- One of other student-teachers also said that *"We also find challenges toprepare lesson plans due to lack of resources like textbooks, reference materials, and other teaching aids."* It has been observed that inadequate topicknowledge, a lack of clarity regarding learning outcomes, limited understanding of teaching strategies and a lack of classroom experience all contribute to the challenges that B.Ed. Student-teachers have while preparing lessons.

4) Preparation of TLMs

Teaching aids are essential for classrooms. Learning resources, often known as teaching materials, are essential for teachers. Student-teachers must make different teaching and learning tools based on their lesson plans.

- It has been found that 70% of the student-teachers faced problems while preparing teaching aids during internships. It can be costly to produce educational materials, especially if unique tools are required.
- However, 50% of the student-teachers said they had to spend money preparing TLMs.
- One student-teacher said, "*There was no use of audio-visual aids in the TEIs during orientations. But they only had to prepare two digital lesson plans*". It could be difficult for B.Ed. Students incorporate technology into their lessons. Therefore, it can be necessary to acquire new abilities around educational technology use.

Table No 4.3.2: Percentages of Student-Teachers Responses to Challenges Faced while using ICT in the Classroom

Did the student-teachers face challenges while teaching in classroom such as-	Responses of student-teachers	
	Yes	85%
Use of ICT in classroom teaching	No	15%

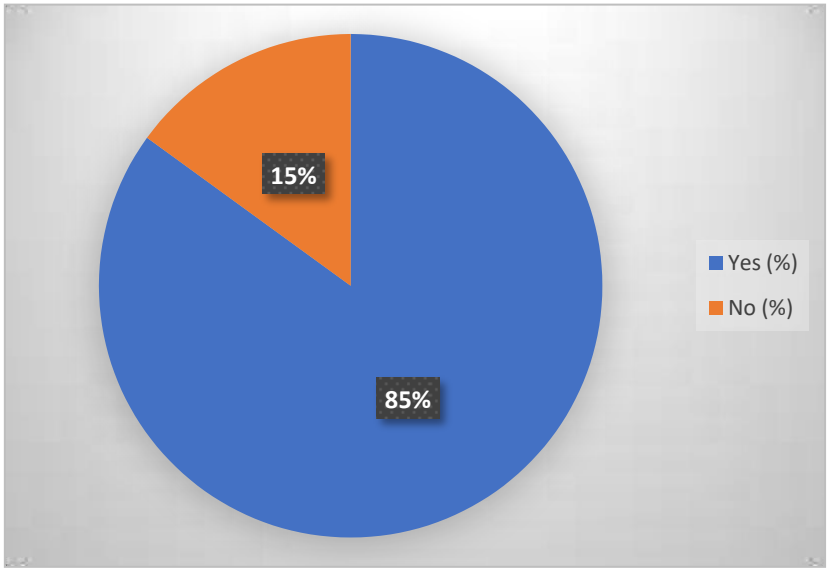

Figure No: 4.3.1: Graphical representation of the percentage of student-teacher responses on problems faced while using ICT in the classroom

The study shows that 85% of the student-teachers faced problems using ICT in the classroom. One student-teacher said, *"There are some issues with using ICT in classrooms while teaching, such as problems with the projector and poor Wi-Fi connectivity."* On the other hand, 15% of the student-teachers said they did not face problems while using ICT in the classroom.

5) Guidance and Cooperation

Some of the statements are quoted here in data interpretation to maintain the authenticity of the actual data.

- It was found that 55% of the student-teachers said the orientation program was not properly organized in the Teacher Education Institutions.
- One student-teacher replied, "*There was no proper guidance during orientation for method subject. The orientation was general for all it was. The institution's principal guided and oriented all students*". The guidance provided to them was not sufficient. They want more. Due to a lack of proper communication between the student-teachers and their supervisor, they might face challenges. Sometimes, due to the supervisor's busy schedule or lack of interest.
- One of the student-teachers also said that *"micro-teaching was not implemented properly due to shortage of time."*

6) School-Based Activities

Student-teachers were asked questions related to school-based activities to find out the challenges they have faced during internship. Apart from putting tick marks in many options of the questions, there is another option such as “if any other”. If the student- teachers want they can also write additionally their own opinion.

Table No 4.3.3: Percentages of Student-Teacher Responses on Challenges faced while Organizing following School-Based Activities

Did the student-teachers face challenges while organizing the following school-based activities? Please put tick marks in the activity. (Student- teachers can put tick marks more than one options)	Responses of student-teachers	
	Frequency	Percentage
a) Analysis of school syllabus and textbooks	111	27.75%
b) Observation of classroom teaching of peer students	22	5.5%
c) Preparation of lesson plans	211	52.75%
d) Development of teaching-learning resources	321	80.25%
e) Preparation of question papers and othertools	103	25.75%
f) Conducting case study and action research	167	41.75%
g) Organization of parent teachers' meeting	201	50.25%
h) Conducting community works	100	25%

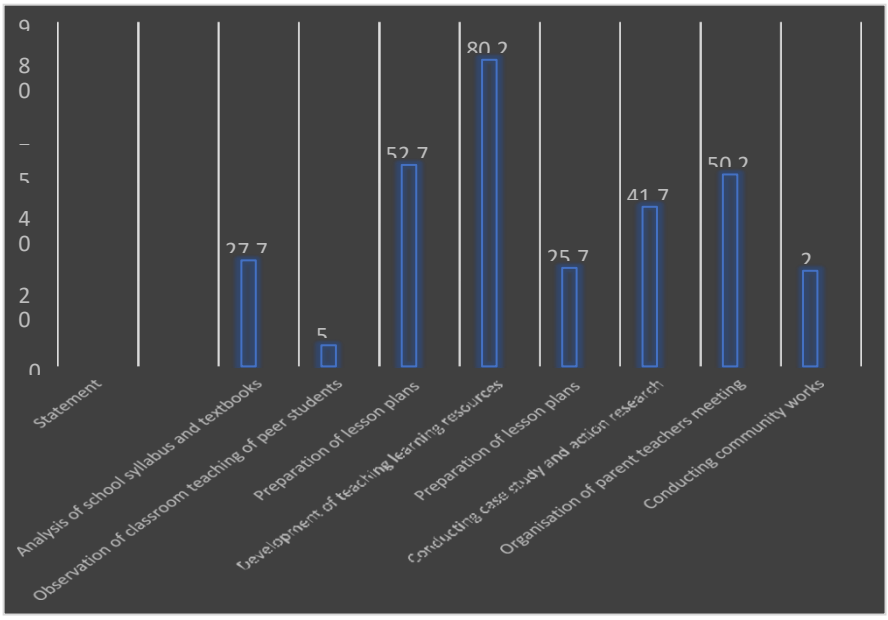

Figure No: 4.3.2: Graphical representation of the percentage of student-teacher responses on Challenges faced while organizing the school-based activities

Table No 4.3.3 and Figure No 4.3.2 shows that 80.25% of the student-teachers stated they face problems while developing teaching-learning resources. One student-teacher revealed that *during the development of TLMs, I must spend money from myself to buy different stationeries.*

Another student-teacher also revealed the similar statement that "*I spend money from my selves to buy stationeries while preparing TLMs. Besides*, one student-teacher expressed that *"it takes time and effort to make more TLMs"*.

According to 52.75% of the student-teachers, they faced problems while preparing lesson plans. Moreover, one student-teacher also expressed additionally that *we must write so*

many lesson plans, and we have to explain it more. One of the student-teachers also expressed that "*I find it too difficult to write so many lesson plans".*

It has been found that 50.25% of the student-teachers replied that they face problems while organizing parent-teacher meetings. Besides, two of the student-teachers also said the similar statement that *I feel lack of cooperation from the school teachers.* Moreover, another student-teacher *said that "get lack of cooperation from parents for organizing theparent-teacher meeting".*

The result shows that 41.75% of the student-teachers expressed that they faced problems while conducting case studies and action research. Two of the student-teachers disclosed similar points such as *for research activities, I need more guidance.*

Table No 4.3.4: Percentages of Student-Teachers Responses on Challenges faced Regarding Cooperation

Description	**Responses of student-teachers**	
Regarding cooperation, what kind of challenges did youface during internship in school? (Student-teachers can put tick marks more than one options)	Frequency	Percentage
a) Lack of cooperation from teacher-educatorswhile writing lesson plans	198	49.5%
b) Lack of cooperation from mentor teachersin school during teaching	255	63.75%
c) Interference of senior school teachersregarding class timetable	101	25.25%
d) Unavailability of classes for teaching	365	91.25%

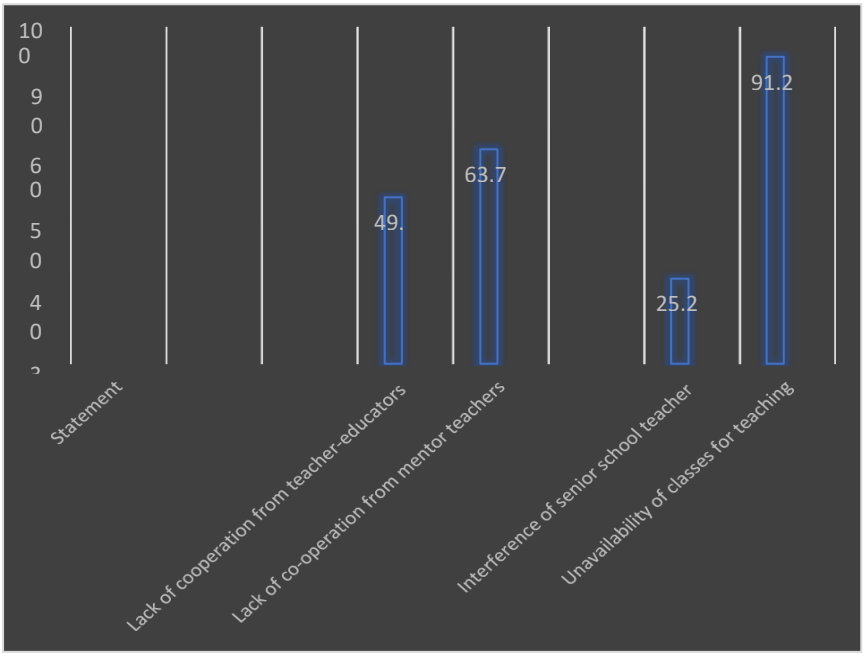

Figure No: 4.3.3: Graphical representation of the percentage of student-teacher responses on challenges faced regarding cooperation

Table No 4.3.4 and Figure No 4.3.3 shows that 91.25% of the student-teachers replied that there was unavailability of classes for teaching. 63.75% of the student-teachers agreed that there was a lack of cooperation from mentor teachers during teaching. Moreover, 49.5% of the student- teachers disclosed that they faced a lack of cooperation from teacher-educators while writing lesson plans. Besides, 25.25% of the student-teachers received interference from senior school teachers regarding class timetables.

4.3.0 : Facilities Issues

The researcher has collected data from student-teachers through an open-ended questionnaire. The questions related to the availability of facilities. The responses are discussed below.

4.3.1 Facilities issues faced by the student-teachers

The main issues faced by the student-teachers in internship school are shown in table 4.3.4.

Table No 4.3.5: Percentages of Student-Teachers Responses on Availability of Infrastructural and other Facilities in Internship School

Which of the following facilities are available for student-teachers in the internship school?	Responses of student-teachers	
	Yes	No
a) Availability of textbooks	24.5%	75.5%
b) Availability of separate common room for student-teachers	7.5%	92.5%
c) Availability of proper drinking waterfacilities	77.75%	22.25%
d) Availability of Canteen	6.25%	93.75%
e) Availability of separate toilet facilities aremale and female/others	87.5%	12.5%
f) ICT facilities	05%	95%
g) Laboratories	22.5%	77.5%
h) Multipurpose Hall	15%	85%

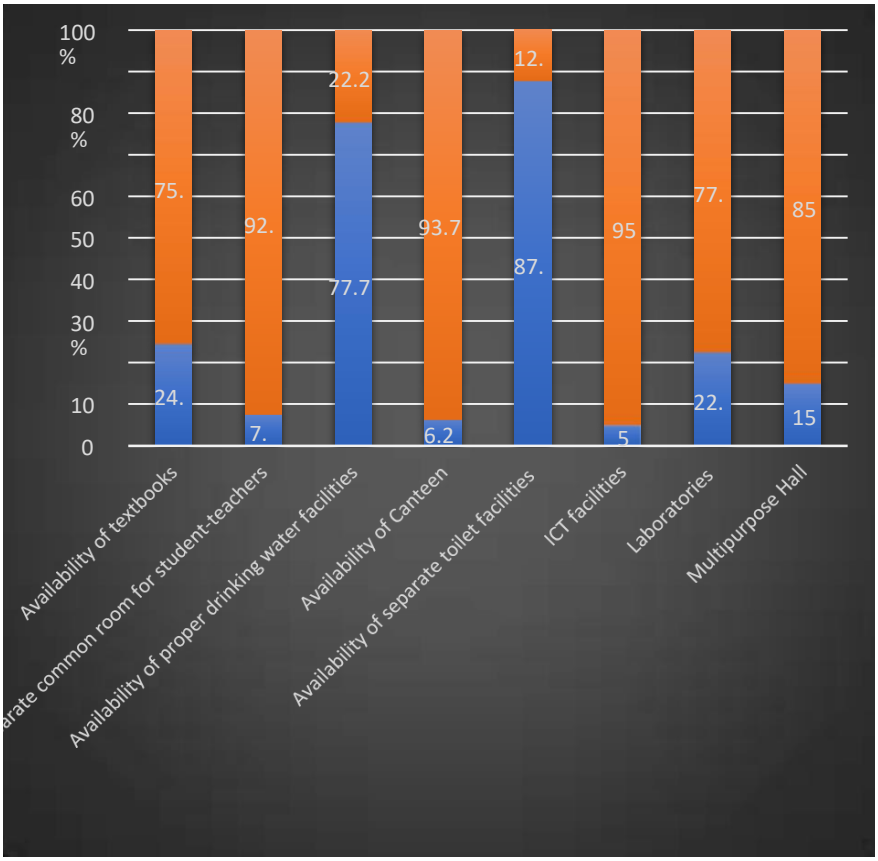

Figure No: 4.3.4: Graphical representation of the percentage of student-teacher responseson availability of infrastructural and other facilities in internship school

Table No 4.3.5 and Figure No 4.3.4 show that 92.5% of the student-teachers portray that there isno availability of separate common room for student-teachers. It has been found that 93.75% of the student-teachers expressed that there is no facility for the canteen in schools, and 75.5% of the student-teachers described unavailability of textbooks in schools. However, 87.5% of the student-teachers revealed the availability of separate toilet facilities for males and females/others, and 77.75% disclosed that proper drinking water facilities were available in internship schools. Moreover, 58% of the student-teachers faced problems with transportation during the internship.

4.3.0: Psychological Challenges

The researcher used an open-ended questionnaire to gather information from student-teachers about the psychological challenges that student-teachers face throughout their internship experiences in schools.

4.3.1. Psychological Challenges

It is observed that various major challenges are faced during school internship programs by the student-teachers, teacher-educators and administrators regarding orientations, supervision, cooperation, and classroom-related activities.

- The result shows that 24.5% of the student-teachers felt nervous while delivering in alarge classroom.
- Besides, 40% of the student-teachers said that they get less co-operation from their peerstudent-teachers.
- However, 20% of the student-teachers find a lack of interest of the school teachers inparticipating in activities conducted by the trainee teachers.
- It has been found that 10% of the student-teachers expressed that it was due to health-relatedissues like illness and head pain. They faced problems during the internship.

Table No 4.3.6: Percentages of Student-Teachers Responses on Conducting Meetingsfor Student-Teachers during Internship

Description	**Responses of student-teachers**	
Does the institution conduct meeting in between internship related to challenges faced by the student-teachers?	Yes	4.75%
	No	95.25%

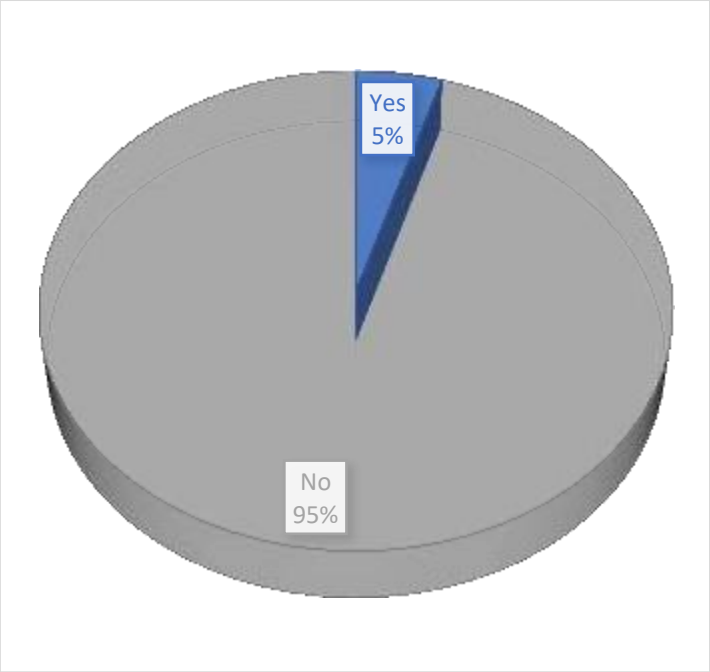

Figure No: 4.3.5: Graphical representation of the percentage of student-teacher responses on conducting meetings for student-teachers during the internship

It is shown that in Table No 4.3.6 and Figure No 4.3.5 that 95.25% of the student-teachers disclosed that the institution did not conduct meetings related to problems faced by the student- teachers during the internship. On the other hand, 4.75% of the student-teachers disclosed that the institution conducts meetings related to problems faced by the student-teachers during the internship.

Table No 4.3.7: Percentages of Student-Teachers Responses on Stipend for the Student-Teachers during Internship

Description	**Responses**	
	Yes	No
The student-teachers should get a stipend for the Internship	95%	05%

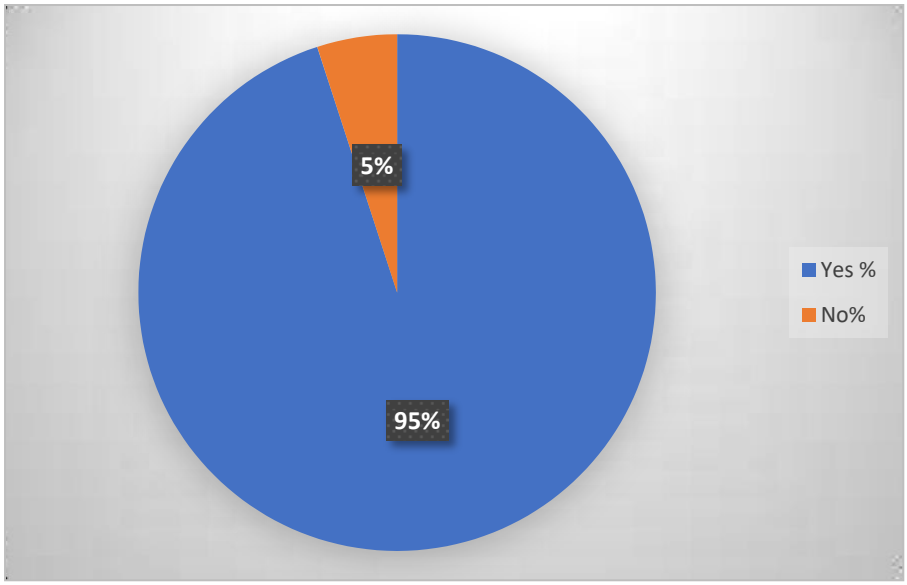

Figure No: 4.3.6: Graphical representation of the percentage of student-teachers responses on stipend for the student-teachers during internship

Table No 4.3.7 and Figure No 4.3.6 show that 95% of the student-teachers disclosed that they want a stipend for internship program. On the other hand, only 5% of the student- teachers said that they did not want a stipend for internship program.

Data collected from Teacher-Educators

For the fulfillment of third objective, the following data has been collected from teacher- educators regarding issues and challenges faced during the school internship program. The data collected from the teacher-educators is summarized into three themes such as-

1) Guidance

Teacher educators were asked question regarding challenges faced while giving guidanceto student-teachers.

Table No 4.3.8: Percentages of Teacher-Educators Responses on Challenges Face while Guiding Student-Teachers to conduct the following Activities

Did teacher-educators face challenges while guiding student-teachers for conducting following activities? Please put tick marks in the activity. (Teacher-educators can put tick marks more than one options)	Responses of Teacher-Educators	
	Frequency	Percentage
a) During orientation	16	32
b) Developing TLMs	15	30
c) During practice teaching	24	48
d) Research work	11	22
e) Community works	21	42

Table No 4.3.8 shows that 48**%** of the teacher-educators replied that they faced problems while guiding students in practice teaching. The table also shows that 42% of the teacher-educators faced problems while guiding students in community work. 32**%** of the teacher-educators faced problems while guiding them during orientation. On the other hand, 30**%** of the teacher- educators faced problems while guiding students in developing TLMs.

Table No 4.3.9: Percentages of Teacher-Educators Responses on Conducting Meetings for Student-Teachers during Internship

Description	**Responses of teacher-Educators**	
	Yes	20%
Does the institution conduct meeting in between internship related to challenges faced by the student-teachers?	No	80%

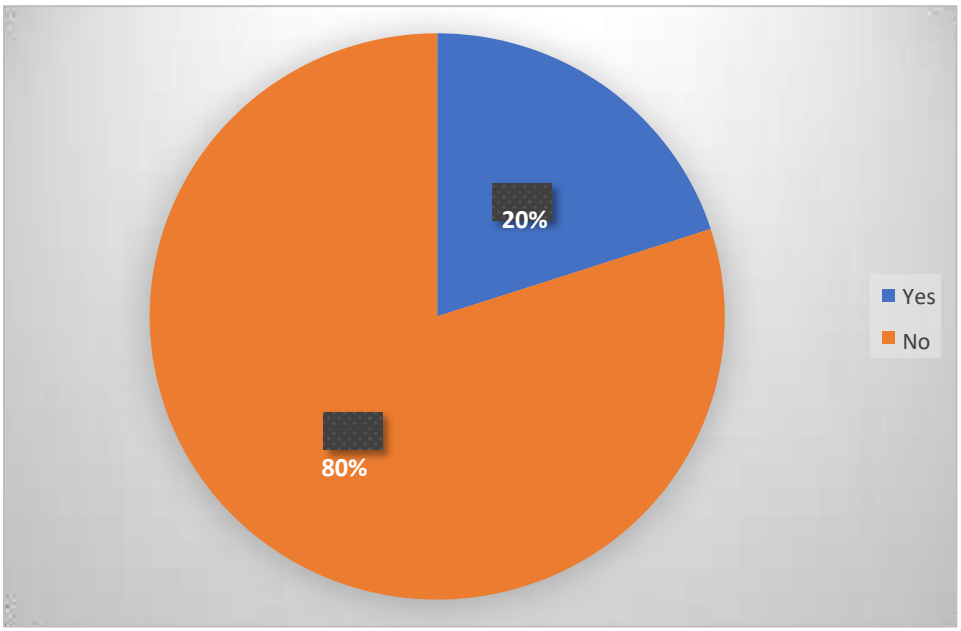

Figure No: 4.3.7: Graphical representation of the percentage of teacher-educatorsresponses on conducting meetings for student-teachers during the internship

From Table 4.3.8 and Figure No 4.3.7 it is shown that the majority (80%) of the teacher- educators said that they did not conduct meetings related to problems faced by the student- teachers. On the other hand, 20% of the teacher-educators agreed that they conduct meetings related to problems faced by the student-teachers during the internship.

2) Classroom Management

The study found one of the major challenges is classroom management. The teacher-educators expressed their opinions in the open-ended questions.

- The study shows that 48% of the teacher-educators said that adapting to a new school environment is difficult, especially regarding time management.
- Moreover, one of the teacher-educators said that "*one of the major problems the student-teachers faced during practice teaching is classroom management problem. They find it's very difficult to manage the different IQs of students in the classroom."*
- One of the other teacher-educators also said the similar statement that "*it's a bit problematic to manage the diverse IQs of students in the classroom".*

3) Preparation of TLMs

Another challenge highlighted by the teacher-educators is about preparation of TLMs.

- The study reveals that 52% of the teacher-educators also highlighted that student-teachers faced challenges while preparing various TLMs for teaching.
- Additionally, one of the teacher-educators said that said, *"It is difficult for student-teachers to meet diverse needs of the students through teaching aids because they are sometimes unable to balance between creating visually attractive teaching aids."*

Data collected from the Principals through Interviews

The following are the responses collected from the principals through interviews. Regarding challenges, the responded replied to their different opinions.

- It was observed that 70% of the principals said that schools find difficulties managing their timetable for internship. Because already schools have their academic calendar. These are the major challenges the TEIs face for internship.
- However, the study also found that 30% of the principals stated that there is no supervision training for teacher-educators from the affiliating university.

- It has been found that additionally one of the principals explained that *"As per GU B.Ed. course, internship is for four months. It is a long period. We have 100 STs intake capacity. We must allow each student-teacher in the different schools. There are three B.Ed. colleges in Nagaon town, and each college has to send them for internship in some allotted particular schools. We face some problems due to this reason."*

- The study shows that one of the other principals said, "*sometimes we must shift the student-teachers to another school. Student-teachers do not get the class in that selected school due to lack of cooperation from that school."*

Data collected from the Headmasters through Interviews

The following is the data from the headmasters regarding issues and challenges faced during theschool internship program.

1) Time Management

It is observed that 85.71 % of the headmasters expressed that they must arrange the timetable for student-teachers with their routine. It is not easy to manage for the schools.

2) Classroom Management

- It has been found that 6% of the headmasters said that student-teachers were unable tocomplete the school syllabus on time.

- One of the headmasters said, *"student-teachers were very poor in classroom management, and it creates trouble in the classroom."*

- Another headmaster said, *"using different methods in the classroom takes more time. Therefore, student-teachers find difficulties in covering the syllabus for the pupils."* Internships in schools can be a great learning experience. However, time management can be difficult for student teachers because, within the limited time, student teachers must complete teaching responsibilities and multiple tasks such as developing and implementing lesson plans, giving lectures, attending meetings and evaluating student work.

Student teachers can have extracurricular activities and other outside commitments that must be balanced with their internship requirements.

3) Facilities Issues

- On the other hand, headmaster said that *"we provide a separate room for the student- teachers. We have a common teacher's room. All the student-teachers have to sit near regular teachers.*"
- On the other hand, one of the headmasters said similarly that *we have a sufficient number of textbooks in our school as well as we have other facilities like canteen, proper drinkingwater for our staff.*

4) Psychological Challenges

- Regarding psychological challenges one headmaster said that *"some student-teachers were absent at school due to problems like health, illness".*
- Another one headmaster said that *"student-teachers were regular during the internship. Sometimes, due to their illness, they were absent from school"*.

Discussion

The present study found that 87.5% of the student-teachers agreed that they were unable to manage the classroom while teaching and majority of the student-teachers could not manage time and find difficulty while preparing TLMs and lesson plans. Kamukwema & Neumbo (2021) supported that student teachers faced challenges while preparing lesson planning, selecting appropriate teaching methods, dealing with large class sizes, lack of teaching and learning materials, and find challenge to manage student behavior etc. Sharma & Chahal (2020) also supported that the interns faced challenges like transportation issues, safety concerns, and lack of support from school teachers during internship program. Bonia & Singh (2022) also supported that in there are lots of problems such as lack of appropriate infrastructure, consistent maintenance, lack of proper ICT facilities and available competent staff etc. in TEIs in Assam. Mitra, S (2015) supported that student teachers face challenges in classroom management, mostly in government-aided schools with socioeconomically different pupil populations. Patel (2018) also supported that student - teachers faced

different challenges such as in classroom management, long distances to practice schools, preparing a large number of lesson plans, interacting with school students, lack of cooperation from government school teachers, and insufficient assets and infrastructure in practice schools during internship. Jogan (2019) found in his study that student-teachers faced internship limitations. It is observed from the Das and Gogoi (2020) study that during the implementation of a two-year B.Ed. course, both the Assam University and Tezpur University also faced problems such as teacher-educators did not use video recording and reshowing during the internship to provide feedback and comment to the student-teachers, lack of sufficient time evaluating the answer scripts by the teacher-educators, non-availability of numbers of secondary schools for internship program. According to Tialila L's (2022) study, 16% of the teacher-educators exposed that fewer faculty leads to too many student-teachers during the internship. 32% of the teacher-educators represented that, at the same time, many student-teachers are taking classes in school. That is why they always find problems observing properly, and 04% of the teacher-educators said they were supervising without a travel allowance. According to this study, 25% of the respondents also revealed that B.Ed. colleges did not conduct feedback sessions with the teacher trainees. Paramanik,(2019) also supported in the study that they get less feedback from the supervisors and cooperative teachers. Yeptho, (2021) also found problems that inadequate supervision by the supervisor and school teachers were not cooperative. The study also supported that a few responded said that writing lesion plan is hard and not interesting.

The social, psychological, and pedagogical problems can distract the objectives of teacher training programs (Panda and Nayak, 2014). Teaching is challenging, difficult and changeable (Bullough et al., 2006) from time to time since the interns have done well during the internship where the mentor occupies a positive and strong role in interns' development. Proper commitments and gender issues might be important factors in attracting the teaching profession

(Moses et al., 2016). Timor (2017) supported the study to understand the internship process, renamed as 'journey' and its features and difficulties, both positive and negative instants of the internship. Novice teachers' dropout rate may increase due to

a lack of emotional sides like support,appreciation, not being paid, and work positions (Zimmerman, 2013). There are many counties in the U.S. (13.8%), Canada (16%), Australia (25%), like teachers leave their profession because ofreasons (Timor, 2017). Nagarathna (2018) mentioned in their study that 20-25% of the student teachers discloses about lack of corporation from the practicing school teachers, unavailability of classes, guidance and supervision provided by the teacher-educators was not sufficient. Due to inappropriate sleeping timetable, shortage of sleeping hours due to the over mental workload such as limited time frame, performance, physical stress, effort, tension which is a result of anxiety, depression, anger, interpersonal sensitivity (Ozkan, Ozdevecioglu, Kaya, and Özs, 2015) using mobile phones, other electronic devices that can change and may create negative effect in work schedules (Patten, Kircher, Östlund, & Nilsson, 2004),girls during menstrual periods faced weakness, pain or uneasiness or mood swings, frequently changing sanitary pads, maintaining hygiene, use of hygienic products, cleanliness practices during menses, marital status which is directly related to their health (Farid, 2016) and other issues like menstrual myths, parental negative attitude towards menstrual period, limitations on taking bath, restrictions to consume food and drinks during periods, sources of guidance, family income, challenges in schools like insufficient separate lavatory for girls, water supply, not enough places for resting etc. (Sommer, Ackatia-armah, Connolly, and Smiles, 2015). Longchar, (2022) said in the study that facilities like drinking water were not provided by 20% of the internship schools. Najmuddeen,(2021) supported that there was no ICT facilities in one of the classroom to show the content for the pupils. However, 27% of the practicing schools have not provided laboratory equipment to the trainees. The study also supported that principal face problems while giving assessment to the trainee. Paramanik,(2019) found in the study that wrong and confusing guidance was given to them in the action research project during internship. Kushwaha,(2018) explained about supervisor's feedback on their lesson plan and subject supervisor's evaluate regular classroom teaching of the interns.

OBJECTIVE 4

Objective 4

To Seek Suggestions from the Respondents for the Smooth Functioning of the School Internship Programme.

The researcher has collected data from student-teachers and teacher-educators through an open-ended questionnaire. To fulfill this objective, suggestions also taken from theheadmasters of internship schools and the principals of TEIs. The collected data is summarized separately respondent-wise.

Data collected from Student-Teachers

The following data collected from the student-teachers regarding suggestions for smooth functioning of the school internship programme. In the open-ended questions student-teachershave written their suggestions. There are various suggestions received from the student- teachers. Most of the suggestions are like other responded and some of the student- teachers have written many suggestions. Based on the collected data, the researcher has summarized the data into certain themes. The researcher has also presented the data in percentages. The themes are-

- **Nature and Planning of Internship**
- **Orientation**
- **Cooperation from Internship School**
- **Tasks/ Activities of Internship**
- **Feedback**
- **Improvement of Infrastructure Facilities**

1) Nature and Planning of Internship

Each of the respondents has given their suggestions in different categories. The following are the suggestions collected from the student-teachers, which are summarized into sub-themes such as a) Clear guidelines, b) Clear objectives, c) Nature and duration, d) Collaborative partnerships, e) Flexibility, f) Supervision.

a) Clear Guidelines

The study shows that 29% of the student-teachers said regarding clear guidelines that they need clear guidelines for each activity of the internship program.

b) Clear Objectives

It has been found that 54% of the student-teachers said that the objectives of the internship should be very clear.

c) Nature and Duration

- It has been found that 75% of the student-teachers have replied that internships should be paid for student-teachers.
- One of the student-teachers said, "*method of teaching and a more creative approach to education is needed in teaching and teacher training*."
- The results show that 60% of the student-teachers replied that more emphasis should be given to practical knowledge rather than a load of paperwork.
- One of the student-teachers stated that *"the internship program should be six months long".*

d) Flexibility

The study shows that 72% of the student-teachers have suggested flexible work schedules and responsibilities during the internship.

e) Supervision of Internship

- It has been found that 89% of the student-teachers answered that there should be proper supervision for making teaching aids.
- One of the student-teachers highlighted that "*it should not be biased while guiding the student-teachers."*
- The study also reveals that 56% of the student-teachers said that the individual attention of the supervisor for each student-teacher is necessary.
- The study shows that 55% of the student-teachers explained that the monitoring system should be improved.

2) Orientation

Regarding orientation, student-teachers have suggested some similar statements.The researcher has categorized the data into some sub themes such as a) Introduction of the school b) Micro teaching c) Clarify the student-teacher responsibilities and d) Training Programs.

a) Introduction of the School

- It has been found that 60% of the student-teachers expressed that there should be a proper introduction class to the school's mission, vision and goals.
- The result also shows that 12% of the student-teachers said they needed to introduce themselves to the school campus and main staff members before starting the internship program.

b) Micro Teaching

The study reveals that 65% of the student-teachers revealed that each teaching skill should be equally important for practicing during micro-teaching in TEIs.

c) Clarify the Student-Teachers Responsibilities

The study shows that 54% of the student-teachers said that during orientation, they must properly clarify all the internship's rules, responsibilitiesand tasks.

d) Training Programs

The study reveals that 78.75% of the student-teachers have suggested that teacher-educators should arrange separate orientation programs on the training of preparing TLMs for class, low-cost TLMs, and lesson plans, and on action research.

e) Inclusive

It has come to know that 85% of the student-teachers need training in how todeal with below-average students in classrooms should be taught.

3) Cooperation from Internship School

Institutional Arrangements and Cooperation

- The result of this study suggested that 23.75% of the student-teachers are exposed that there is need for the institutional arrangement and cooperation between TEIs and internship schools.
- It has been found that 15% of the student-teachers disclose that there shouldbe proper cooperation from the mentor-teachers in schools.
- The result shows that 07% of the student-teachers should not be interface of

senior teachers in managing the table during the internship. They should only guide the student-teachers.

4) Tasks/ Activities of Internship

- The study revealed that 78.75% of the student-teachers said that thenumber of activities should be minimized for internship.
- It has come to be found that 77.5 % of the student-teachers expressed that the number of lesson plans should be reduced.
- It has been found that 12% of the student-teachers expressed that thereshould be the same lesson plan format for all TEIs.
- The result also shows that 40% of the student-teachers said there should be fewer extra classes during the internship.
- It has been found that 73.75% of the student-teachers suggested that more emphasis should be given to practical knowledge rather than a load of paperwork.

5) Feedback

- The study found that 52.5% of the student-teachers suggested that teacher-educators should provide feedback and comments to the student-teachers on all the activities they completed during the internship. So that they correct and improve it.

6) Improvement of Infrastructure Facilities

Responses from the respondents regarding infrastructure facilities are given below. Some respondents have made major suggestions to addressthe challenges of lack of resources and infrastructure.

- **Size of the Classroom**

It has been found that 36% of the student-teachers said that the classroomsize should be large. One of the responded replied that "*smart classrooms and other ICT facilities should be included in school."*

- **ICT Arrangements**

It has been observed that 27.5 % of the student-teachers have suggested that there should be proper ICT arrangements in Teacher Education Institutions as well as internship schools.

- **Availability of Books and Materials:** It has been found that 62.5% of the student-teachers suggested that there should be proper orientation material and good-quality books for action research in the TEIs and internship schools.
- **Laboratory Equipment:** The study shows that 6.26% of the student- teachers expressed that schools should have proper laboratory equipment for science subjects. Moreover, one of the respondents said that we must increase the resources for science laboratories in our schools.

Data collected from Teacher-Educators

Some of the respondents have given more than one suggestion regarding smooth functioning of internship program. Based on the collected data, the researcher has categorized the data into certain themes. These are-

a) Nature and Duration

- The study revealed that 36% of the teacher-educators supported that internships should be paid for student-teachers.

b) Uniformity

- It is observed that 04% of the teacher-educators stated that there should be uniformity in conducting school internships in Assam.
- The study depicts that 36% of the teacher-educators supported TA for the student-teachers and teacher-educators during the internship period.

c) Tasks/ Activities of Internship

- It has been found that 11% of the teacher-educators suggested that student-teachers should try to manage time to give notes and conduct tests and remedial classes in schools.
- It has been found that 10% of the teacher-educators disclose that school teachers can show interest in participating in student-teacher activities.
- The study shows that 35% of the teacher-educators suggested that the mentor teachers should help the trainees during data collection for their action research works in school.

d) Facilities

The following is the data found regarding facilities**.**

- It has been observed that 15% of teacher-educators said there should be ICT facilities in classrooms, like projectors and Wi-Fi connectivity.

- The result shows that 20% of the teacher-educators expressed that there should be transportation facilities for the student-teachers during the internship.
- The findings of the study depict that 25% of the teacher-educators expressed that school textbooks should be available in internship schools for the trainees.
- Moreover, it has been found that 10% of the teacher-educators said there should be a common room available for student-teachers in schools.

e) Assessment

- It has been observed that 40% of the teacher-educators highlighted that all the TEIs should have a common criterion for assessing and evaluating the internship.

Suggestions Collected from Principals of TEIs through Interview

Some of the respondents have given more than one suggestion regarding smooth functioning of internship program. Based on the collected data from the principals, the researcher hascategorized the data into certain themes. These are-

a) Professionalism

- The study shows 57.14% of the principals opined that student-teachers should follow a professional attitude during the internship period.
- One of the principals said that *student-teachers should dress nicely, show up on time, and treat other students, teachers, and staff with care.*

b) Ethical Guidelines

- One of the principals said that *ethical guidelines are important during the internship program.*

c) Collaborative Partnerships

- One of the principals expressed that *there should be a collaboration between the school and TEIs regarding different internship activities.*

d) Supervision of Internship

- It was found that 30% of the principals expressed that there should be supervision training for teacher-educators from the affiliating universities.

e) Cooperation

- All the principals expressed that internship schools should cooperate fully with the TEIs for the internship program.

f) Parent-Teacher Communication

- The study's findings show that 29% of the principals said that student-teachers must communicate with the parents to update them about their child'sprogress and the learning process.

Suggestions collected from Headmasters of Internship Schools through Interviews

Some of the respondents have given more than one suggestion regarding smooth functioning of internship program. Based on the collected data, the researcher has categorized the data into certain themes. These are-

1) Clear Objectives

- All the headmasters agreed that there should be clear objectives in the trainee's mind regarding the internship program.

2) Clear Guidelines

- One of the headmasters said that *"there should be clear guidelines for school internship regarding roles and responsibilities of the interns,mentors, and the school administration."*

3) Inclusive

- One of the headmasters said, "*student-teachers should be trained to deal with children with special needs."*

4) Arrangements and Cooperation

- One of the headmistresses said that *"all the student-teachers should take their classes seriously. A few were taking classes casually just to complete their internship program".*
- The result shows that 35.71% of the headmasters said that TEIs could invite the teachers from the internship schools after completing their internship program to share the experience during this period.

5) Stay Updated

- The result of the study shows that 42.85% of the headteachers said that student-teachers should keep updating themselves with the use of different teaching methods in the classroom.

6) Adaptableness and Flexibility

- It has been found that 20% of the head teachers describe that student- teachers should be flexible and ready to deal with changes that might come up in the classroom.

7) Professional Ethics

- It has been found that 42.85% of the headmasters also said that student-teachers should know about professional ethics and try to be role models for the school students.

8) Involvement with Students

- It has been also found that 10% of the headmasters expressed that student-teachers can build a positive and supportive learning environment with the school students.
- The study found that 10% of the headmasters also suggested that student-teachers should try to complete the school syllabus on time.
- It has been found that 42.85% of the headmasters stated that there should be a teaching aid exhibition for school students organized by the student-teachers. So that school students can get knowledge of different teachingaids.

9) Supervision

- It has been found that 28.57% of the headmasters disclosed that teacher-educators should visit the school and supervise the student-teachers' activities regularly. Teacher-educators could encourage them to do their classes properly.

10) Evaluation

- The result shows that 10% of the headmasters also advised that they should learn how to effectively evaluate student's learning by the several assessment methods.

Discussions

The present study found that 72% of the student-teachers said there should be flexibility in work schedules and responsibilities during the internship and there should be proper ICT arrangements in Teacher Education Institutions as well as internship schools. Mondal & Baidya (2024) supported the necessity to develop skilled, proficient, flexible, innovative, creative, and technology-savvy teacher-educators. It expects that teacher education program will be centered on technology, novelty, sustainability, and principles. The present study reveals that 56% of the student-teachers said the individual attention of the supervisor for each student-teacher is necessary. The present study also found that 23.75% of the student-teachers said that there are need for the institutional arrangement and cooperation between TEIs and internship schools. Salviana et.al. (2021) also supported in their study that student-teachers felt that the supervision from the faculty supervisor needed to be improved. Nagarathna (2018) also supported in their study that there should be dedicated, disciplined teacher-educators and proper provision for regular feedback. Moreover, Student-teachers need to develop their knowledge skills about pupils of primary to secondary level schools. Students-teachers have to communicate both with the school environment and teacher education institutions. Therefore, they should be able to address their problems in front of the authorities (Bezzina, Lorist and Velzen (2014). The present study found that 15% of teacher-educators said there should be ICT facilities in classrooms; like projectors and Wi-Fi connectivity and 20% of the teacher-educators expressed that there should be transportation facilities for the student-teachers during the internship. Improvement of the B.Ed. program and internship, Das and Gogoi (2020) supported in their study that teacher educators should give encouragement and awareness to the student-teachers regarding the objectives of NCTE/NCERT. The study also describes that there should be proper ICT facilities, such as smart board Wi-Fi connectivity, for proper implementation of the B.Ed. curriculum. The present study found that that there should be uniformity in conducting school internships in Assam. In the study, Tialila (2022) also supported that internships at B.Ed. colleges should be gone uniformly in the state. This study also supported that there should be a common criterion for assessing and evaluating the internship in the state. The study also suggested TA for the supervisors during the internship. The study also found that there should be an improved interrelationship

between practicing schools and B.Ed. Colleges. The present study found that 89% of the student-teachers answered that there should be proper supervision and 52.5% of the student-teachers suggested that teacher- educators should provide feedback and comments to the student-teachers on all the activities.

Internships can provide student-teachers with job-related, career-related benefits. It can lead to cost savings for employers in occupation and selection (Maertz et. All 2013). Hence, Bubnys, R (2019) supported that cooperation and sharing experiences with various stakeholders helped students improve better self confidence in the future professional field. The present study found that student-teachers needed orientation; they must properly clarify all the internship's rules, responsibilities and tasks. Bubnys (2019) has also reveals that cooperation with family members, university teachers, social pedagogues, and teachers may lead self-confidence of them. One of the respondents said in this present study that there should be a collaboration between the school and TEIs regarding different internship activities. Bezzina et al. (2014) supported that partnerships between teacher education institutes and schools and experiences of participants t helps to minimize the gap between theory and practice and boost the professional development and improvement of the teacher trainees. Sharma & Chahal (2020) also supported that the internship program helped to develop different core skills and qualities among the B.Ed. students. Longchar, (2022) supported that about duration of the internship should be short. Patel (2018) also supported in the study that internship program provided an opportunity to improve teaching skills, confidence of student-teachers and helped to improve classroom management capacity for effective teaching outlooks.

CHAPTER V

SUMMARY, EDUCATIONAL IMPLICATION, SUGGESTIONS FOR FURTHERSTUDIES AND CONCLUSION

5.0 Summary

5.1 Introduction

Teachers are the most indispensable part of our education system as well as the character builders of our nation. Teachers are key to imparting values, ethics, qualities, knowledge, skills and responsibilities to our nation's children. Teachers need to be outstanding to build our future and the next generation. A very high level of training, practice, education and multidisciplinary knowledge is required to make an outstanding teacher. Therefore, teacher education should be at the heart of multidisciplinary colleges and universities in our country (Draft National Education Policy, 2019) because teacher education provides training for teachers to develop various professional skills like technological skills, soft skills, management skills, interpersonal skills and including teaching skills such as classroom management skill, time management skills, communication skills.

5.1.1 Meaning of Teacher Education

Teacher education includes three phases. Firstly, 'initial teacher training/education' means a pre-training course; teachers must acquire properly recognized training before joining ateaching job. The second phase is 'induction,' which provides training after entering a school. The third is 'continuous professional development' (Nehru & Suryanarayana, 2013). Teacher education is a process that helps to build the manner, practice, qualities, knowledge, skillsand abilities of a teacher (Ali, 2012).

National Policy on Education or NEP 1986 (As modified in 1992) with National Policy on Education 1968 emphasized the importance of teacher education and its components like pre- service and in-service trainees. The teacher is the key to the socio-cultural reflection of a society. Keeping in mind the needs of the community and society, teachers can create new methods of

communication. Teachers have to take responsibility for formulating and implementing educational programs.

The report of the High-Powered Commission on Teacher Education Constituted by the Hon'ble Supreme Court of India (2012) highlighted various issues like the quality of beginner

teachers, quality of school curriculum, teacher education curriculum, new pedagogical exercise for the lively classroom, the role of teacher educator and his/her competency,capabilities and responsibilities to make the quality of the interns. According to this report, "the quality of teacher education depends on the quality of entrants to the teacher education programs." In terms of Reference (ToRs), (b) and (e) of the commission visualized both the pre-service and in-service improving quality of teacher education and norms for teacher performance and audit. Various commissions and committees, like the Education Commission (1964-66) and the National Commission on Teachers (1983-85), recommended internships in teacher education. Mohan (2016) has written in her book about various innovative components of teacher education. Internship is one of the components of teacher education. After the implementation of NCTE Regulation 2014, TEIs have been renovated and redesigned to build up the skilled competencies of student teachers. The B.Ed. program has shifted from one year to a two-year course (Sahoo & Sharma, 2018).

Sing (2017) said that the Kothari Commission has a great role in building teacher education as the foremost learning course. Based on problems, observation and various recommendations on teacher education, the Kothari Commission emphasized formulating teaching as a dignified profession. Kothari Commission tried to make teacher education a self-regulating subject to remove the gap between theory and practice. The teacher must relate to the community, and he/she has to be up to date with this shifting world of technology regarding various aspects related to the learning process, like new teaching practices, curriculum, and time duration. Based on the recommendation of the Kothari Commission, the Resolution on NEP (1968) has determined a whole modification of educational structure due to the need

for excellence in education in all the stages of education, which will go behind the technological techniques and main beliefs of life like moral, social. National Commission on Teachers (I and II) (1985), the chairpersons of this commission Chattopadhyay and Rais Ahmed wrote some suggestions on the preparation of teachers, enrolment and situation of the school, college teachers and five years intergraded program which was not implemented. Furthermore, the National Policy on Education (NPE 1986) anticipated establishing new bodies like ASCs (at present known as Human Resource Development Centres (HRDCs) and National Council for Teacher Education or NCTE statutory body, DIETs, State Council of Educational and Research Training or SCERT for teacher education.

Teacher education is a process that helps prospective teachers improve skills, knowledge, attitudes and behaviors. It will help the teacher educators deal with various learners in the classroom. Teacher education also helps teachers to improve their digital competency. Some kinds of practical work or field-based activities need to be inculcated in the pre-service teacher training to evaluate the teacher's dedication, interests, abilities, and attitude toward his/her teaching profession. (Santhakumari, 2012).

5.1.2 Meaning of Internship and School Internship Programme

The internship program is offered to beginners in many other fields like social work, business, medicine, psychology (Jackel, 2011), nursing and teaching in countries like India, Pakistan, USA, UK, and Australia. Internship means formally doing practice in school as a teacher for some time without payment. It is for beginners who want to enter the teaching field.

The internship is when a student or new graduate receives practical experience in a job. It is work experience (Oxford Advanced Learner's Dictionary, 2010). An internship is a form of experiential learning (Rogers, 2017; Jogan 2019; Silva, 2013). Jackel, (2011) highlighted that an internship plan is an example of experiential education.

Internship synonyms exist, such as practice teaching (Barui, 2012). The internship integrates theory and practice, planning and delivering the lessons in teaching. The internship program provides a scope for the student-teacher to

understand the various aspects of school and helps to improve teaching skills in real situations (Parveen, 2012; Jogan 2019). There are different types of internship programs: cooperative internships, paid and unpaid internships, independent and college-sponsored internships etc. (Bukaliya, 2012).

Internship in teaching-learning practice is a cooperative task of teacher training college, internship schools, student-teachers, supervisors and mentors related to the whole internship program (Kumar, 2016). According to NCTE framework and guidelines (2016), a School internship is a combined task of schools and teacher education institutions in the two years B. Ed course, internship in schools is for 20 weeks, divided into two sections. The program includes four weeks for the first year's student-teachers and 16 weeks for the final year's student-teachers.

5.1.3 Rationale of the Study

According to NCTE regulation (2009), the B.Ed. program was one academic year, and student-teachers had to develop skills or practice teaching or fieldwork in nearby secondary

schools for at least forty days. The NCTE regulation (2014) prescribed these activities into a broad component by the term Engagement with Field. This 'Field Engagement' is for 20 weeks, and these 20 weeks are also divided into two parts. Four weeks in the first year and 16 weeks in the program's second year. The duration of 16 weeks is further divided into 14 weeks for school internship and two weeks for community engagement.

NCTE has given 25% weightage towards school internship in the B.Ed. course. It is mandatory for all the student-teachers. It emphasized 80% attendance for all course work and practicum and 90% attendance of student-teachers on school internship during B.Ed. course. Based on that guideline, the universities of Assam have contextualized it. According to NCTE School Internship Framework and Guidelines (2016), teacher trainees can develop their professional understandings, competencies, skills and positive attitude toward the teaching profession in a school internship.

Draft National Education Policy (2019) has highlighted that by 2030, all B.Ed. programs must incorporate strong practical training for student-teachers in

local schools, irrespective of their period. Every B.Ed. program has to connect with 10-15 local schools. So that student-teacherscan continue their internship.

According to Justice J.S Verma Commission (2012), many stand-alone Teacher Education Intuitions (TEIs) are offering B.Ed. programs all over the country, mainly for commercial purposes, which may affect the quality of education. Moreover studies have been done on reflection of trainee teachers on school exposure programme (Jogan, 2018), reflection of instructional technology interns on the school-university internship experience (Tocci, 2016), problems during teaching practice (Azeem, 2011) , identity development during the teaching internship (Nghia and Tai, 2017), integration of theory and practice during practicum (Allen and Wright, 2014), effectiveness of a school internship (Jogan, 2019) , relationship between internship programmes and employment marketability (Prajapati, 2012),status of implementation of project work (Kumari, 2012), technology integration during practice teaching (Shih-Hsiung Liu ,2012), study on practice teaching programme (Srinivas, 2015),comparative study on curriculum (Barui, 2012), influence of teaching experience (Vidhyanathan, 2015), problems faced by the natural science student teachers during practice teaching (Aniruddhan, 2005), student perception towards internship programme (Otara, 2014)and others.

After a review of different studies, many questions come to mind, like how does B.Ed. College organize internships in Assam? Are we following the guidelines given by the authority on internship? What are the various components of a school internship in a B.Ed. program? What are the challenges mainly faced by the student-teachers? (Otara, 2014). The researcher did not find any study on the implementation procedure of school internship and its various components, issues and challenges (Otara, 2014) that emerged during the implementation of school internship in the B.Ed. program in Assam. This is important to find out students' views towards the mandatory internship program, its experiences and the questions like what inconveniences are influenced by the internship program. The internship has various benefits that help the interns develop professional skills such as interpersonal communication, problem-solving, professional interviewing, verbal

presentation etc. (James, 2018). Therefore, the researcher wants to study the most important part of the pre-service training course, i.e., the school internship of the B.Ed. program. Thus, the researcher raises issues such as the implementation procedure of school internship and studies its various components, issues and challenges that emerged during the implementation of school internship in the B.Ed. program in Assam.

5.1.4 Statement of the Problem

The present study is entitled **Evaluation of School Internship Programme of TeacherEducation Institutions in Assam.**

5.1.5 Operational Definition of

the Term Used

School Internship

In this study, school internship means classroom teaching as well as all the school-based activities that have to be performed by the student-teachers as a teacher during the internship period.

Teacher Education Institutions or TEIs

In this present study, TEIs mean offering two two-year B.Ed. or Bachelor of Education programs affiliated with state universities, that is, Gauhati University and Dibrugarh University of Assam.

Components

Component means that student-teachers must undertake various activities related to orientation, practice teaching, action research, organization of school-based activities, community-based activities etc., during the internship.

Student-Teachers

In this study, student-teachers mean students studying in different B. Ed colleges are affiliated with the state universities of Assam. The Academic Year includes 2020-22.

Internship Schools

These refer to those schools where student-teachers went for their internship program in Assam in the academic Year 2020-22.

5.1.6 Research Questions

Following are the research questions for this study

1. What is the implementation procedure of the school internship program in Teacher Education Institutions in Assam?
2. What are the components of school internship programs in Teacher Education Institutions in Assam?
3. What issues and challenges are faced by the student-teachers, teacher-educators, principals of B.Ed. colleges and headmasters of internship school during the school internship program?
4. What would be the suggestive way to improve the school internship program in Teacher Education Institutions in Assam?

5.1.7 Objectives of the Study

1. To study the implementation procedure of the School Internship Programme as per NCTE norms and standards of 2014 regulation.

2. To find the various components of the School Internship Programme in TeacherEducation Institutions.
3. To study the issues and challenges of Teacher Education Institutions and InternshipSchools faced during the School Internship Programme.
4. To seek suggestions from the respondents for the smooth functioning of the SchoolInternship Programme.

5.1.8 Delimitation of the Study

1. The study is confined only to a two-year B.Ed. Programme run by Gauhati University and Dibrugarh University of Assam.
2. The study is delimited on 7 Teacher Education Institutions of Assam.

3. The study covered only a sample under two state universities, Gauhati University andDibrugarh University of Assam.
4. Evaluation of school Internship is studied in terms of its implementation procedure,components and challenges during the internship.

5.2 Review of Related Literature

Chapter two covers the details of review of related literature. The review in this study has been categorized into main heads under two levels such as in international studies and in national studies. The studies are related to teacher educations, school internship of B.Ed. course, practice teaching, challenges and problems faced during the school internship programme.

Chapter three of the present study deals with the research methodology of the study. For this study, the researcher has used a Descriptive Survey research design. The study is both qualitative and quantitative in nature. Qualitative research helps the researcher to better understand the nature, information and process of the program. A survey is an instrument to collect data that details one or more features of a definite population (Gay, L et al, 2019, p. 192). Survey research designs are processed in quantitative research where the researcher runs a study on a sample or a population of individuals to explain the population's attitude, opinions, behaviors or features.

The data has been collected with the help of open-ended questionnaires and a semi structuredinterview schedule.

5.3 Population

The population of this present study consists of all the private and government B.Ed. colleges (46) affiliating under state universities of Assam. It also includes all the student-teachers, teacher educators, principals of B.Ed. colleges headmasters/headmistresses of internship schools in Assam.

5.4 Sample & Sampling Technique

For the present study, the researcher followed the random sampling technique to draw the sample. For the present study, the researcher followed a proportional stratified random sampling technique to select B.Ed. colleges as the sample. Only a two-year B.Ed. program has been selected for this study. The research stratifies the total number of (46) B.Ed. colleges into two strata, private (40) and government (6) B.Ed. colleges. The researcher randomly selected 07 private and 01 governments from each stratum B.Ed. colleges.

For this study, 400 student-teachers, 50 teacher-educators and 7 principals from the B.Ed. colleges and 14 headmasters/mistress from internship schools have taken as sample for this present study.

5.5 Tool used for the study

Four tools were developed by the researcher for data collection of the present study. These are

Tool I: Open ended questionnaire for student-teachers: This tool is prepared by the researcher to know to implementation, components, issue, challenges of school internship andsuggestion for school internship program.

Tool II: Open ended questionnaire for teacher-educators: This tool is also prepared by the researcher to know to implementation, components, challenges of school internship and suggestion for school internship program.

Tool III: **Interview schedule for the principal of TEIs:** The researcher has developed an interview schedule for the principal of Teacher Education Institutions.

Tool IV: Interview schedule for headmaster of internship schools: The researcher has also developed an interview schedule for the

headmasters/headmistress of Teacher Education Institutions.

5.6 Major Findings of the Study

5.6.1 Major Findings of the

Objective no- 1

Data collected from the

Teacher-Educators

Collected data from the teacher-educators has been categorized in the following way.

1) **Objectives of Internship**
    - The result shows that 86% of the teacher-educators replied that to get practical knowledge is the objective of the school internship program according to the NCTE framework and guidelines. On the other hand, 26%of the teacher-educators replied that the objectives of the school internship program according to NCTE framework and guidelines are too ready to take up the responsibilities of a teacher independently.
    - The finding shows that all the responded said that the TEIs follow the norms and standards prescribed by NCTE regarding school internship.
    - All the responded said that TEIs did not modify the curriculum of B.Ed. programme as per NCTE regulation 2014. All the teacher-educators said that only affiliated universities modified them wherever necessary.

2) **Approval and Sending Letters to Internship Schools**
    - Major finding of the study shows that 84% of the teacher-educators said that they got approval from district education authorities for the internship program. On the other hand, 16% of the teacher-educators said that they did not took approval from district education authorities for the

internship program.

- The finding shows that all the teacher-educators stated that the principal sends the names of the student-teachers to the school.

3) Number of Schools

- It has been found that all the teacher-educators agreed that the district education authorities approved 5 to 10 schools for the internship program.

4) Internship Materials

- The study found that all the teacher-educators agreed that they were being provided material for school internship from the affiliating universities.
- It has been also found that 80% of the teacher-educators agreed they were provided material regarding evaluation patterns and criteria for schoolinternship from the affiliating universities. However, 10% of the teacher- educators said that they received material for orientation for internship.

5) Orientation

- It was found that 87% of the teacher-educators agreed that the teacher- education institutions conducted an orientation program before sending student-teachers to internship schools. However, 13% of the teacher-educators said that teacher-education institutions did not conduct an orientation program before sending student-teachers to internship schools.
- All the teacher-educators said that the mentor teachers did not attend the orientation of the internship program organized by the TEIs.
- In has been found that 88% of the teacher-educators stated that TEIs did not organize training programs on preparing teaching aids before sending the student-teachers for internship. The rest of the teacher-educators (12%)said that TEIs organize the training program to prepare teaching aidsbefore sending the student-teachers for internship.

- It has been found that 78% of the teacher-educators used the lecture method, and 68% used the discussion method to orient the student- teachers. On the other hand, only 18% of the teacher-educators used PowerPoint presentations, and 08% used the workshop to orient the student-teachers for practice teaching and the whole internship.
- It has been found that 96% of the teacher-educators said they give orientation on preparing lesson plans, and 16% disclosed that orientation programs conduct action research/case study-related tasks.
- Similarly, 12% of the teacher-educators highlighted that the institution organizes orientation on preparing teaching aids and 24% said about micro-teaching for the student-teachers. Similarly, 24% of the teacher- educators also agreed that they organized an orientation on classroom management.

6) Supervision

- The study found that all the teacher-educators said that teacher-educators did not get supervision training for school internship form the affiliated university.
- The major finding shows that 58% of the teacher-educators visit thrice in aweek in the internship school for supervising the student-teachers. However, only 8% of the teacher-educators visit every day in a week in the internship school for supervising the student-teachers.
- It has been found that all the teacher-educators said there is no specific format of supervision of classroom teaching.
- The study shows that 56% of the teacher-educators observe two lessons taught by the student-teachers in classroom in a day during internship. On the other hand, only 8% of the teacher-educators observe two lessonstaught by the student-teachers in classroom in a day during internship.
- The result shows that 68% of the teacher-educators

revealed that the number of supervised teachers is less for the internship programme. On the other hand, 32% of the teacher-educators revealed that the number of supervised teachers is not less for the internship programme.

- 66% of the teacher-educators revealed that guidance provided to student- teachers was not sufficient for them. On the other hand, 34% of the teacher-educators revealed that guidance provided to student-teachers was sufficient for the student-teachers.

7) Cooperation

- It has been observed that 56% of the teacher-educators specified that they got cooperation from selected internship schools for planning activities. On the other hand, 44% of the teacher-educators did not receive cooperation from internship schools for planning activities.
- The findings show that 55% of the teacher-educators expressed that they had proper communication with the school mentor teachers regarding internship activities. However, 45% of the teacher-educators revealed improper communication regarding internship activities with the school mentor teachers.

8) Assessments

- The result shows that 86% of the teacher-educators expressed that student- teacher performance should be assessed jointly by the TEIs faculty, school principal and mentor teachers. Moreover, 62% of the teacher-educators stated that student-teachers' performance should be assessed based on NCTE guidelines.
- All the teacher-educators expressed that there was no provision for improving school internship performance after assessments.

Data received from Student-Teachers

1) **Objectives of Internship**

- It has been found that 63.25% of the student-teachers said that the objectives of school internships were not formulated properly. However, the rest of the student-teachers (36.75%) replied that the objectives of school internships were formulated properly.
- The study found that 77.75% of the student-teachers said that school internship is a necessary component in B.Ed. course. On the other hand, 22.25% of the student-teachers said that school internship is not a necessary component in B.Ed. course.
- The result found that 89% of the student-teachers said developing teaching skills is the reason for the importance of school internship. However, only 24.25% of the student-teachers said that improving pedagogical and content knowledge is the reason for importance of school internship.

2) **Types and Number of Schools**

- The study found that most (87.5%) of the student-teachers go to government schools and 12.5% go to private schools. None of the student- teachers goes to both types of schools for internship.

3) **Internship Materials**

- The result found that the majority (87.75%) of the student-teachers opined that they did not receive the institution's school internship guideline and framework. On the other hand, the rest of the student-teachers (12.25%)

agreed that they have received the institution's school internship guideline and framework.

- It has been found that 51.5**%** of the student-teachers agreed that they received materials regarding school internship after orientation. However, 48.5% of the student-teachers agreed that they did not receive materials regarding school internship after orientation.
- The study shows that 75.5% of the student-teachers said they received model lesson plans, and 8.25% received the format of evaluation procedure. On the other hand, only 7.5% of the student-teachers received guidelines for school-based activities.

4) Orientation

- The findings shows that 75.5% of student-teachers said that they were informed about the rules and regulations of school internships by theteacher-educators, and 24.5% said that the principal of TEIs was informed about the rules and regulations of school internships.
- The result shows that 51.25**%** of the student-teachers agreed that the institution conducted an orientation program on how to carry out internship activities. On the other hand, 48.75% of the responded said that the institution conducted an orientation program on how to carry out internship activities.
- The present study shows that 94.25**%** of the student-teachers said that the institution conducted an orientation program on how to prepare lesson plans. However, 41.25% of the student-teachers said that orientation programme is conducted for textbook analysis during internship. On the other hand, none of the student-teachers reacted that the institution conducted an orientation program on brainstorming sessions.
- It is observed that 87.25% of the student-teachers said they

had practiced micro-teaching before going to internship. However, 12.75% of the student-teachers said that they did not practice properly the skills micro- teaching before going to internship.

- The result shows that 87.25% of the student-teachers practiced skills like introducing a lesson properly, 87.75% practiced properly explaining in the

  classroom during teaching. On the other hand, 13.75% did pacing of thelesson during micro-teaching.
- The study found that 27.5**%** of the student-teachers agreed that theirinstitutions use audio-visual aids for orientation. On the other hand, 47.5

  % of the student-teachers said that their institutions use only visual aidsfor orientation during internships.

5) Supervision

- It has been found that 93.75% of the student-teachers agreed that the number of supervised teachers is less for the supervision in the internship program. At the same time, 6.25% of the student-teachers agreed that supervised teachers are sufficient.
- The result found that 77.5% of the student-teachers revealed that they did not receive immediate feedback after the classroom teaching from the supervisor of the institution, 22.5% of the student-teachers disclosed that they received immediate feedback after the classroom teaching from the supervisor of the institution.
- The majority (77**%)** of the student-teachers reported there were unavailability of mentor teachers in the school for supervision. On the other hand, 23% of the student-teachers disclose that they had mentor teachers in school for supervision in the internship school.
- (78.75%) majority of the student-teachers reveal that the mentor teachers did not observe their class during

classroom teaching. However, 21.25 % of the student-teachers agreed that mentor teachers observe their class during classroom teaching.

- It has been found that 74.5% of the student-teachers disagreed regarding the pedagogy teacher assigned as per the method subject. On the other hand, 25.5% of the student-teachers agreed that pedagogy teachers were assigned as per the method subject.
- The study found that 64% of the student-teachers reveal that their lesson plans are guided and supervised by only pedagogy teachers, 28% of the student-teachers said by all the teacher-educators/assigned teacher-

  educators and 08% of the student-teachers revealed that internship coordinator guided and supervised their lesson plans.
- The result also shows that 46.75% of the student-teachers revealed that teacher-educators visited twice a week. On the other hand, 10.25% of the student-teachers disclosed that teacher-educators visited more than trice in a week in internship school for supervising the student-teachers.
- 69.5% of the student-teachers reveal that one class teacher educator observed in a day. In contrast, only 3**%** of the student-teachers say that three class teacher educators observed in a day.
- It has been found that 72% of the student-teachers reveal that the guidance provided by the supervisor was not sufficient for them. However, 28% of the student-teachers reveal that guidance provided by the supervisor was sufficient for them during internship.

6) Cooperation during the Internship

- The majority of the student-teachers (80.25%) said that school teachers had not done gender disparity regarding internship activities. However, 19.75% of the student-

teachers said that school teachers experience gender disparity regarding internship activities.

- The study found that 83.5% of the student-teachers received cooperation from the head of the internship school in terms of allotting the classes. On the other hand, 4.75% of the student-teachers received cooperation from the head of the internship school.
- It has been observed that 75.25% of the student-teachers expressed that they were not encouraged by the regular teachers to organize different activities in school. However, 24.75% of the student-teachers expressed that they were not encouraged by the regular teachers to organize different activities in school.

7) Assessment of Internship

- All the student-teachers said that they have both external and internal assessment criteria followed in Teacher Education Institution for internship.

- The study found that all the student-teachers, there are no provisions to improve school internship performance after assessments.
- The result also shows that for 70% of the student-teachers, there is no bias on the part of the evaluator in the assessment. However, 30% of the student- teachers said there is bias on the part of the evaluator in the assessment.

Data received from both Student-Teachers and Teacher-Educators

1) Duration

- The study found that 96.25% of the student-teachers agreed that 16 weeks of school internship is optimum for the B.Ed. course. However, only 3.75% of the student-teachers refused that the 16 weeks of school internship are optimum for a B.Ed. course.

- On the other hand, 66% of the teacher-educators accounted that the duration of 16 weeks internship is sufficient for this training program. Still, 34% of the teacher-educators expressed that 16 weeks of internship duration is insufficient to fulfil this training program's objectives.

2) Types and Number of Schools

- The major finding shows that 70.25% of the student-teachers said that internship schools fall under urban areas. On the other hand, only 3.5**%** of the student-teachers go to tribal area schools for internship. No student- teachers were gone through both areas.
- Similarly, teacher-educators expressed that about 66% of schools fall under urban schools and 34% go to rural area schools. On the other hand, none of the teacher-educators said they go to tribal area schools for internships.

3) Internship Materials

- The study found that 89% of the student-teachers highlighted that the teacher educators had given them a format for preparing lesson plans during the internship. However, 11% of the student-teachers denied giving format by the teacher educators for preparing lesson plans during the internship.
- All the teacher-educators specified that they had given format to the student- teachers for preparing lesson plans during the internship.

- Most of the student-teachers (92.5%) agreed that they were not provided with any audio and video equipment to record their skills for self-evaluation. However, only 7.5% replied that they had been provided audio and video equipment to record skills for self-evaluation.
- Similarly, most of the teacher-educators (82%) agreed that there is no provision for audio and video equipment to record skills for their self- evaluation. Still, only 18% replied that they

had been provided audio and video equipment to record their skills for self-evaluation**.**

4) Supervision

- It has been found that 12.5% of the student-teachers said that ratio of supervisor versus student-teachers for a particular pedagogy subject is 1:5/1:6. On the other hand, 78 % of the teacher-educators replied that ratio of supervisor versus student-teachers for a particular pedagogy subject is 1:5/1:6.
- The study shows that in open ended questions 87.5% of the respondents disclose the ratio of supervisor versus student-teachers for a particular pedagogy subject was 1:25/ 1:30. It shows that fewer faculty supervise a greater number of student-teachers.
- Similarly, in open ended questions, 22% of the teacher-educators have written their opinion that sometimes they have crossed the ratio from 1:5/1:6 to 1:10/1: 15.

5) Assessment Tools

- The findings show that 87.5% of the student-teachers were unfamiliar with the various assessment tools for assessing their performance. On the other hand, 12.5% of the student-teachers agreed that they were familiar with the various assessment tools or criteria for assessing their performance of them.
- It has been found that 15% of the teacher-educators said that student-teachers were unfamiliar with the various assessment tools for assessing performance. On the other hand, 85% of the teacher-educators expressed that student- teachers were familiar with the various assessment tools or criteria for assessing performance.

Data Collected from the Interviews with the Principals of TEIs

- The study reveals that 100% of the responded that the institution follows the norms and standards prescribed by NCTE regarding school internship and also highlighted that affiliated universities modify a few

activities based on the regional ground.

- It is also observed 100% of the responded said that they arranged 5-10 schools for student-teachers for internship.
- The study also reveals that all the principals of TEIs responded that student- teachers are not paid for the internship.
- The study shows that 58% of the responded said that the coordinator was taking responsibility for organizing the internship programme. 38% of the responded said that the teachers related to pedagogy organized the program.
- All the responded said that they organize orientation programme for student-teachers before going to internship schools.
- It has been found that 48% of the responded said that they have sufficient number of supervisor teachers to guide the student-teachers during internship period. On the other hand, 52% of the responded said that they have not sufficient number ofsupervisor teachers to guide the student-teachers during internship period.
- The study reveals that 65% of the responded said that get sufficient co-operation from the selected schools. However, 35% of the principals said that they find difficulties in making them convince internship program.
- All the responded highlighted mainly that regarding assessment student-teachers have both external and internal examinations

Data Collected from Interviews with the Headmasters of Internship Schools

- The study shows that all the responded said that TEIs send the names of the student-teachers to the school. However, 48% of the responded said that TEIs also send the name of the supervising professor who guides the student-teachers during internship.
- 90% of the headmasters said that mentor teachers were not given orientation regarding the responsibilities of a mentor teacher. However, 10% said that some verbal directions were given to them regarding the responsibilities of a mentor teachers.
- The study shows that 70% of the headmasters said that the academic

activities of the school get hampered because student-teachers have their different kind of list of

activities in school during internship. On the other hand, 30% of the head masters said that academic activities of the school did not get hampered due to internship programme.

- It has been found that 68% of the head masters said that school did not have sufficient number of eligible teachers for mentoring the student-teachers. Rest of the responded (32%) said that school have sufficient number of eligible teachers for mentoring the student-teachers.
- All the responded said that student-teachers were given scope for organization and participation of various school-based activities during internship.
- All the responded said that student-teachers were not provided transportation facilities from the schools and student-teachers were also not paid for the internship program.
- The study shows that 68% of the responded said that seating room, library and drinking water facilities are available for student-teachers in the school. However, 32% of the responded said that apart from seating room, library and drinking water facilities they have also ICT facilities and laboratory facility for the student-teachers in the school.

5.6.2 Major Findings of the Objective No 2

1) Lesson Planning

- The study found that 87.5% of the student-teachers agreed that they were given a format for preparing lesson plans during the internship by the teacher- educators. At the same time, 12.5% of the student-teachers expressed that theydid not get the format for preparing lesson plans during the internship.
- 75% of the student-teachers replied that they must prepare 10 for each method subject. On the other hand, 25% of the student-teachers agreed that they had prepared 20 for each method subject.
- It has been observed that 97.75% of the student-teachers

reacted that they did not prepare unit plans for classroom teaching during the internship. However,

2.25% of the student-teachers said that they prepared unit plans for classroom teaching.

2) Teaching Learning Materials

- The result found that most (92.25%) of the student-teachers developed visual TLMs for practice teaching. On the other hand, only 3.75% of the student- teachers used audio TLMs, and 2.75% used audio-visual TLMs for practice teaching in the classroom.
- 89% of the student-teachers reveal that using teaching aids brings the students' attention in the classroom. The rest of the 11% student-teachers said that using teaching aids does not bring the students' attention in the classroom.

3) Classroom Activities

- The findings show that 98.75% of the student-teachers agreed that they have to do case study/action research. On the other hand, only 52.75% of the student-teachers agreed that they observed student union activities in school during internship program.
- The study found that 09% of the student-teachers reveal that they used the role play method, 6.25% of the student-teachers express that they used the story telling method, and 5.75% of the student-teachers reveals that they applied the essay writing method for pupils in school during the internship program.
- Majority of the student-teachers have written that they used lecture cum demonstration method during internship.
- It has been found that 75% of the student-teachers observed the classes of peer student-teachers. On the other hand, 25% of the student-teachers said that they did not observe the classroom teaching of peer student-teachers during internship.
- The shows that 44.25% of the student-teachers supported that

they have takenclasses besides their method subjects. However, 55.75% of the student- teachers did not take classes besides the method subjects during internship program.

- The finding shows that 86.25% of the student-teachers did not prepare diagnostic tests in school. On the other hand, 13.75% of the student-teachers prepared diagnostic tests in school for the students during internship program.
- It has been found that 68% of the student-teachers said that they prepare question papers for assessment of the pupils in school. On the other hand, 32%

  of the student-teachers said that they did not prepare question papers for assessment of the pupils in school.
- It also found that 75% of the student-teachers reveal that they did not take remedial teaching class for students in school. However, 25% of the student- teachers carried remedial teaching classes for students in school during internship program.
- The result found that 53.75% shows that apart from classroom activities, they organize co-curricular activities in school. However, 46.25% of the student- teachers they did not organize co-curricular activities in school during the internship program.
- Most (53.75%) of the student-teachers organize co-curricular activities such as games & sports and 13.75% of the student-teachers organize quizzes for the pupils in internship schools.

4) Research Activities

- It has been found that 96.25% of the student-teachers said the teacher educators guided them to complete the research. However, 6.5% of the student-teachers replied that both the mentor teacher and teacher educator guided them in their research work during internship program.
- The study also found that 24.5% of the student-teachers agreed that they need research works like case study action research in the internship. However, according to 75.5% of the student-

teachers, there was no need for research works like case studies or action research in the internship program.

- It has been shown that 91.25% of the student-teachers agreed that they conduct action research projects during internship. However, 8.75% of the student- teachers said they did not conduct action research project.
- The findings show that 15% of the student-teachers have conducted action research on TLM topics and the difference between the use of TLMs and without the use of TLMs in the classroom. However, only 3.75% of the student-teachers have conducted action research on grammatical mistakes in English subject.

5) Community activities

- The study shows that 75.25% of the student-teachers said they conduct community activities in a group. However, 24.75% of the student-teachers conducted the conducting community work individually.
- The major findings show that 42% of the student-teachers say that they organized health and related activities and 5.25% of the student-teachers conducted social issues-related activities as community activities. Besides, 20% of the student-teachers display that they have done cleaning of the classrooms in TEIs as "Sram Dan."
- The findings of this study revealed that 63.75% of the student-teachers expressed that community-based activities are necessary. On the other hand, 36.25% of the student-teachers exposed that community-based activities are not necessary during school internships.

Data collected from Teacher-Educators

1) Classroom Activities

- It has been found all the teacher-educators agreed that student-teachers have to do case study/action research and lesson plans.

On the other hand, only 30% of the teacher-educators agreed that student-teachers observedstudent union activities in school.

- The result shows that 82.75% of the teacher-educators agreed that they had given student-teacher guidance. Moreover, 17.25% of the teacher-educators said they had guided student-teachers on how to prepare a question paper and other assessment tools during the internship.
- It was found that 88% of the teacher-educators expressed that they have given format for preparing the diagnostic test. On the other hand, 12% of the teacher-educators have not given a format for preparing diagnostic tests.

2) Research and community activities

- The findings also reveal that 72% of the teacher-educators agreed that they need research works like case study action research in the internship. However, according to 28% of the teacher-educators, there was no need for research works like case studies or action research in the internship program.

- The study found that 94% of the teacher-educators agreed that they had provided guidance for conducting research activities such as action research projects, and 06% of the teacher-educators had given guidance regarding the case study of the child during the internship program.
- It has been found that 78% of the teacher-educators suggest topics for community work. However, 22% of the teacher-educators did not suggest topics to student-teachers for undertaking community works.

5.6.3 Major Finding of the Objective No 3

Data collected from Student-Teachers

Responses to Pedagogical Challenges

1) Classroom Management

- The study shows that 70% of the student-teachers expressed that attractingstudents to learn in the classroom is difficult.

- It has been found that 65% of the student-teachers faced the problem ofindiscipline pupils in the classroom.
- However, 40% of the student-teachers said pupils did not bring textbooks.
- One of the student-teachers said that *"It was difficult to take class between 90-105 students in a single class. Various problems were there regarding the classroom. In this school, the pupil-teacher ratio is very high."*
- It was found that 87.5% of the student-teachers agreed they faced problems while managing classroom teaching. However, 12.5% of the student-teachers did not face problems while managing the classroom teaching. The result also shows that 21% of the student-teachers apply innovative teaching methods in the classroom. However, 79% of the student-teachers did not apply innovative teaching methods in the classroom.

2) Time Management

- It has been found that 60% of the student-teachers could not manage time during internship.
- Another student-teacher explained regarding time management that *"I made a proper list for my work and organized some time for courseactivities."*
- However, 60% of the student-teachers said they were overloaded with different work. It is observed that they must struggle to balance activitiesof school and internship responsibilities. Due to limited supervision, student-teachers may struggle to effectively manage time to complete theirtasks.
- The study shows that 50% of the student-teachers expressed that they faced too much work pressure, like extra classes and many assignments.

3) Lesson Planning

- It has also been found that 30% of the student-teachers

replied that it was difficult to make lesson plans and TLMs daily for both maths and science as they must maintain other activities.

- Regarding lesson planning one of the student-teachers said that "*sometimes following lesson plan in the actual classroom is not effective. It was difficult to execute the plan properly. Pupils feels bored*".
- One of the student-teachers said that *"Making lesion planning is too time consuming. But it is helpful for us to take the class systematically."*
- One of the anther student-teachers also said that *"We also find challenges to prepare lesson plans due to lack of resources like textbooks, reference materials, and other teaching aids."*

4) Preparation of TLMs and Technology Integration

- It has been found that 70% of the student-teachers faced problems whilepreparing teaching aids during internships.
- However, 50% of the student-teachers said they had to spend money preparingTLM.
- One student-teacher said, "*there was no use of audio-visual aids in the TEIs during orientations. But they only had to prepare two digital lesson plans".*
- The study shows that 85% of the student-teachers faced problems using ICT inthe classroom.
- One student-teacher said, *"there are some issues with using ICT in classrooms while teaching, such as problems with the projector and poor Wi-Fi connectivity."*

5) Guidance and Cooperation

- It was found that 55% of the student-teachers said the orientation program was not properly organized in the Teacher Education Institutions.
- One student-teacher replied, "*there was no proper guidance during orientation for method subject. The orientation was*

general for all it was. The institution's principal guided and oriented all students".

- One of the student-teacher also said that *"micro-teaching was not implementedproperly due to shortage of time."*

6) School-Based Activities

- The major finding of the study shows that 80.25% of the student-teachers stated they face problems while developing teaching-learning resources.
- One student-teacher revealed that *during the development of TLMs, I must spend money from myself to buy different stationeries.*
- Another student-teacher also revealed the similar statement that "*I spend money from myself to buy stationeries while preparing TLMs. Besides*, one student-teacher expressed that *"it takes time and effort to make more TLMs"*.
- According to 52.75% of the student-teachers, they faced problems while preparing lesson plans. Moreover, one student-teacher also expressed additionally that *we have to write so many lesson plans, and we have to explain it more.* One of the student-teachers also expressed that "*I find it too difficult to write so many lesson plans".*
- The result shows that 41.75% of the student-teachers expressed that they faced problems while conducting case studies and action research. Two of the student-teachers disclosed similar points such as f*or research activities, I need more guidance.*
- The result found that 91.25% of the student-teachers replied that there was unavailability of classes for teaching. Besides, 25.25% of the student-teachers received interference from senior school teachers regarding class timetables.

7) Responses to Facilities Issues

- It has been found that 92.5% of the student-teachers portray that there is no availability of separate common room for student-teachers.

- It has been found that 93.75% of the student-teachers expressed that there isno facility for the canteen in schools.
- The result shows that 75.5% of the student-teachers describedunavailability of textbooks in schools.
- Moreover, 58% of the student-teachers faced problems with transportationduring the internship.

8) Responses to Psychological Challenges

- The result shows that 24.5% of the student-teachers felt nervous while delivering in a large classroom.
- Besides, 40% of the student-teachers said that they get less co-operation from their peer student-teachers.
- However, 20% of the student-teachers find a lack of interest from the schoolteachers in participating in activities conducted by the trainee teachers.
- It has been found that 10% of the student-teachers expressed that due to health-related issues like illness and head pain. They faced problems during the internship.
- The study found that 95.25% of the student-teachers disclosed that the institution did not conduct meetings related to problems faced by the student- teachers. On the other hand, 4.75% of the student-teachers disclosed that the institution conducts meetings related to problems faced by the student-teachers during the internship.
- It was found that 95% of the student-teachers disclosed that they want a stipend for internship program. On the other hand, only 5% of the student- teachers said that they did not want a stipend for internship program.

Data collected from Teacher-Educators

1) Guidance

- It was found that 48**%** of the teacher-educators replied that they faced problems while guiding students in practice teaching.

- On the other hand, 30**%** of the teacher-educators faced problems while guiding students in developing TLMs.
- It is shown that the majority (80%) of the teacher-educators said that they did not conduct meetings related to problems faced by the student-teachers. On the other hand, 20% of the teacher-educators agreed that they conduct meetings related to problems faced by the student-teachers during the internship.

2) Classroom Management

- The study shows that 48% of the teacher-educators said that adapting to a new school environment is difficult, especially regarding time management.
- Moreover, one of the teacher-educators said that "*one of the major problems the student-teachers faced during practice teaching is classroom management problem. They find its very difficult to manage the different IQs of students in the classroom."*
- One of the other teacher-educators also said the similar statement that "*it's a bit problematic to manage the diverse IQs of students in the classroom"*

3) Preparation of TLMs

- The study reveals that 52% of the teacher-educators also highlighted that student-teachers faced challenges while preparing of various TLMs for teaching.
- Additionally, one of the teacher-educators said that said, *"It is difficult for student-teachers to meet diverse needs of the students through teaching aids because they are sometimes unable to balance between creating visually attractive teaching aids."*

Data collected from Principals through Interviews

- It was observed that 70% of the principals said that schools find difficulties managing their timetable for internship. Because already they have a school academic calendar. These are the major challenges

the TEIs face for internship.

- The study found that 30% of the principals stated that there is no supervision training for teacher-educators from the affiliating university.
- It has been found that additionally one of the principals explained that *"As per GU B.Ed. course, internship is for four months. It is a long period. We have 100 STs intake capacity. We must allow each student-teacher in the different schools. There are three B.Ed. colleges in Nagaon town, and each college has to send them for internship in some allotted particular schools. We face some problems due to this reason."*
- The study shows that one of other principals said, "*sometimes we must shift the student-teachers to another school. Student-teachers do not get the class in thatselected school due to lack of cooperation from that school."*

Data collected from Headmasters through Interviews

1) **Time Management**

- It is observed that 85.71% of the headmasters expressed that they must arrange the timetable for student-teachers with their routine. It is not easy to manage for the schools.

2) **Classroom Management**

- It has been found that 6% of the headmasters said that student-teachers were unable tocomplete the school syllabus on time.
- One of the headmasters said, *"student-teachers were very poor in classroommanagement, and it creates trouble in the classroom."*
- Another headmaster said, *"Using different methods in the classroom takes more time. Therefore, student-teachers find difficulties in covering the syllabus for the pupils."*

3) **Facilities Issues**

- On the other hand, headmaster said that *"we provide a separate room for the student- teachers. we have a common teacher's room. All the student-teachers have to sit near regular teachers.*"

- On the other hand, one of the headmasters said similarly that *we have a sufficient number of textbooks in our school as well as we have other facilities like canteen, proper drinking water for our staff.*

4) Psychological Challenges

- Regarding psychological challenges one headmaster said that *"some student-teachers were absent at school due to problems like health, illness".*
- Another one headmaster said that *"student-teachers were regular during the internship. Sometimes, due to their illness, they were absent from school".*

5.6.4 Major Findings no of the Objective No 4

Data collected from Student-Teachers

1) Nature and Planning of Internship

a) Clear guidelines

The study shows that 29% of the student-teachers said regarding clear guidelines thatthey need clear guidelines for each activity of the internship program.

b) Clear objectives

It has been found that 54% of the student-teachers said that the objectives of theinternship should be very clear.

c) Nature and Duration

- It has been found that 75% of the student-teachers have replied thatinternships should be paid for student-teachers.
- One of the student-teachers said, "*method of teaching and a more creativeapproach to education is needed in teaching and teacher training*."
- The results show that 60% of the student-teachers replied that more emphasis should be given to practical knowledge rather than a load of paperwork.
- One of the student-teachers stated that *"the internship program should be sixmonths long".*

d) Flexibility

- The study shows that 72% of the student-teachers have suggested flexible work schedules and responsibilities during the internship.

e) Supervision of Internship

- It has been found that 89 % of the student-teachers answered that there shouldbe proper supervision for making teaching aids.
- One of the student-teachers highlighted that "*it should not be biased whileguiding the student-teachers.*"
- The study also reveals that 56% of the student-teachers said that the individual attention of the supervisor for each student-teacher is necessary.
- The study shows that 55% of the student-teachers explained that themonitoring system should be improved.

2) Orientation

Regarding orientation, student-teachers has suggested some similar statement. The researcher has categorized the data into some sub themes such as a) Introduction of the school b) Micro teaching c) Clarify the Student-Teacher Responsibilities and d) Training Programmes.

a) Introduction of the School

- It has been found that 60 % of the student-teachers expressed that there should be a proper introduction class to the school's mission, visionand goals.
- The result also shows that 12% of the student-teachers said they needed to introduce themselves to the school campus and main staff members before starting the internship program.

b) Micro Teaching

The study reveals that 65% of the student-teachers revealed that each teaching skill should be equally important for practicing during micro-teaching in TEIs.

c) Clarify the Student-Teachers Responsibilities

The study shows that 54% of the student-teachers said that during orientation, they must properly clarify all the internship's rules, responsibilitiesand tasks.

d) Training Programs

The study reveals that 78.75% of the student-teachers have suggested that teacher-educators should arrange separate orientation programs on the training of preparing TLMs for class, low-cost TLMs, and lesson plans, and on action research.

e) Inclusive

It has come to know that 85% of the student-teachers need training for how to deal with below-average students in classrooms should be taught.

3) Cooperation from Internship School Institutional Arrangements and Cooperation

- The result of this study suggested that 23.75% of the student-teachers are exposed that there are need for the institutional arrangement and cooperationbetween TEIs and internship schools.
- It has been found that 15% of the student-teachers disclose that there shouldbe proper cooperation from the mentor-teachers in schools.
- The result shows that 07% of the student-teachers should not be interface of senior teachers in managing the table during the internship. They should onlyguide the student-teachers.

4) Tasks/ Activities of Internship

- The study revealed that 78.75% of the student-teachers said that thenumber of activities should be minimized for internship.
- It has come to know that 77.5 % of the student-teachers expressed that the number of lesson plans should be reduced.
- It has been found that 12% of the student-teachers

expressed that there should be the same lesson plan format for all TEIs.

- The result also shows that 40 % of the student-teachers said there should be fewer extra classes during the internship.
- It has been found that 73.75% of the student-teachers suggested that more emphasis should be given to practical knowledge rather than a load of paperwork.

5) Feedback

- The study found that 52.5% of the student-teachers suggested that teacher- educators should provide feedback and comments to the student-teachers on all the activities they completed during the internship. So that they correct and improve it.

6) Improvement of Infrastructure Facilities

Responses from the respondents regarding infrastructure facilities are given below. Some respondents have made major suggestions to address the challenges of lack of resources and infrastructure.

a) Size of the classroom

- It has been found that 36% of the student-teachers said that the classroom size should be large. One of the responded replied that "*smart classrooms and other ICT facilities should be included in school."*

b) ICT arrangements

- It has been observed that 27.5 % of the student-teachers have suggestedthat there should be proper ICT arrangements in Teacher Education Institutions as well as internship schools.

7) Availability of books and materials

- It has been found that 62.5% of the student-teachers suggested that thereshould be proper orientation material and good-quality books for action research in the TEIs

and internship schools.

8) Laboratory Equipment

- The study shows that 6.26% of the student-teachers expressed that schools should have proper laboratory equipment for science subjects. Moreover, one of the responded said that we must increase the resources for science laboratories in our schools.

Data collected from Teacher Educators

a) Nature and Duration

- The study revealed that 36% of the teacher-educators supported that internships should be paid for student-teachers.

b) Uniformity

- It is observed that 04% of the teacher-educators stated that there should be uniformity in conducting school internships in Assam.
- The study depicts that 36% of the teacher-educators supported TA for the student-teachers and teacher-educators during the internship period.

c) Tasks/ Activities of Internship

- It has been found that 11% of the teacher-educators suggested that student-teachers should try to manage time to give notes and conduct tests and remedial classes in schools.
- It has been found that 10% of the teacher-educators disclose that school teachers can show interest in participating in student-teacher activities.
- The study shows that 35% of the teacher-educators suggested that the mentor teachers should help the trainees during data collection for their action research works in school.

d) Facilities

The following are the data found regarding facilities**.**

- It has been observed that 15% of teacher-educators said there should be ICT facilities in classrooms, like projectors and Wi-Fi connectivity.
- The result shows that 20% of the teacher-educators expressed that there should be transportation facilities for the student-teachers during the internship.
- The findings of the study depict that 25% of the teacher-educators expressed that school textbooks should be available in internship schools for the trainees.
- Moreover, it has been found that 10% of the teacher-educators said there should be a common room available for student-teachers in schools.

e) Assessment

- It has been observed that 40% of the teacher-educators highlighted that all the TEIs should have a common criterion for assessing and evaluating the internship.

Suggestions Collected from Headmasters of Internship Schools

a) Clear Objectives

- All the headmasters agreed that there should be clear objectives in the trainee's mind regarding the internship program.

b) Clear Guidelines

- One of the headmasters said that *"there should be clear guidelines for school internship regarding roles and responsibilities of the interns, mentors, and the school administration."*

c) Inclusive

- One of the headmasters said, "*student-teachers should be trained to deal with children with special needs."*

d) Arrangements and Cooperation

- One of the headmistresses said that *"all the student-teachers should take their classes seriously. A few were taking classes casually just to complete their internship*

program".

- The result shows that 35.71% of the headmasters said that TEIs could invite the teachers from the internship schools after completing their internship program to share the experience during this period.

e) Stay Updated

- The result of the study shows that 42.85% of the headteachers said that student-teachers should keep updating themselves with the use of different teaching methods in the classroom.

f) Adaptableness and Flexibility

- It has been found that 20% of the head teachers describe that student- teachers should be flexible and ready to deal with changes that might come up in the classroom.

g) Professional Ethics

- It has been found that 42.85% of the headmasters also said that student- teachers should know about professional ethics and try to be role models for the school students.

h) Involvement with Students

- It has been also found that 10% of the headmasters expressed that student-teachers can build a positive and supportive learning environment with the school students.
- The study found that 10% of the headmasters also suggested that student-teachers should try to complete the school syllabus on time.
- It has been found that 42.85% of the headmasters stated that there should be a teaching aid exhibition for school students organized by the student-teachers. So that school students can get knowledge of different teachingaids.

i) Supervision

- It has been found that 28.57 % of the headmasters disclosed that teacher- educators should visit the school and supervise the student-teachers' activities regularly. Teacher- educators could encourage them to do their classes properly.

j) Evaluation

- The result shows that 10% of the headmasters also advised that they should learn how to effectively evaluate student's learning by the several assessment methods.

Suggestions Collected from Principals of TEIs through Interview

a) Professionalism

- The study shows 57.14% of the principals opined that student-teachers should follow a professional attitude during the internship period.
- One of the principals said that *student-teachers should dress nicely, show up on time, and treat other students, teachers, and staff with care.*

b) Ethical Guidelines

- One of the principals said that *ethical guidelines are important during the internship program.*

c) Collaborative Partnerships

- One of the principals expressed that *there should be a collaboration between the school and TEIs regarding different internship activities.*

d) Supervision of Internship

- It was found that 30% of the principals expressed that there should be supervision training for teacher-educators from the affiliating university.

e) Cooperation

- All the principals expressed that internship schools should cooperate fully with the TEIs for the internship program.

f) Parent-Teacher Communication

- The study's findings show that 29% of the principals said that student-teachers must communicate with the parents to update them about their child'sprogress and the learning process.

5.7 Educational Implications of the Study

5.7.1 Recommendations for Policy Makers

- The present study would be remarkable support for the policymakers of preservice Teacher Education course mainly for the internship programme and practice teaching.
- The present study would be useful for the authority of Teacher Education Institutions to take different kinds of measures to overcome problems and challenges faced by different stakeholders.
- The present study provides an understanding about the implementation procedure of school internship in Assam for the policy makers and administrators.
- The study would help the policy makers to find out the gap between internship schools and TEIs and to know about the importance of collaboration and cooperation between internship schools and TEIs for smooth functioning of the programme.

5.7.2 Recommendations for Teacher-Educators

- The findings of the study assist the teacher-educators in discussing the problems faced by the student-teachers and try to solve the problems and challenges faced by them.
- The study would help the teacher-educators to look into issues related to supervision and to develop lessen plans, appropriate TLMs and research works.
- The present study would be helpful for teacher-educators regarding evaluation format and immediate feedback for student-teachers.
- The findings of the study would also assist in planning a proper internship programme and provide student-teachers opportunities to fulfill their teaching objectives smoothly.

- The findings of the study would also be helpful to build the relationship between student-teachers and teacher-educators to share their problems, opinions, experience and understanding for smooth functioning of the internship programme.

5.7.3 Recommendations for Co-operating School Teachers

- The study would be helpful for the co-operating school, governing body of theschools to involved in the internship process. Because co-operation and support are necessary for the TEIs to successful completion of the internship programme.
- The study would help the cooperating schools to conduct training, orientation classes onclassroom management, new school environment, as well as hands on teaching experience with students of various ages, behaviors.
- The finding of the study helps the school teachers to schedule their annual lesson plan keeping in mind internship activities for the student-teachers.

5.8 Suggestions for the Further Research

- Similar study on school internship can be done for student-teachers in different levels such as in D.El.Ed and integrated TEIs.
- Comparative studies can be done regarding school internship of B.Ed. course between different TEIs of various countries.
- A comparative study also be done on challenges and problems faced by the pre- service and in service teacher trainees.
- More studies and conferences, seminars; workshops should be conducted for the administrators, teacher-educators or supervisors to implement the internship in a better way.
- The research study can be conducted on some other matters of TEIs like practical examinations, method of teaching, evaluation procedure etc.
- The study would support the researchers to conduct the future studies on the issues raised by the present study.

5.9 Conclusion

NCTE regulation 2014 has developed a proper framework for the successful implementation of the school internship programme. It is expected from the findings of this present study provides lots of information regarding implementation, components and challenges during school internship which will help the respective authorities for smooth functioning theprogramme. As B.Ed. course shifted from one year to two-year course which is indeed enough for the teacher trainees to make them as a skillful teacher. To get practical experience of the real teacher school internship is an inseparable programme in two-year B.Ed. course. School internship program is practical concept in teacher education institutions. It constitutes of various components such as classroom teaching classroom related activities, school-based and community-based activities.The findings of this study clearly show that duration of internship in B.Ed. course for the student- teachers is sufficient. During this internship STs has gone through different kinds of activities, practice, challenge to fulfil the objectives of the course. Yet through this school internship programme they had learnt an ample amount of practical experience, student- teachers developed their various teaching skill, they were able to minimize their fear, nervousness as beginner teachers Although authority of TEIs, teacher-educators, internship schools have to cope up different strategies to improve and more successful implementation of this internship programme. The policy makers and authorities of the TEIs have to incorporate the suggestion for the successful completion of the internship programme in pre service teacher education. Finally, Teacher Education Institutions as well as internship and practical activities are necessary for the overall development of thenovice teachers.

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APPENDIX I

QUESTIONNAIRE FOR STUDENT-TEACHER

(Kindly fill up the following information)

Personal Information

Name : _____

Gender : Male / Female

Name of the Teacher Education Institutions : _____

Name of the affiliated University : Gauhati University/ Dibrugarh University

Stream : Arts/Commerce/ Science

Pedagogy Subject : _____

Type of your internship school : State government /Private / Central

School Location : Rural /Urban/Semi Urban

INSTRUCTIONS

Answer the following questions based on your experience. Multiple choice answers are written for your convenience, tick mark the one that suits your opinion. Some question may have more than one answer. (If required please take extra sheets)

1. Have you got any school internship guidelines and framework from your institution?

   Yes [ ] No [ ]

2. Who let you know about the rules and regulation of school internship?
   a) Principal of TEI [ ]
   b) Teacher- Educators [ ]
   c) Head of the school [ ]

d) If others _____

3. Do you think the objectives of school internship formulated properly?
   Yes [ ] No [ ]
4. Do you think school internship is a necessary component in B.Ed course?
   Yes [ ] No[ ]

If yes please tick the following reasons:

	Yes	No
➢ To improve pedagogical and content knowledge	[ ]	[ ]
➢ To develop teaching skills	[ ]	[ ]
➢ To communicate with students from different IQ and Socio-economic backgrounds	[ ]	[ ]
➢ To develop the ability to connect your theoretical knowledge in the real world of teaching	[ ]	[ ]
➢ To increase your positive attitude towards teaching profession	[ ]	[ ]

5. Have you seen the videos of skilled and experienced teacher's before going to internship? Yes [ ] No [ ]
6. Have you done micro teaching before going to practice teaching?
   Yes[ ] No[ ]

If yes, which of the skills have you practiced properly during micro teaching?

a) Introducing a lesson [ ]
b) Questioning [ ]
c) Explaining [ ]
d) Illustration with example [ ]
e) Use of Teaching Aids [ ]
f) Pacing of the lesson [ ]
g) Stimulus variation [ ]
h) Evaluation of pupil progress [ ]
i) Classroom Management [ ]
j) Giving assignment [ ]
k) Closure [ ]

7. Before going to internship, have you been provided any audio and video equipment to record your skills for self-evaluation? Yes [ ] No [ ]

8. What type(s) of schools did you go for school internship?
   a) Urban school [ ]
   b) Rural schools [ ]
   c) Tribal schools [ ]
   d) If any
      others_____
9. Do you think that 16 weeks of school internship is optimum for you during B.Ed course? Yes [ ] No[ ]
10. Have you given any format by the teacher educators for preparing lesson plans during internship? Yes [ ] No [ ]
11. Did your institution conduct orientation programme on how to carry out internship activities? Yes [ ] No [ ]
12. For which of the following activities orientation programme is conducted for internship (please put tick marks).
    - How to prepare lesson plans [ ]
    - How to prepare teaching aids [ ]
    - How to do text book analysis [ ]
    - How to conduct Action Research/case study [ ]
    - Brain storming sessions [ ]

    If any others_____
13. Did you get any of the following materials regarding school internship after orientation? Yes [ ] No [ ]

    If yes, please mention which one
    a) Internship Handbook [ ] [ ]
    b) Model lesson plans [ ] [ ]
    c) Guideline for school based activities [ ] [ ]
    d) Format of evaluation procedure [ ] [ ]
    e) Audio/video of model teaching [ ] [ ]

If others_____

14. What of the following aids uses in your institutions for the orientation of internship?
    a) Audio-visual aids [ ]
    b) Only audio aids [ ]
    c) Only visual aids [ ]
    d) Mention, any other_____

15. Are you satisfied with the orientation programme provided by your institutions?

    Yes [ ] No [ ]

16. Who guide and supervised your lesson plans?
    a) Only Pedagogy teachers [ ]
    b) All the teacher-educators [ ]
    c) Internship coordinator [ ]
    d) None of the teachers [ ]

17. How many times teacher-educators visit in a week in internship school for supervising the student-teachers?
    a) Once in a week [ ]
    b) Twice in a week [ ]
    c) Thrice in a week [ ]
    d) More than trice [ ]

18. Do you think that number of supervised teachers is less for your internship programme? Yes [ ]
    No [ ]

19. How many classes the teacher educators observe in a day during internship?
    a) One class [ ]
    b) Two class [ ]
    c) Three class [ ]
    d) More than three [ ]
    e) Any other_____

20. Did you get immediate feedback after the classroom teaching from the supervisor of your institution?

    Yes [ ] No [ ]

21. Is there any specific format of supervision of classroom teaching?

Yes [ ] No [ ]

If yes, please mention criteria of supervision

---

22. Do you have mentor-teachers in your school for supervision?

Yes [ ] No[ ]

23. What is your ratio of mentors versus student-teachers for a particular pedagogy subject?
    a) 1:4 /1:5
    b) 1:5/1:6
    c) If others_____

24. Did the mentor teachers observe your class when you teach students in school?

Yes [ ] No [ ]

25. Did you get your pedagogy teacher as per your method subject?

Yes [ ] No [ ]

26. Do you think guidance provided by the supervisor was sufficient for you?

Yes [ ] No [ ]

27. Were the headmaster/ headmistress of your internship school cooperative with you in terms of

	Yes	No
a) Allotting the classes	[ ]	[ ]
b) Managing the time-table	[ ]	[ ]
c) Managing the students	[ ]	[ ]
d) Providing lab facility	[ ]	[ ]
e) Organising school based activities	[ ]	[ ]

If any other_____

28. Did the school do gender disparity with you regarding internship activities?

Yes [ ] No [ ]

29. Have you been encouraged by the regular teachers to organize different activities in school?

Yes [ ] No [ ]

30. Which of the following assessment criteria followed in your institution for internship?

- External [ ]
- Internal [ ]
- Both [ ]

31. Are the student-teachers familiarized with the various assessment tools like rating scales, observation schedule etc. for assessing the performance of student teachers?

Yes[ ] No [ ]

32. Is there any provision to improve your school internship performance after assessments? Yes [ ] No [ ]

33. Do you observe classroom teaching of peer student-teachers?

Yes [ ] No [ ]

34. Which activities have you done during your school internship period? (You can put tick marks more than one options)

a) Maintenance of school diary [ ]
b) Analysis of syllabus & text book [ ]
c) Writing lesson plans [ ]
d) Case study/Action research [ ]
e) Conducting achievement test [ ]
f) Observation of student union activities [ ]

Any others_____

35. How many lessons plans you have to prepare for each method subject during practice teaching?

a) 10 for each method subject [ ]
b) 15 for each method subject [ ]
c) 20 for each method subject [ ]

Specify if other

36. Did you prepare unit plans for classroom teaching? Yes [ ] No[ ]

37. Have you given any format by the teacher educators for preparing lesson plans during internship? Yes [ ] No [ ]

38. How many classes did you take in a day during internship in school?

a) 1 - 2 classes [ ]

b) 2-3 classes [ ]

c) More than 5 classes [ ]

d) Extra classes [ ]

e) If any.....

39. Have you got any classes besides your method subjects?

Yes [ ] No [ ]

40. What type of Teaching Learning Materials (TLMs) have been developed by you for practice teaching?

- Audio TLMs [ ]
- Video TLMs [ ]
- Audio-Visual TLMs [ ]

Please mention name of the TLMs as per your pedagogy----------

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-

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41. Do you think that use of teaching aids brings the pupils' attention in the classroom?

Yes [ ] No [ ]

42. Did you prepare question papers for assessment of your pupils in school?

Yes [ ] No [ ]

43. Did you prepare any diagnostic test in your school?

Yes [ ] No [ ]

44. Did you provide any remedial teaching? Yes [ ] No [ ]

45. Was there any biasness on the part of the evaluator in the assessment during internship?

Yes [ ] No [ ]

46. What are innovative teaching methods did you apply for pupils during internship?

47. Apart from classroom activities, did you organize any other co-curricular activities of school during period of internship? Yes [ ] No [ ]

If yes, please put the tick mark (s) which is

a) Talent search competitions [ ]
b) Discussion on topics of current importance [ ]
c) Games & sports [ ]
d) Quizzes [ ]
e) Parent- teachers meeting [ ]
f) Morning assembly [ ]

If others_____

48. Did you conduct any action research project? Yes [ ] No[ ]

If yes mention the problem area of your action research----------

---

49. Who guide you to complete the research work during internship?

a) Mentor teacher [ ]
b) Teacher Educator [ ]
c) Both [ ]

If others_____

50. Do you think that research works like case study, action research is needed for you during internship? Yes[ ] No[ ]
51. How did you conduct community work?

a) In group [ ]
b) Individually [ ]

52. Which of the community activities have you organized during internship period?

a) Environmental issues [ ]
b) Literacy activities [ ]
c) Health & Hygiene [ ]

d) Social issues [ ]

e) None of these [ ]

53. Do you think that other community-based activities are necessary to be part of the school internship Programme?

Yes [ ] No [ ]

54. Did you face any challenges while teaching in classroom such as-

	Yes	No
a) Classroom management	[ ]	[ ]
b) Apply innovative teaching method in classroom	[ ]	[ ]
c) Use of ICT in classroom teaching	[ ]	[ ]

55. Did you face challenges while organising the following school-based activities? Please put tick mark in the activity. (You can put tick marks more than one options)

a) Analysis of school syllabus and textbooks	[ ]
b) Observation of classroom teaching of peer students	[ ]
c) Preparation of lesion plans and unit plans	[ ]
d) Development of teaching learning resources	[ ]
e) Preparation of question papers and other tools	[ ]
f) Conducting case study and action research	[ ]
g) Organisation of parent teachers meeting	[ ]
h) Conducting community works	[ ]

56. Please write your valuable suggestion for smooth functioning of the above activities---

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-

57. Regarding cooperation, what kind of challenges did you face during internship in school?

a) Lack of cooperation from teacher-educators while writing lesion plans [ ]

b) Lack of co-operation from mentor teachers

in school during teaching [ ]

c) Interference of senior school teacher regarding class timetable [ ]

d) Unavailability of classes for practice teaching [ ]

58. Which of the following facilities are available for you in the internship school?

	Yes	No
a) Availability of textbooks	[ ]	[ ]
b) Availability of separate common room for student-teachers	[ ]	[ ]
c) Availability of proper drinking water facilities	[ ]	[ ]
d) Availability of Canteen	[ ]	[ ]
e) Availability of separate Toilet facilities are male and female/ others	[ ]	[ ]
f) ICT facilities	[ ]	[ ]
g) Laboratories	[ ]	[ ]
h) Multipurpose Hall	[ ]	[ ]

59. Does the institution conduct meeting in between internship related to problems faced by the student-teachers?

Yes [ ] No [ ]

60. Do you think that the student-teachers should get stipend for internship?

Yes [ ] No [ ]

61. Please write some major issues and challenges that you have faced during school internship in internship.

62. What would be your suggestions for minimizing the problems and challenges that you have faced during internship?

x

Thank You for Your Responses

APPENDIX II

QUESTIONNAIRE FOR TEACHER-EUCATORS

Respected Madam/Sir

I am pursuing Ph.D. on the topic "**Evaluation of School Internship Programme of Teacher Education Institutions in Assam"** in the department of Education from Tezpur University, Assam. A questionnaire has been developed to get response from you as a part of my research objectives. Here are a bunch of items related to school internship and its implementation procedure, components, issue and challenges faced by the B.Ed colleges in Assam. Kindly read the questions and put your response by giving tick mark in the appropriate box. No answer is correct or incorrect and there is no time limit. All the response will be kept confidential. The information provided by you will be used research purpose only.

Your cooperation in this study will be highly appreciated. Thank you so much.

(Kindly fill up the following information)

Personal Information

Name of the teacher-educator/

Sex : Male / Female/Other

Name of the affiliated university :_____

Name of the institution : _____

Types of institutions : Government /Private Aided / Central

Foundation course/pedagogy teacher /

Internship Coordinator : _____

Education qualifications : _____

INSTRUCTION

Answer the following questions based on your experience. Multiple choice answers are written for your convenience, tick mark the one that suits your opinion. Some question may have more than one answer. (If required please take extra sheets)

1. What are the objectives of your internship programme according to NCTE framework and guideline?
    a) To make a good teacher [ ]
    b) To ready to take up the responsibilities of a teacher independently [ ]
    c) To get the practical knowledge [ ]
    d) Any others, please mention_____
2. Is your institution following the norms and standards prescribed by NCTE regarding school internship? Yes [ ] No [ ]

3. Did your institution modify the curriculum of B.Ed programme as per NCTE regulation 2014? If yes, please mention points of modifications

_____

_____

4.Are you provided any material for school internship from the affiliating University?

Yes [ ] No [ ]

If yes, which are of the following?

a) Internship Handbook [ ]
b) Material for orientation [ ]
c) Evaluation pattern/criteria [ ]

If any others_____

4. Do you think that 16 weeks of school internship is optimum for student-teachers during B.Ed course? Yes [ ] No [ ]

If not, what do you think should be the optimal duration for internship?

_____

5. Do the district education authorities approve the school arrangement for internship?

Yes [ ] No [ ]

6. How many schools have been approved by the district education authorities for internship?

a) 5----10 schools [ ]

b) More than 10 [ ]

c) Less than 5 [ ]

7. Which type of the schools the student-teacher go for internship?

   a) Urban [ ]

   b) Rural [ ]

   c) Tribal Area [ ]

   d) Any other_____

8. Does the principal of Teacher education Institution send the names of the interns/student-teachers to the school? Yes [ ] No[ ]

9. Did you get cooperation from the internship school for planning activities?

Yes[ ] No [ ]

10. What is the ratio of supervisor versus student-teachers for a particular pedagogy subject?

   a) 1:4 /1:5 [ ]

   b) 1:5/1:6 [ ]

   c) Any others_____

11. Was there proper communication with the school mentor teachers regarding internship activities?

Yes [ ] No [ ]

12. Have you given any format to the student-teachers for preparing lesson plans during internship? Yes [ ] No [ ]

13. Did your institution conduct orientation program before sending student-teachers to internship school?

Yes [ ] No [ ]

14. Have you organized training program on how to develop teaching aids before sending the student-teachers for internship? Yes [ ] No [ ]

15. Did the mentor teachers attend the orientation of internship program organized by the TEIs? Yes [ ] No[ ]

16. Which of the following method is used to orient the student-teachers for practice teaching as well as for whole internship? (You can put tick marks more than one options)

    a) Through Lecture [ ]
    b) Lecture-Demonstration [ ]
    c) Demonstration [ ]
    d) Work shop [ ]
    e) Power point presentation [ ]
    f) Discussion [ ]
    g) Any others_____

17. For which components did you give orientation to student-teachers in your institution? (You can put tick marks more than one options)

    a) Preparing lesson plans [ ]
    b) Preparing unit plans [ ]
    c) Preparing teaching aids [ ]
    d) Micro teaching [ ]
    e) Preparation of question papers [ ]
    f) Classroom management [ ]
    g) Action research/case study [ ]
    h) How to administer achievement test [ ]

If any other_____

18. Did you get any type of supervision training for school internship form the affiliated University**?** Yes[ ] No[ ]
19. How many times teacher-educators visit in a week in internship school for supervising the student-teachers?
    a) Once in a week [ ]
    b) Twice in a week [ ]
    c) Thrice in a week [ ]
    d) Everyday [ ]
20. Is there any specific format of supervision of classroom teaching?

    Yes [ ] No [ ]

    If yes, please mention criteria of supervision.

    ---
21. How many lessons do you observe in classroom during internship?
    a) One [ ]
    b) Two [ ]
    c) Three [ ]
    d) More than three [ ]
22. Do you think that number of supervised teachers is less for your internship programme?

    Yes[ ] No [ ]
23. Do you think guidance provided to student-teachers was sufficient for them?

    Yes [ ] No [ ]
24. What is your opinion about the assessment of student-teachers performance during school internship?
    a) Student-teachers' performance should be assessed jointly by the TEI faculty, school principal and mentor teachers. [ ]
    b) Student-teachers' performance should be assessed by the TEI faculty only[ ]
    c) Student-teachers' performance should be assessed on the basis of NCTE guidelines. [ ]

Any others_____

25. Before going to internship, have you provided any audio and video equipment to student-teachers to record their skills for self-evaluation?

Yes [ ] No [ ]

26. In your opinion, was there any biasness on the part of the evaluator in the assessment? Yes [ ] No [ ]
27. Are the student-teachers familiarized with the various assessment tools like rating scales, observation schedule etc. for assessing the performance of student teachers? Yes[ ] No [ ]
28. Is there any provision to improve your school internship performance after final assessments? Yes [ ] No [ ]

29. What are the activities a student-teachers have to perform during internship? (You can put tick marks in more than one options)

    a) Maintenance of school diary [ ]
    b) Analysis of syllabus & text book [ ]
    c) Writing lesson plans [ ]
    d) Case study/action research [ ]
    e) Conducting achievement test [ ]

a) If any other_

30. Did you guide student-teachers how to prepare a question paper and other assessment tools? Yes [ ] No [ ]
31. Did you provide any format for how to prepare a diagnostic test? Yes [ ] No [ ]
32. Did you suggest topics for undertaking community works? Yes [ ] No [ ]

33. Did you provide any guideline for conducting following research activities such as

	Yes	No
a) Case study of child	[ ]	[ ]
b) Action research project	[ ]	[ ]

34. Do you think that research works like case study, action research is needed for student-teachers to improve their skills? Yes[ ] No[ ]

35. Does the institution conduct meeting in between internship related to challenges faced by the student-teachers?

Yes [ ] No [ ]

36. What are the major problems that student-teachers faced during school internship?

37. Did you face challenges while guiding students for conducting following activities? Please put tick mark in the activity. (You can put tick marks more than one options)

a) During orientation [ ]

b) Developing TLMs [ ]
c) During practice teaching [ ]
d) Research work [ ]
e) Community works [ ]

38. What would be your suggestions for minimizing the problems that you have faced during internship?

x

Thank You for Your Responses

APPENDIX III

INTERVIEW SCHEDULE FOR PRINCIPAL OF B.ED COLLEGES

1. Is your Teacher Training institution following the norms and standards prescribed by NCTE regarding school internship?
2. Did your institutions/ affiliated university modify any of the components mention in the guideline of NCTE 2014? On what ground those changes have been made?
3. Are you given any material for school internship from the affiliating University?
4. If yes, what kind of materials they provide to the institutions?
5. How many schools have you arranged for internship for student-teachers?

---

a) 1 – 5 [ ]
b) 6 – 10 [ ]
c) 11 – 15 [ ]
d) More than 15 [ ]

6. Are the student-teachers paid for the internship?
7. Who is taking the responsibilities of organising internship programme?
    - Internship co-ordinator
    - Pedagogy Teachers
    - All the teacher educators
    - All the above
8. Did your institutions arrange orientation for the teacher-educators regarding internship program?
9. Did you organise orientation programme for student-teachers before going to internship schools?
10. Do you have sufficient number of supervisors to guide the student-teachers during internship period?
11. Does the TEIs getting sufficient co-operation from the selected internship schools?
12. How the student-teachers are being evaluate during school internship?
13. Are the mentor teachers and school headmasters given detailed guidelines for the evaluation of student teachers?
14. Does the Teachers Education Institution face any challenges during school internship? What are those challenges?

15. What would be your suggestions to overcome from the challenges that might face by the TEIs during the internship?

----------x----------

APPENDIX IV

INTERVIEW SCHEDULE FOR HEAD MASTERS OF INTERNSHIP SCHOOL

1. Did the Teacher Education Institution send the names of the interns/student-teachers to the school?
2. Did the letter to the school mention the name of the lecture/supervising professor who guide the student-teachers during internship from TEIs?
3.
4. Did you have school internship calendar?

5. Was the school internship calendar synchronized with the academic calendar of the school?

6. Were the mentor teachers given intense orientation regarding the responsibilities of a mentor teacher?
7. Do you feel that academic activities of your school get hampered due to internship programme?

8. Does your school have sufficient number of eligible teachers for mentoring the student-teachers?
9. Are the student-teachers given scope for organisation and participation of school-based activities during internship?
10. Which of the following facilities are available for student-teachers in your school?
    a) Seating room [ ]
    b) ICT facilities [ ]
    c) Laboratory [ ]
    d) Library [ ]
    e) Drinking Water facilities [ ]

Please specify if any other

11. Have the student-teachers provided transportation facilities for student-teachers?
12. Are the student-teachers paid for the internship?

13. What kind of challenges did you face during the school internship programme?
14. Would like to give some suggestions for improving the school internship programme?

--------x------

List of Publications and Presentation

Publications

1. Rasmi Das & Dr. Pratima Pallai.(2020). Perception of B.Ed students towards school internship of secondary teacher education in Assam. Multidisciplinary Subjects for Research Vol-2, redshine publication, Vol-2, ISBN- 978-1-171663-026-2 Pp- 143-146, first edition.
2. Rasmi Das & Dr. Pratima Pallai.(2020). Study on Internship in Teacher Education in Assam. International Journal of Advanced Science and Technology, vol-29,No-5, pp 13693-13696.ISSN- 2005-4238 IJAST
3. Rasmi Das & Dr. Pratima Pallai.(2019).A study on Burnout among Prospective Student-Teachers of B.Ed Programme in Tezpur University. *Think India Journal*, Vol-22, Issue-14. ISSN:0971-1260

International Conferences/ National Seminar

4. Paper presented on international conference on 21st Century Education: Techno-Pedagogical Trends and Innovations" on the paper title " Study on School Internship of Pre-Service Teacher Education under Tezpur University (India)" on 27th and 28th February 2020. Bharathidasan University, India. Authors: Rasmi Das & Dr. Pratima Pallai.
5. Proceedings of online international conference on Continuity, Consistency and Inovation in Applied Science and Humanities organised on 13th and 14th August 2020. Title of the paper: Role of a supervisor during school internship of B.Ed programme in Assam (India). St. Martin's Engineering College, Secunderabad. ISSN- 978-93-88096-42-3. Authors: Rasmi Das & Dr. Pratima Pallai.
6. Paper presented in ICSSR Sponsored National Seminar on the title "*An Overview of Tecaher Education in Indian Context Stated by NEP, 2020"* on 7th and 8th February. Authors: Rasmi Das & Dr. Pratima Pallai.