Chapter 2

Review of Related Studies

CHAPTER 2
REVIEW OF RELATED LITERATURE

2.0 Introduction

The review of related literature gives the researcher a clear idea for carrying out her investigation. Through a comprehensive review, researchers can identify gaps and unexplored areas within existing literature. It helps to prepare the theoretical framework of the research work. It helps in formulating clear and relevant research questions. Researchers gain insights into various research methodologies employed in previous studies. This knowledge helps in selecting appropriate methods for data collection, analysis, and interpretation in their research. The researcher has reviewed a total of 57 studies for the present study. A researcher reviewed studies from the Survey of Research in Education (CASE) Library, Elsevier Science, Education Resources Information Centre (ERIC), Taylor and Francis, Doctoral Thesis. The reviewed studies are categorized as follows:

2.1 Studies related to Evaluation of Practice Teaching and School Internship

2.2 Studies related to Roles and Responsibilities of Teacher Education Institutions and Schools

2.3 Studies related to Experiences and Expectations of student-teachers

2.4 Studies related to Evaluation Method of Practice Teaching and School Internship

2.5 Studies related Problems faced by student-teachers during SIP

2.1 Studies Related to Evaluation of Practice Teaching and School Internship

Sharma (1973) conducted a study entitled "Evaluation of practice teaching programmes of Post-Graduate Teacher Education." The Objectives were: 1. To examine the B.Ed. or B.T. Practice Teaching Programme followed in different Indian Universities. 2. To study the draft syllabus as recommended by the B.Ed. Syllabus revision Committee. 3. To examine the syllabi of the universities of Uttar Pradesh to see how far they would fall in line with or would differ from the others. 4. To see how far these programmes were helpful in developing in the teacher trainees a proper philosophy of teacher education, in equipping them with skills necessary to develop children in schools into efficient citizens of the country and schools into efficient citizens of the country. 5. To make recommendations for effecting necessary changes in the programmes to meet the above requirements. A stratified sampling technique was

used. One hundred thirty-five trained teachers working in secondary schools in the U.P. and 1080 student-teachers were included in the sample. Questionnaires, Schedules, and on-the-spot observation were used for data collection. The findings were: 1. 32% of student-teachers thought observation of lessons of school teachers before practice teaching was beneficial. 2. Knowledge of different teaching methods and lesson planning techniques was invariably given to students. 3. Training in preparation of teaching aids and practice in blackboard writing were generally given. 4. The induction period was too short, especially in the affiliated colleges. Fifty lessons were generally given in two or three spells, and this organization was regarded "best" by sixty-eight percent of staff members. 5. It was found that practice teaching was done hurriedly. Experience of teaching in different schools was not provided. Students were not allotted subjects offered by them for their degree examinations. The student-teachers rarely did nonteaching work like maintaining diaries and giving tests, and they did not participate in the activities of the practicing schools. 6. The college had no control over the student-teachers and got little cooperation from them. 7. Criticism lessons were prescribed in all the institutes, and their evaluation counted towards the final assessment. 8. The staff members regarded the independent assessment of the practice lessons and other practical activities as necessary. Twenty-five percent of the college staff admitted undue influence in internal assessment, and fifty-eight percent admitted it was biased. 9. Ninety-eight percent of trained teachers thought that practice teaching gave them the confidence and power to adapt teaching to varying conditions, help to understand children and solve day-to-day classroom problems.

Mohanty (1984) conducted a study entitled "A Study of Student Teaching Programme in Colleges of Education with Special Reference to Innovation." The objectives of the study were: 1. To study the provisions of student teaching programmes in colleges of education in respect of objectives, pre-practice teaching preparation, practice teaching, supervision, evaluation, school/college cooperation, resources, and innovation. 2. To make case studies of innovations in student teaching programmes. The study was conducted on the population of all the 19 teacher-training colleges of Orissa State. All the principals (100 %) and 118 (75 %) of the lecturers of these teacher-training colleges were the respondents of the study. The investigator prepared two questionnaires, one for principals and the other for lecturers, and one observation schedule, one interview schedule, and one proforma. Data were collected by mail and personal visits to the teacher-training institutions. The questionnaire responses were analyzed through

percentages, and the data collected through other tools were analyzed qualitatively. The findings of the study were. 1. Training in observation techniques, classroom discipline maintenance, and organization of functions and festivals were found in all colleges. 2. How criticism lessons were held was not proper. 3. Various methods of teaching were not used in teaching lessons. 4. The practice-teaching programme stressed the delivery of lessons and no other activities expected from a student-teacher. 5. Supervisors did not observe lessons thoroughly. They rarely discussed their observations in lesson-plan journals with the trainees. 6. The evaluation was of doubtful validity as no evaluation criteria were explicitly stated. 7. School-collage cooperation was poor in almost all institutions under study. 8. The colleges lacked qualified method masters. 9. The lecture method of teaching was in vogue. Microteaching and team supervision of criticism lessons were the only two innovations practiced in three colleges. 10. In all respects, government institutions' functioning was better than private institutions.

Shah (1986) conducted a study entitled "A Survey of Management of Student Teaching in India." The major objectives of the study were: 1. To conduct a survey of objectives of student teaching programmes, admission criteria, and criteria for allocation of methods the trainees in teacher training colleges of India. 2. To study the organization of student teaching programmes. 3. To gather information regarding innovative practices in the student teaching programmes adopted by different teacher education institutions. The study sample included 46 Secondary teacher training colleges in 13 states. The investigator used a questionnaire for data collection. The data were collected by mail from the institutions under study. Out of 150 teacher training colleges contacted by post, 46 returned the filled-in questionnaire. The data were analyzed in percentage form. The study revealed: 1. Majority of the institutions favoured the objectives of competence development in trainees to teach based on accepted principles of learning and teaching. 2. The minimum admission criteria of half of the institutions were second class in any school subject at the graduate level; the rest insisted on post-graduation. 3. In most institutions, interviews were conducted to select the students for admission. 4. Around 80% of the institutions allocated the methods to the trainees based on the subjects they offered at the graduation level. Demonstration lessons were used for the orientation of trainees in most of the cases. 6. The overall picture was not impressive regarding criticism lessons. 7. Most institutions did not pay much attention to the content of lessons. The lessons were evaluated through observation, value judgment, and evaluation pro forma. 8. Unit planning and evaluation were used to prepare lesson

plans in most cases. In around 46% of the institutions, model lesson plans were used to prepare lesson plans. 9. A large number of institutions favoured block practice teaching. 10. Most of them suggested using both internal and external evaluation. 11. no typical pattern was followed on weightage given to different aspects of practice teaching. Regarding the final evaluation, a team of supervisors evaluated the trainees' performance in almost all institutions. 12. Around one-third of them used the seminar method of teaching. Only 8% provided training in the preparation of film strips. Rare use of CCTV and VTR as the common feature in teaching-learning situations.

Dekhtawala et al. (1991) conducted a study entitled "A study of the Practice Teaching Programme for the B.Ed. Students of the M. S. University of Baroda (1990- 91)". For the present study, the Purposive Sampling technique was used. Data was collected with the help of the Questionnaire and Unstructured Interview and analyzed using Frequencies and Percentages. The study found that: 1. The standard format for a lesson plan is not suitable for all the subjects, and adequate guidance was not given to students for lesson planning. 2. A demonstration lesson was not given; it was taught in class, and even if given, it was in simulation condition. 3. Student–teachers that many of them could not get cooperation from the principals, but they had good cooperation from subject teachers. 4. It was perceived by the principals that the practice teaching programme is not conducted at their convenient time. Other problems they perceived were non-completion of lessons by the trainees and a more significant number of trainees in one subject allotted to their school. 5. It was also found that there were many students in some of the teaching methods, commerce, economics, mathematics, and science. 6. The adequate facilities of teaching aids, library, and laboratory are not available in the school and the faculty.

Akbar (2001) conducted a study entitled "A Study of Practice Teaching of Prospective Secondary School Teachers and Development of a Practice Teaching Model." The major objectives of the study were: 1. To investigate the practices of organization, administration, and supervision of practice teaching. 2. To identify the problems faced by administrators, teachers of various teacher training institutions and practicing schools, and pupil teachers during practice teaching. A descriptive Survey design was adopted with a Convenient Sample. Data was collected with the help of the questionnaire and observation sheet. Some of the major findings of the study were: 1. The uniform format of the lesson plan was not given to the student-teachers. They follow the lesson plan format of student-teachers of the previous year. 2. Model

lessons/demonstrations were not given to the student-teachers by methods course teachers/experts to student-teachers in the teacher training institutions. 3. Supervisors did not stay at the school for a whole day. 4. Cooperating teachers did not go to the student-teacher classes. They did not check the lesson plans of student-teachers or guide them. 5. It was observed during the study that practice teaching was not taken as a serious activity. 6. It was evident from practice teaching practices that the quality of practice teaching was poor and not helpful in achieving the objectives of practice teaching.

Gafoor & Farooque (2010) conducted a study entitled "Ways to improve lesson planning: A student-teacher perspective". The objective was to stimulate critical thinking about the lesson planning practices in B.Ed. programmes; via identifying the major difficulties faced by student-teachers in lesson planning; and by suggesting alternatives to remedy these difficulties. Seventy-four student-teachers who had finished their pre-service preparation completed the practical examination and prepared for the theory examination constituted the sample. They belonged to six areas of school subjects, namely English (16), Malayalam (17), mathematics (4), biology (10), social studies (10), and commerce (17).

The findings were: 1. The Most frequent difficulties cited by student-teachers in lesson planning are choosing learning experiences appropriate to the learners, deciding and allotting the time suitably for every lesson, identifying and developing proper learning aids, and executing the planned lesson in the classroom. 2. One-third of student-teachers had difficulty in the psychological sequencing of the lessons, in bringing about necessary adaptations to the lessons according to the requirements of individual classrooms, and in specifying the educational objectives. 3. one out of five student-teachers have difficulty identifying instructional objectives matching students and curriculum, finding and using appropriate teaching methods, and choosing life experiences and illustrations capable of creating the set and motivation in students regarding the lesson.

Khirwadkar et al. (2012) conducted a study entitled "Evolving a Model for Practice Teaching Programme". The present study was developmental cum experimental study. All the student-teachers who enrolled in B.Ed. (2011-12) Programme of the Department of Education, The Maharaja Sayajirao University of Baroda was the sample of the study. Tools for data collection were: Opinionnaire, Reflective Log, Questionnaire, and Supervisor's Record Book, and data were analyzed using the Percentage and Content

Analysis. Some of the major findings were: 1. All the student-teachers found that the organization of the practice teaching programme was excellent and helped them to improve their teaching skills. 2. Student-teachers gave suggestions for improvement of the practice teaching programme, such as method masters should be the supervisors during the practice programme, increasing the number of lessons in schools, and more time should be given to the preparation of unit plans and lesson plans. 3. The majority of student-teachers believed there should be objectivity in giving feedback. 4. Most student-teachers suggested organizing more method classes before practice teaching sessions. 5. Most school principals opined that attaching the teacher with the student-teachers helped their institution organize various curricular and co-curricular activities. Also, they got support in other administrative work like proxy classes, register maintenance, and taking attendance. 6. Student-teachers reported that the observations of school teachers' lessons before practice teaching sessions were constructive. 7. School teachers welcomed the idea of attaching teachers to the student-teachers. 8. All student-teachers opined that the feedback sessions conducted towards the end of the day were beneficial for bringing positive change in their teaching.

Ramaligela (2012) conducted a study entitled "Can Lesson Plan Affect Lesson Presentation? A Case of Mathematics Student-teachers' Teaching Practice in Schools". The objective was to investigate how student-teachers prepare and present their lessons during teaching practice. The data were collected through document analyses such as lesson plans and class observation. The findings revealed that student-teachers cannot prepare a lesson that can help them in the classroom to present the lesson. Data also indicated that student-teachers could not understand the meaning of the aspects reflected on the template lesson plan provided by the university. Therefore, student-teachers lack craft knowledge of skills, techniques, and the ability to design a lesson plan that can be useful in their teaching. The data also showed that student-teachers lack action-orientated knowledge that can help them implement their lesson plans in real-life classrooms.

Topkar & Naik (2012) conducted a study entitled "The Use of Audio-visual Aids by Trainee Teachers in Practice Teaching". The objectives of the study were: 1. To study various teaching methods of trainee teachers. 2. To study the preparation of Audio-visual aids in teaching by trainee-teacher. 3. To study the process of use of audio-visual aids in practice lesson teaching. The methodology adopted for collecting data was a Survey method. The 79 Structured Questionnaires were formulated and distributed

randomly to the selected sample. The data was collected from S.M.T. Government College of Education, Kolhapur, and Maharashtra, India. The major findings were: 1. In an Average of six practice lesson teaching, 75.80% of trainee-teachers used posters. 2. 86.07% of trainee teachers have used charts. Trainee teachers prepared the charts with their own drawing experiences. 3. Radio was used by 0.84% of trainee-teachers in practice lesson teaching. 4. 2.74% was used mobile. 5. 100% of trainee teachers wrote and explained their teaching points on the blackboard.

Mushoriwa & Mavuso (2014) conducted a study entitled "Student-teachers' Views of the Impact of School Experience Programme on their Perceptions of the Teaching Profession." The objective was to establish the impact of the school experience programme on student-teachers' perceptions of the teaching profession. The survey research design was employed in this study. Seventy student-teachers were randomly selected for the sample. Semi-structured Questionnaire and Interview tools were used. The Findings were: 1. 66% of the student-teachers indicated that they had joined the profession out of interest in the profession. 2. 27% gave varied reasons, such as respect and dignity associated with the profession, the ease of finding a job, and influence from family members, while the remaining 7% indicated that they had joined the profession by default they had nowhere else to go so they joined the profession while waiting for other career opportunities. 3. 81% of the student-teachers indicated they were mentally/psychologically ready for the school experience before attending the SE. 4. 65% complained about large class sizes with pupils of diverse abilities. 5. 28% were not happy with the issue of textbooks, which many schools lacked; 5% complained about some mentors who did not allow them to observe their lessons, while an insignificant 2% complained about schools that set up environments that do not foster learning. 6. 67% of student-teachers were worried about poor discipline in some schools. 7. Comments by supervisors and mentors were seen as very useful. Furthermore, comments by different supervisors and mentors did not contradict each other. 8. 84% of the student-teachers felt that the duration of the S.E. programme (10 weeks) was adequate. 9. 75% indicated they would want to return to the same schools, giving reasons such as warm reception, good school discipline, support and cooperation from staff members, and good resources in the schools. 10. 25% felt they would want to change schools, citing cold reception and relationships in the school, which made them feel unwelcome, poor discipline, and inadequate resources. 11. 88% indicated that overall, they found their school experience helpful and positively contributing to their

professionalism. 12. 86% indicated that they felt that they had chosen the right profession. It suggests that the S.E. programme positively impacted the student-teachers' perceptions of the teaching profession. 13. 10% were undecided, while 4% indicated that their experience during the S.E. programme made them dislike teaching.

Otara (2014) conducted a study entitled "Students' Perceptions on Education Internship Program Inrwanda: Effectiveness and Challenges." The objectives were: (1) Identify school and classroom experience of teacher trainees in the college of education. (2) Determine the level of supervision given to interns by supervisors and mentors. (3) To study the benefits of the internship programme to interns and suggest possible measures for the improvement of the Internship programme. The design of the study was a descriptive survey. A systematic sampling technique was adopted. A Likert scale questionnaire was used for data collection. The findings were: 1. Interns described internship experience as very good. 2. Student-teachers received guidance for classroom teaching and writing action research reports was poor. 3. Mentors provided reasonable assistance to interns in the action research work. However, it was also revealed that the quality of discussion and planning of internship activities between the mentors and interns was inadequate. 4. They felt action research enabled them opportunities to reflect critically on their teaching style and practice. 5. It was further revealed that action research greatly improves teaching and learning.

Tindowen et al. (2019) conducted a study entitled "Pre-Service Teachers' Evaluation on their Student Internship Program". The objective was to evaluate the implementation of the student internship program of the University of Saint Louis, specifically in the Teacher Education department. This study utilized a descriptive method of research. A questionnaire and Likert-type scale were used to describe pre-service teachers' experiences during their school internship for data collection. Thematic analysis was used for data analysis. The findings were: 1. The school internship was the best avenue for students to apply the theoretical knowledge they learned in the classroom. The result also showed that student-teachers agreed that the internship workplace promotes a healthy environment. Student-teachers responded related to cooperating teachers and supervisors both in positive and negative ways. Some student-teachers learned from their cooperating teachers, but their cooperating teachers did not even monitor some. Student-teachers also felt that assigned tasks should be focused on teaching and learning, but sometimes they assigned unnecessary tasks.

Jogan (2019) conducted a study entitled "Evaluating the Effectiveness of a School Internship." This study reflected and evaluated the effectiveness of the internship program based on the teacher trainees' opinions and feedback. The objectives of this study were: 1. To study the internship program provided to the interns. 2. To evaluate the impact of the internship program. 3. To find out the constraints faced by the trainee teachers during the internship. 4. To understand the process of the internship program in detail. The descriptive survey method was adopted. A purposive sampling technique was used. Data were collected from the trainee teachers of the IV semester. A self-prepared questionnaire was used for the collection of data. The findings of the study were that 1. An internship program is a significant way to train the student-teachers about real work. It allows them to integrate theory and practice, plan and deliver lessons properly, critically analyze their own and peers' teaching styles, and improve their performances in the light of feedback given by subject mentors and supervisors. 2. With the help of this program they developed an understanding of roles and responsibilities of professional teachers. 3. It also helps them to understand different aspects of school programs and improve their skills and abilities in the teaching profession.

Hajazi & Bakhtiari (2021) conducted a study entitled "A Comparative Study of Teacher Education Internship Curriculum in Iran, Australia, and Singapore". The objectives were: 1. To study innovations in the teacher training internship curriculum in Australia and Singapore. 2. To study similarities and differences between the internship curriculum of Australia and Singapore with Iran. 3. To give suggestions for internship courses in the Iranian teacher education system based on the experiences of Australia and Singapore. Comparative methods based on Bereday's approach, including four stages of description, interpretation, juxtaposition, and comparison, were used. The research findings revealed some similarities among the three countries regarding full-time internships. The number of internship courses in Singapore and Iran was similar and different from that in Australia. There were also differences between teacher education in Singapore, Australia, and Iran in cases such as amount of internship units and performance. Singapore has a postgraduate teacher education program, an international internship program, and extensive cooperation among schools and the National Institute of Education. According to the research findings, it was recommended that Iran's teacher education policymakers review the new internship program, pay special attention to the roles of tutors, more flexibility in internship

programs, increase the share of dissertations and seminars, and strengthen supervision of internship programs.

Bhatiya et al. (2021) conducted a study entitled "A Study of Reflection of Student-teachers on Internship Program of B.Ed. Course". The objective was to study the reflection of Student-teachers on the Internship Program of B.Ed. Course. All the student-teachers of pavi-jetpur taluka comprised the sample. Opinionnaire was used for data collection. Quantitative data was analyzed by frequency count, and qualitative data was analyzed through content analysis. The findings were: 1. 27.27% of student-teachers have no clear idea about the objective of the internship programme, whereas 72.72% have a clear idea. 2. 41.81% of student-teachers faced problems collecting administrative data, such as getting the general register, principal daily book, and dead stock register, and 33.64% faced academic problems. 3. 56.36 % of student-teachers favoured supervision by teacher educators, and 43.63 % of student-teachers did not favour supervision by teacher educators during the internship program. 4. 51.81% of student-teachers were not in favour of preparing lesson plans, 46.36% were in favour of preparing lesson plans, and only two were in a dilemma about whether they liked or disliked preparing lesson plans.

Srinivas (2022) conducted a study entitled "A Study on Classroom Observations of School Internship Programme of Regional Institute of Education, Ajmer." The objectives were: 1. To examine the student-teachers' lesson plans during the School Internship Programme. 2. To study student-teachers' transactional process during the School Internship Programme. 3. To find out the use of smart classes by student-teachers during the School Internship Programme. The researcher adopted the descriptive survey method. The convenient sampling technique was used, and a checklist and observation schedule were used for data collection. The data were analyzed by using both quantitative and qualitative techniques. The findings were: All the student-teachers (100 %) prepared lesson plans in a prescribed format. The majority of the student-teachers (75.46 %) were prepared lesson plans with lecture cum demonstration method. Most student-teachers (51.06%) did not write the column reflection on classroom practice in their lesson plans. It was observed that student-teachers prepared and used teaching learning material very effectively. Few student-teachers planned and practiced innovative pedagogies and used smart classes effectively.

Chary & Perumal (2022) conducted a study entitled "B. Ed Student-teachers Perception on School Internship Program." The objectives were: 1. To examine the perception of school internship among B. Ed student-teachers. 2. To verify whether there is a significant difference in mean awareness scores on school internship among B. Ed student-teachers concerning select demographic variables. The study employed the quantitative descriptive survey method. The researcher used general information and perception on the school internship scale for data collection. The findings were: 1. Student-teachers' overall perception of school internship is below average. 2. Student-teachers who are less than 21 years old show more perception of school internship than the student-teachers who are more than 21 years of age students. It indicates a high mean difference concerning age groups. 3. There was no significant difference in the mean perception ratings on school internship between the female-male, rural-urban, first generation-other than the first generation, graduate-post graduate B. Ed student-teachers. 4. The mean scores of perceptions on school internship concerning government, government-aided, and self-financed educational institute student-teachers were not similar. 5. There was no significant difference between the mean scores of perceptions among the language and social science streams B. Ed student-teachers.6. There was no significant difference in the mean scores of perceptions on school internship between B. Ed student-teachers concerning their community.

2.1.1 Observations

The researcher reviewed 17 studies under the first category, Evaluation of Practice Teaching and School Internship in India and abroad. Out of the 17 studies, eleven studies were conducted in India, and six were conducted abroad.

The sampling methods followed in the reviewed studies were: i) convenient sampling method (Akbar, 2005; Gafoor & Farooque, 2010; Khirwadkar, Godara, Helaiya, Shelat & Mogera, 2012; Ramaligela, 2012; Saleha, 2012; Tindowen, 2019; Bhatiya, 2021; Srinivas, 2022); ii) purposive sampling (Dekhtawala, Kothari, Patankar & Pradhan, 1991; Topkar & Naik, 2012; Jogan, 2019; Hajazi & Bakhtiari, 2021), iii) stratified sampling method (Sharma, 1973), Simple random sampling method (Mushoriwa, 2014; Perumal & Chary, 2022) and iv) systematic sampling method (Otara, 2014).

The majority of the researchers conducted quantitative research with descriptive survey methodology (Sharma, 1973; Shah, 1986; Dekhtawala, Kothari, Patankar & Pradhan, 1991; Akbar, 2005; Gafoor & Farooque, 2010; Khirwadkar, Godara, Helaiya, Shelat & Mogera, 2012; Topkar & Naik, 2012; Mushoriwa, 2014; Otara, 2014; Tindowen, 2019;

Jogan, 2019; Bhatiya, 2021; Srinivas, 2022; Perumal & Chary, 2022). Few researchers adopted qualitative research methodology (Mohanty, 1984; Ramaligela, 2012; Saleha, 2012), whereas (Hajazi & Bakhtiari, 2021) conducted a comparative method for the research work.

The tools used were a Questionnaire (Sharma, 1973; Mohanty, 1984; Shah, 1986; Dekhtawala, Kothari, Patankar & Pradhan, 1991; Akbar, 2005; Khirvadkar, Godara, Helaiya, Shelat & Mogera, 2012; Topkar & Naik, 2012; Tindowen, 2019), Semi-structured Interview Schedule (Sharma, 1973; Mohanty, 1984; Dekhtawala, Kothari, Patankar & Pradhan, 1991; Mushoriwa), Likert scale (Otara, 2014; Tindowen, 2019; Srinivas, 2022), Observation schedule (Sharma, 1973; Mohanty, 1984; Akbar, 2005; Ramaligela, 2012; Srinivas, 2022), Opinionnaire (Khirwadkar, Godara, Helaiya, Shelat & Mogera, 2012; Bhatiya, 2021), Document (Ramaligela, 2012; Bakhtiari, 2021), Reflective log and Supervisor record book (Khirvadkar, Godara, Helaiya, Shelat & Mogera, 2012) and Perception Scale (Perumal & Chary, 2022).

Findings reveal the differences between teacher education in Singapore, Australia, and Iran in cases such as the number of internship units and performance. (Hajazi & Bakhtiari, 2021). The school experience was beneficial and effective for them. It allowed them to integrate theory and practice, plan and deliver lessons properly, critically analyze their and peers' teaching styles, and improve their performances. (Sharma, 1973; Shah 1986; Khirwadkar, Godara, Helaiya, Shelat & Mogera, 2012; Mushoriwa & Mavuso, 2014; Jogan, 2019; Tindowen, Bangi & Parallag, 2019). However, the overall picture was not impressive and was not taken seriously (Shah, 1986; Akbar, 2001), and student-teachers' overall perception of school internship was below average ((Perumal & Chary, 2022). Quantitative findings revealed that 27.27% of student-teachers had no clear idea about the objective of the internship programme. (Bhatiya, Thapa & Jaendrasinh, 2021). The duration of the internship programme was also not sufficient. (Sharma 1973; Mushoriwa & Mavuso, 2014). Students were not allotted subjects offered by them for their degree examinations. (Sharma, 1973) whereas (Shah, 1986) found that around 80% of the institutions allocated the methods to the trainees based on the subjects offered at the graduation level. Furthermore, there was no common pattern for evaluation (Shah, 1986), and evaluation was biased (Sharma, 1973; Mohanty, 1984). Student-teachers could not get cooperation from the principals (Mohanty, 1984; Dekhtawala, Kothari, Patankar & Pradhan, 1991;) and Contrary to that, 75% of student-teachers got support and cooperation from staff

members (Mushoriwa & Mavuso, 2014) and mentors provided good assistance (Otara, 2014). A demonstration lesson was not given. (Dekhtawala, Kothari, Patankar & Pradhan, 1991; Akbar, 2001) Whereas (Shah, 1986) found that demonstration lessons were used for orientation. The majority of the student-teachers (75.46 %) prepared lesson plans with the lecture cum demonstration method, and only a few of them planned and practiced innovative pedagogies (Srinivas, 2022).

2.2 Studies related to the Roles of Teacher Education Institutions and Schools

Sukhia (1976) conducted a study entitled "Evaluation of Current Supervisory Practices". The objectives were: 1. To analyze the job of the supervisor. 2. To survey the current supervisory Practice. 3. To outline the duties and functions, the professional Skills, the personality characteristics, and the academic qualities of an efficient supervisor. 4. To suggest ways and means for bridging the gap between the same. The sample consisted of twelve principals of the secondary teachers' training colleges/heads of the B.Ed. Departments. The findings of the study were: 1. The supervisors helped the student-teachers in choosing proper schools, in having the teaching unit from the school, and in preparing the lesson to be taught. They also helped student-teachers in developing logical sequences of questioning, developing self-confidence, and using proper teaching aids. 2. The supervisors also saw that student-teachers adopted proper teaching behaviour and managed the class with proper discipline. 3. The supervisors understood their students fairly well and taught them effectively by displaying all the professional teaching skills that might be helpful for the student-teachers in actual teaching. 4. The supervisor-student-teacher ratio was found to be 1:15 for supervision of the student-teachers, whereas the university had prescribed that this ratio should be 1:12. 5. Secondary training colleges had no practicing schools of their own. 6. Most training colleges had inadequate library facilities, minimal provision for journals, and inadequate accommodation and administrative staff. 7. In most colleges, no evaluation chart was used to assess the day-to-day teaching of the student-teachers. There was apathy to literary and co-curricular activities in most of the institutions. 8. Too much emphasis was placed on assigning classes of their own choice to student-teachers. 9. In supervision, too much emphasis was laid on student-teachers' correcting the incomplete or partially correct responses of the pupils in a very formal and time-consuming manner, maintaining discipline in the classroom somewhat mechanically, taking a very serious view of the mischief committed by the pupils and punishing them harshly. 10. Supervisors sometimes maintained unnecessarily vast distances from the student-

teachers, obstructing the free exchange of ideas and smooth interpersonal relations between them. 11. The supervisors were hardly serious in matters of professional growth. They were averse to innovations in teaching and improving their teaching through research. 12. Supervisors devoted only about eight minutes to supervising the student-teachers' actual classroom teaching in forty minutes.

Raj (1984) conducted a study entitled "A Study of the Organization and Administration of Teaching Programmes in Secondary Teacher Education Institutions". The purpose of the study was to provide an adequate description of the present status of student teaching programmes in teacher training colleges in the northern region of India. The objectives of the study were: 1. To determine the current organizational and administrative practices in the student teaching programmes. 2. To study the current supervisory practices in the student teaching programmes. 3. To ascertain the preparation of the student before going into actual student teaching experience. 4. To determine the current duties of the person in charge of student teaching, the college supervisor, and the cooperative teacher of the cooperating school. 5. To identify innovative concepts in the student teaching programme. 6. To explore the most desirable features of the student teaching programme. 7. To explore the most undesirable features of the programme. 8. To obtain opinions of teachers in charge of secondary student teaching for the improvement of the present programme. 9. To make recommendations for the improvement of student teaching programmes. Statistical techniques such as percentage, frequency, measures of central tendency, and chi-square test were used. A representative sample of 80 out of 186 secondary teacher education institutions in northern India was taken for the study. The findings of this study were: 1. The nature of the organization and administration of student teaching programmes showed considerable diversity in terms of practices. 2. The recommendations of several expert committees, seminars, conferences, study groups, and commissions regarding the qualitative improvement of student teaching programmes have not been implemented in the teacher training institution so far. 3. Pro-student-teaching experiences provided to students by the teacher training institutions were insufficient in terms of skills and techniques of teaching required in the classroom situation. 4. Many institutions had audiovisual materials and equipment available with them but were not utilizing them properly. 5. In most institutions, the title of the person looking after the student teaching programme was 'in charge of Student Teaching'. These persons devoted about 20 % of their time to the student teaching programme.

Consequently, they could not attend to many vital duties related to the organization and administration of the student teaching programme required of the 'in charge of student teaching.' 6. In general, the 'in charge of Student Teaching,' the college supervisor, and the cooperating teacher held adequate academic and professional qualifications. 7. The majority of institutions assigned 20 student-teachers to each college supervisor.

Smith & Lev-Ari (2005) conducted a study entitled "The Place of the Practicum in Pre-service Teacher Education: The Voice of the Students". The objectives were: 1. To study student-teachers attribute to the practical aspects of their teacher education. 2. To find evidence regarding the roles of the people in teacher education institutions. Forty-eight student-teachers comprised the sample for this study. The close-ended questionnaire was used for data collection. A descriptive survey was used and analyzed by SPSS software. The findings were: 1. 91% of student-teachers found the practicum was helpful in preparation for teaching. 2. More than 60% of students were satisfied with the days they spent in school and the feedback received from teachers. 3. More than 50% of student-teachers perceived the practicum as an opportunity to apply theories. 4. More than 70% of student-teachers perceived the feedback session as helpful. 5. 66% of student-teachers claimed that the pedagogical supervisors were highly supportive. 6. 67% of student-teachers perceived the school mentor as supportive, and only 24% evaluated the school principal as supportive.

Sivan & Chan (2009) conducted a study entitled "The Roles of supervised teaching practice and peer observation in teacher education in Hong Kong: Implications for Partnership." The objective was to examine the views of student-teachers in Hong Kong on two mechanisms supervised teaching practice and onsite peer observation (OPO) – which involve school-university partnership. Data were collected using self-administered questionnaires (n = 59) and semi-structured interviews (n = 40). The findings were that Student-teachers had very positive evaluations of STP and OPO. They regarded them as essential mechanisms contributing to their learning and professional development. In STP, student-teachers mostly valued their supervisors' professional roles, and in OPO, they appreciated learning from their colleagues. Results also highlighted the complementary nature of the two mechanisms and their contribution to student-teachers' ability to reflect on their teaching. Student-teachers enjoyed the relaxing atmosphere in conducting OPO compared to the tremendous amount of pressure exerted on them in STP; however, they tended to recognize more the contribution of their supervisors of the STP. Student-teachers' views highlighted

that schools were more willing to accommodate STP than OPO. Most of the difficulties raised by student-teachers are related to their lack of school support for OPO at the interpersonal and institutional levels. They highlighted the absence of a culture of peer observation and the lack of cooperation of school principals and teachers in facilitating their undertaking of the OPO in their schools.

Al-Mekhlafi (2013) conducted a study entitled "Supervisors' Practices in Improving Student-teachers' Grammar Teaching Strategies during Practicum: A Comparison of Student-teachers' and Supervisors' Views." The objectives were: 1. To investigate the perceptions of the student-teachers about the effectiveness of their supervisors in developing their skills of teaching grammar and the effectiveness of their training program in preparing them to teach grammar. 2. To illustrate the perceptions of EFL supervisors about the effectiveness of their role in developing the teaching of grammar among their student-teachers during practicum at schools. 3. To explore the dis/agreements between those who supervised and those who were supervised during practicum at schools. A total of ninety-two student-teachers and forty-seven cooperating teachers were comprised of the sample. A close-ended questionnaire was used for data collection. The findings were: 1. The student-teachers felt that supervisors fulfilled their roles during the practicum. 2. 76.4% of student-teachers agree that teacher training program has trained them well to teach grammar. Similarly, 85.2% of supervisors agreed that the teacher training program has trained them well to teach grammar. 3. Student-teachers scored lower on all five domains (Grammar Teaching, Self-Perception, Personal Attributes, Modeling, Pedagogical Knowledge, and feedback) of supervising grammar teaching during the practicum than the supervisors. Their scores on the Grammar teaching self-perception scale, Personal attributes, and feedback were not statistically significant. Their scores on Modeling and Pedagogical knowledge were statistically significant. 4. 8% of student-teachers rated themselves as having excellent proficiency in English, 52% having above average, 35% having average, and 2% having below average proficiency in English. 5. Student-teachers and supervisors have rated the same ability of the student-teachers to teach grammar almost above average. 6. 85% of student-teachers rated their attitudes toward grammar teaching, whereas 80.33% of supervisors rated the student-teachers' attitudes towards grammar teaching.

Najmudddeen & Areekkuzhiyil (2019) conducted a study entitled "What Mentors and Supervisors Do? An Analysis in the light of NCTE School Internship Framework and

Guidelines for Two Year B Ed Course". The objectives were: 1. To analyze the role played by faculty supervisors and mentor teachers of various colleges of teacher education. 2. To compare the roles and responsibilities recommended by the National Council for Teacher Education in its school internship guidelines document with the actual roles and responsibilities played by the faculty supervisors and mentor teachers. A normative survey has been employed for the study. Fifteen teacher educators were selected from four colleges under the Kannur University in Kerala. An interview schedule was used for data collection. The findings were: 1. The willingness aspect or voluntarily coming forward of mentor teachers was somewhat compromised. 2. The intensive orientation by the teacher education institute for the mentor teachers did not take place. 3. Teacher educators from the two institutions revealed that they did not consider the mentor teachers' assessment while finalizing student-teacher marks as the marks were not given critically. 4. In most cases, Regular interaction between mentor teachers and faculty supervisors was absent. 5. The school carried out several activities, and the student-teachers could participate in those, and there was no need to design special activities. The teacher education institute prepared neither a custom-made internship handbook nor copies of books that were handed over to the principals/head teachers and mentor teachers.

2.2.1 Observations

It can be observed that there were six studies conducted in the area of the roles of Teacher Education Institutions and Schools both in India and Abroad; out of 6 studies, three studies were conducted in India, and three studies were conducted abroad. By observing the above studies, most researchers adopted the Descriptive survey research method (Sukhia, 1976; Raj, 1984; Smith & Lev-Ari, 2005; Sivan & Chan, 2009; Al-Mekhlafi, 2013), while (Najmuddeen & Areekkuzhiyil, 2019) used Normative Survey. The sampling techniques employed were convenient sampling (Sukhia, 1976; Sivan & Chan, 2009; Al-Mekhlafi, 2013; Najmuddeen & Areekkuzhiyil, 2019) and Simple random sampling (Raj, 1984; Al-Mekhlafi, 2013).

The tools employed were a Questionnaire (Sukhia, 1976; Raj, 1984; Smith & Lev-Ari, 2005; Sivan & Chan, 2009; Al-Mekhlafi, 2013; Najmudddeen & Areekkuzhiyil, 2019), Semi-Structure Interview Schedule (Sivan & Chan, 2009; Najmudddeen & Areekkuzhiyil, 2019), Likert scale (Smith & Lev-Ari, 2005; Sivan & Chan, 2009) and Observation sheet (Sukhia, 1976; Raj, 1984).

Findings revealed that supervisors helped and guided student-teachers and fulfilled their roles during the practicum (Sukhia, 1976; Al-Mekhlafi, 2013). However, they devoted only eight minutes to supervising the student-teachers (Sukhia, 1976). 67% of student-teachers perceived the school mentor as supportive. Only 24% of student-teachers said the school principal was supportive (Smith & Lev-Ari, 2005). Some noteworthy findings were also obtained from the reviewed studies, such as – i) a lack of cooperation between school principals and teachers during the school internship (Sivan & Chan, 2009). ii) Pro-student-teaching experiences provided to students by the teacher training institutions were insufficient in terms of skills and techniques of teaching required in the classroom. iii) Although audiovisual materials and equipment were available in many institutions, they were not appropriately utilized (Raj, 1984). iv) Least communication between mentor teachers and faculty supervisors took place. Teacher educators did not consider the assessment done by the mentor teachers (Najmudddeen & Areekkuzhiyil, 2019).

2.3 Studies related to Experiences and Expectations of student-teachers

Mtika (2008) conducted a study entitled "Teaching Practice as a Component of Teacher Education in Malawi: An Activity Theory Perspective". The purpose of this study is to explore the experiences of student-teachers during practice teaching. This study adopted a qualitative research design. Purposive non-random sample and Convenient Sample were selected in this study. The study instruments were Semi-structured Interviews, Pre-observation, Post-observation, Observation Protocol, and Field Notes. The major findings of the study were: 1. Student-teachers had prior views about the secondary school where they wanted to conduct teaching practice. 2. Not all student-teachers went to their favourable secondary schools to carry out teaching practice. 3. Student-teachers had mixed experiences about appropriating and using learned–centered pedagogy at both schools. 4. The college and schools lacked any form of collaborative partnership to promote teaching practice. 5. The final aspects of the findings in the study were to do with proposals for innovations to the activity of teaching practice. Student-teachers and supervisors proposed several innovations to improve teaching practice.

Kiggundu & Nayimuli (2009) conducted a study entitled "Teaching practice: A make-or-break phase for student-teachers." The objective was to examine the student-teachers' experiences during teaching practice to establish how those experiences influence student-teachers' perceptions of the teaching profession. A semi-structured

interview was used for data collection. Content analysis was used to identify themes and analyze the data. The findings were that the timing of the teaching practice at the end of the year was inappropriate. Student-teachers had to play dual roles of being teachers in schools and students at university. It put tremendous pressure on the student-teachers and rendered them ineffective both as teachers and students. Some respondents indicated that the mentors were supportive and always willing to share their valuable advice and skills; others felt exploited and unsupported by the mentors. Student-teachers were not always made to feel welcome and were not generally respected by other staff members. Student-teachers were often excluded from many school activities and made to feel insignificant, greatly demoralizing them.

Heeralal & Bayaga (2011) conducted a study entitled "Pre-Service Teachers' Experiences of Teaching Practice: Case of South African University". The objective was to study pre-service teachers' experiences during teaching practice. A case study was adopted. Data was collected through semi-structured interviews. Data analyzed by Content analysis. Most of the student-teachers complained about the school students' behaviour. School students were not interested in the classroom. Few student-teachers complained about mentors not being cooperative. Student-teachers also complained about school teachers who neglected weaker students during classroom interaction. They experienced that making the file and journal takes up much time, and most of it was irrelevant. They did not have enough time to teach because of useless information wanted in the file that wasted the time. Students also argued that they felt they should not have to stay at school for the same number of hours the school allocates for teachers as they had to plan for the next day, and staying at school was a waste of time.

Fathima, et al. (2012) conducted a study entitled "Perceived Competencies of Graduate Teacher Trainees in the Intensive Teaching Practice (I.T.P.) Session". The objectives were: 1. To identify the teaching competencies perceived by the student-teachers for effective intensive teaching programme sessions. 2. To assess the perceived competency level of the student-teachers before the I.T.P. 3. To assess the perceived competency level of the student-teachers after the I.T.P. 4. To find out whether there is a significant difference in the performance of student-teachers perceived competency before and after undergoing I.T.P. The investigator used a pre-test treatment and post-test group design. This study was restricted to 100 students whose teaching competency was low. The investigator selected 100 B.Ed. (Graduate Teacher) trainees in Thavathiru Kundrakudi Adigalar College of Education, Kundrakudi, Sivagangai District,

Tamilnadu, and South India. The teaching competency scale was administered to the student-teachers before the I.T.P. programme. The scores served as pre-test scores. The Teaching competency scale was administered after the I.T.P. These scores served as post-test scores. The scores of the pre-test and post-test were collected and tabulated. In order to analyze the data, the researcher employed statistical techniques such as mean, standard deviation, and test. Some of the findings were: 1. The mean value of the post-test was greater than that of the pre-test. It showed that there was an improvement in the Teaching competency. 2. The mean score of the post-test was more significant than the pre-test scores in all five dimensions, such as induction, content, organization, and assessment.

Parveen & Mirza (2012) conducted a study entitled "Internship Program in Education: Effectiveness, Problems and Prospects." The objectives were: 1. Evaluate the effectiveness of the internship program being started at the Faculty of Education, University of Sindh in 2007-08. 2. Identify the problems and challenges that emerged during the internship program. 3. Suggest the possible measures for the improvement of the internship program, specifically in the Faculty of Education, University of Sindh, and generally in all educational institutions that offer internship programme to fresh teachers. This study had been designed in both quantitative and qualitative paradigms. This research study was descriptive survey type in nature. A three-point scale and interview schedule were developed for data collection. The Sample was comprised of 80 students of the years 2008 and 2009. The findings were: 1. The principals and student-teachers' positive attitude toward the internship program. 2. The majority of participants (87%) agreed that the internship program was practical and valuable for them. 3. Most participants (68%) agreed that this program allows them to plan and deliver lessons. However, they also believed that this programme failed to enable them to reflect and analyze their lessons and teaching practices critically. 4. The study found that the internship program duration is insufficient. 5. The supervisors regularly observed the student-teachers' lessons during the internship program. However, they did not demonstrate model lessons so that the student-teachers could observe the best teaching practices of the experienced teachers. 6. There was no unified strategy to implement the internship program. As a result, various Faculty of Education departments are haphazardly dealing with internship programs. Although some departments run internship programme very effectively, their best practices are not shared with other departments due to a lack of communication and coordination. 7.

Student–teachers were not provided sufficient guidelines regarding peer observation. Consequently, they failed to benefit from the valuable opportunity to learn from the best practices of their colleagues. 8. Their concerned university departments did not require the staff of collaborative schools and student-teachers to maintain proper records of internship activities. 9. There was a lack of communication between the concerned university departments and the collaborative schools before and during the internship program. 10. There were no arrangements for regular visits in the collaborative schools by the teacher educators and chairpersons of the various departments of the faculty of education. 11. Student-teachers were required to develop teaching material. However, they were not fully guided and trained to use such material effectively to make their lessons interesting and meaningful for learners. 12. Student-teachers were mainly confined to using lecture methods and other similar teacher-centered pedagogy during the internship program. 13. Student-teachers received constructive feedback after delivering the lesson in real classroom situations. However, they were not allowed to discuss their lesson plans with their supervisors before delivering the lessons. 14. The focus of internship activities was on improving the prospective teachers' teaching practice. However, other school activities, such as constructing classroom tests, conducting examinations, and keeping school records, were less emphasized.

Kirbulut et al. (2012) conducted a study entitled "Pre-service Chemistry Teachers' Expectations and Experiences in the School Experience Course." The objective was to investigate prospective chemistry teachers' expectations and experiences of teaching practice. A case study design was employed. Six pre-service chemistry teachers participated in this study. The data were collected from multiple sources, including observations, lesson plans, and semi-structured interviews before and after the school experience course. Purposeful random sampling was used. This study revealed that the school experience course was crucial for pre-service teachers' decisions about becoming teachers in the future. All pre-service teachers observed lecturing as a teaching method at their placement schools, as they expected. Pre-service teachers could not observe the application of alternative assessment and evaluation techniques such as portfolio and project-based assessment. Pre-service teachers were not satisfied with the feedback that they received from their mentors. Despite their expectations, they did not face many problems in classroom management because their mentors were in class with them and sometimes warned the students to follow the lesson. As they expected, the students did not behave toward pre-service teachers as they did their

teachers. Because the mentors taught the subject before the pre-service teachers' teaching practice, pre-service teachers could not gain much teaching experience. A lack of laboratory and technological facilities at placement schools affected half of the pre-service teachers' preferences for teaching methods.

Mahende & Mabula (2013) conducted a study entitled "Is teaching practice for grading or improvement? Examining student-teachers' perception and experience at the University of Dar es Salaam, Tanzania. The objectives were: 1. To study student-teachers' perceptions towards teaching practice supervisors' treatment during teaching practice supervision. 2. To study student-teachers' perceptions of supervisors' comments during student-supervisor discussions after classroom assessment. A purposive sampling technique was used. A total of 112 student-teachers constituted a sample for this study. A questionnaire and Likert scale were used for data collection. The findings were: 1. 60 (53.6%) of respondents indicated any supervisor attribute did not threaten them, while 52 (46.43%) reported the supervisor threatened them. 2. Most 98 (84.5%) respondents indicated that discussions between students and supervisors were beneficial and that they liked them. 3. 95 (84.8%) respondents believed supervisors should find time to discuss the strengths and weaknesses observed during classroom teaching.

Ranjan (2013) conducted a study entitled "A Study of Practice Teaching Programme: A Transitional Phase for Student-teachers". The objective of the study was to study the student-teacher experiences during the practice teaching programme. The population of the study included all the student-teachers of the B. Ed. programme of Sardar Patel University. The sample constituted all the student-teachers of Waymade College of Education. Data were collected mainly through semi-structured interviews and focused group discussions with student-teachers in the B. Ed. programme at the end of the 8-10 weeks of the practice teaching period. A qualitative research approach was used, and it was conducted at the different schools in the Vallabh Vidyanagar and Anand regions. The data was analyzed through content analysis. Some findings were: 1. Student-teachers were prepared and could translate theory into practice. They could also apply the education theory learned at the institution into practice during the practice teaching. 2. student-teachers found practice teaching very interesting because they could apply what they had studied and enjoyed teaching because they were conversant with the subject content. 3. Student-teachers felt that the B. Ed. course had prepared them for practice teaching. 4. Student-teachers found that teaching was not easy because the

learners were not cooperative, did not do assignments, were noisy, and were not actively involved in classroom activities.

Mudzielwana & Maphosa (2014) conducted a study entitled "Trainee Teachers' Experiences of Being Observed Teaching while on Teaching Practice: A Case of a Rural-Based University in South Africa. The objective was to establish trainee teachers' experiences of being observed teaching while in teaching practice in a rural-based university in South Africa. A case study design was utilized in this study. Twenty-five purposefully selected Bachelor of Education students participated in the study. Purposive sampling was used to select participants. An open-ended questionnaire was used to collect data from the participants. Content analysis was used to analyze data. Participants raised several issues on how they felt when being observed while teaching: 1. Nervousness because they thought they were not prepared enough and were not used to teaching in front of an observer. 2. Lack of Confidence because they know the mentor had a lot of experience in teaching; while the mentor observed teaching, they felt inferior. 3. The fear of making mistakes when teaching under observation was another experience revealed by participants. Participants also revealed a lack of awareness of expectations from lesson observers as a negative experience of teaching under observation. 4. One of the positive experiences of research participants was excitement in teaching for the first time. Participants showed a sense of improvement in their teaching due to teaching under observation. 5. Participants also revealed that classroom management was a challenge. There was also a concern of failing to apply theoretical knowledge to practice because sometimes students were passive.

Poolathodi & Areekkuzhiyil (2020) conducted a study entitled "A Phenomenological Study on the Lived Experiences of Student-teachers during their School Internship." The objectives were: 1. To gain an in-depth understanding of the lived experiences of student-teachers during the internship. 2. To analyze how internship affects the way a student-teacher teaches, learns, and lives. This study was qualitative in nature. The design of the study was Hermeneutic Phenomenology. A semi-structured interview was used for data collection. A purposive sampling technique was used. The findings revealed: 1. Female student-teachers joined B.Ed. Course not because of an innate interest in the teaching profession. 2. Most of the student-teachers did not have good experiences during the first days of the internship. Even if the roles and responsibilities of a regular teacher were not assigned to the student-teachers. 3. They also responded that constructivist methods did not work in classrooms. 4. Criticism classes also helped

them correct their mistakes. 5. Supervisor teachers have not visited the school even once during the first month of the internship. 6. They had a friendly and cordial relationship with the mentor teachers. They complained of insufficient ICT facilities or inadequate access/ availability in the schools.

2.3.1 Observations

From the literature studies, it can be observed that ten studies were conducted in the area of expectations and experiences of student-teachers, supervisors, and school principals in both India and Abroad; out of 10 studies, four were conducted in India, and six were conducted abroad.

The sampling techniques used for the studies were Purposive sampling (Mtika, 2008; Mahende & Mabula, 2013; Mudzielwana & Maphosa, 2014; Poolathodi & Areekkuzhiyil, 2020) and convenient sampling (Mtika, 2008; Kiggundu & Nayimuli, 2009; Parveen & Mirza, 2012; Ranjan, 2013).

Tools used for the studies were semi-structured interview (Mtika, 2008; Kiggundu & Nayimuli, 2009; Heeralal & Bayaga, 2011; Parveen & Mirza, 2012; Kirbulut, Boz & Kutucu, 2012; Ranjan, 2013; Poolathodi & Areekkuzhiyil, 2020), Likert scale (Parveen & Mirza, 2012; Mahende & Mabula, 2013), Questionnaire (Mahende & Mabula, 2013; Mudzielwana & Maphosa, 2014), Observation schedule (Mtika, 2008; Kirbulut, Boz & Kutucu, 2012), Focused group Discussion (Ranjan, 2013) and Field Notes and Documentary data (Mtika, 2008).

Few researchers adopted Qualitative research (Mtika, 2008; Kiggundu & Nayimuli, 2009; Heeralal & Bayaga, 2011; Ranjan, 2013). In comparison, few researchers adopted the Descriptive Survey Method (Parveen & Mirza, 2012; Mahende & Mabula, 2013), Case study (Heeralal & Bayaga, 2011; Kirbulut, Boz & Kutucu, 2012; Mudzielwana & Maphosa, 2014). Only one researcher adopted experimental (Fathima, Sasikumar & Roja, 2012), and one adopted qualitative hermeneutic phenomenology (Poolathodi & Areekkuzhiyil, 2020).

The findings of all the reviewed studies can be divided into two parts. The first part revealed student-teachers' positive expectations and experiences, such as having a good experiences as they could use learner-centered pedagogy at both schools (Mtika, 2008). Mentors were supportive (Kirbulut, Boz & Kutucu, 2012). Discussion between supervisors and student-teachers was beneficial. (Mahende & Mabula, 2013). Student-teachers found practice teaching very interesting, and they enjoyed teaching. (Ranjan, 2013). Student-teachers had a friendly and cordial relationship with the mentor

teachers. (Poolathodi & Areekkuzhiyil, 2020). However, the second part highlighted what was unsatisfactory and needs to be addressed as soon as possible. Student-teachers did not have a good s because there was a lack of collaborative partnerships between colleges and schools. (Mtika, 2008; Parveen & Mirza, 2012). They had to play dual roles of being teachers in schools and students at university. Staff members did not respect them in the school. (Kiggundu & Nayimuli, 2009). Student-teachers complained that mentors were not cooperative and supportive. (Kiggundu & Nayimuli, 2009; Heeralal & Bayaga, 2011). Even school students' behaviour was inappropriate and not cooperative (Heeralal & Bayaga, 2011; Kirbulut, Boz & Kutucu, 2012; Ranjan, 2013). Moreover, they were passive in class. (Mudzielwana & Maphosa, 2014). They did not have enough time to teach and wasted time preparing for file work. (Heeralal & Bayaga, 2011). Student-teachers did not get an opportunity to observe and demonstrate model lessons. They felt that they got an opportunity to plan and deliver lessons, but the reflective practices were not there. They received constructivist feedback but no chance to discuss their lesson plan. (Parveen & Mirza, 2012). Student-teachers were not satisfied with the feedback. There was a lack of laboratory and technological facilities. (Kirbulut, Boz & Kutucu, 2012; Poolathodi & Areekkuzhiyil, 2020). The supervisors threaten student-teachers. (Mahende & Mabula, 2013). Student-teachers felt nervousness and fear of making mistakes during teaching. (Mudzielwana & Maphosa, 2014). Even the roles and responsibilities of a regular teacher were not assigned to the student-teachers. Supervisors had not visited the school even once during the internship. (Poolathodi & Areekkuzhiyil, 2020). Student-teachers expected they should not stay at school for the whole day. (Heeralal & Bayaga, 2011) Moreover, the Supervisor should discuss the strengths and weaknesses of the student-teachers. (Mahende & Mabula, 2013).

2.4 Studies related to Evaluation Method of Practice Teaching

Srivastava (1970) conducted a study entitled "Evaluation of Practice Teaching in Teacher Training Institutions." The main objectives were to study the aims of practice teaching, its contents, and the methods used to evaluate it. The subsidiary purposes were to find the place of practice teaching in the total teacher preparation programme and how the evaluation methods and practices influenced student-teachers' performance in teaching, to study their attitude towards practice teaching, and to study the teacher-pupil relationship. Data were collected through an exploratory interview with a few heads of teacher-training institutions and student-teachers and the content analysis of the

prospectus, syllabus, and university ordinances regarding examinations, observation, and evaluation schedules. Questionnaires were filled in by eighty-two heads of institutions and 200 student-teachers from ten institutions. The findings were: 1. Practice teaching formed an essential and compulsory item in all teacher preparation programme, irrespective of the fact that the requirement of study and activities for obtaining a degree in education was not the same in all the institutions. 2. Place of practice teaching was determined either by relative weightage in terms of examination marks allotted for practice teaching in the total programme or the amount of time or hours of work a student had to put in to complete the requirements of practice teaching concerning the time used for completing all the requirements of the programme. 3. The marks allotted for practice teaching ranged from less than thirty percent to one hundred percent of the marks in theory. 4. There was a great deal of agreement among institutions about the number of teaching subjects required to opt for practice teaching. However, there was no agreement on the total number of lessons a student-teacher had to teach or how much time he spent completing the practice teaching. 5. Almost all the institutions declared the results of the examinations in theory and practice separately. The contents of sessional work evaluation varied as theory work, visual education, and craft psychology practical, extracurricular activities. Most teacher educators were not satisfied with the system of practice teaching evaluation in their institutions. 6. The majority of the institutions had some system of internal assessment. Most institutions did not give more than fifty percent of the total marks for practice teaching in internal assessment. 7. Except for two universities, the other examining agencies had not defined and outlined the scheme of marks distribution over the contents of class teaching. The practices of evaluating class teaching were either all internal or all external examinations or combined. The supervisors who observed the practice teaching of students maintained the grades obtained by students in the practice sessions. 8. The teacher educators maintained that the student-teachers who came to know about their day-to-day performance in practice teaching tried to improve their performance irrespective of their good or bad grades. 9. About 76.80% of student-teachers developed unfavourable attitudes towards practice teaching. 10. Teacher educators were divided on whether to give feedback regarding knowledge of results to the student-teachers. Knowledge of evaluating practices in their institutions influenced the student-teachers' standard of teaching interest and liking for teaching. 11. Student-teachers' satisfaction with the evaluation practices correlated highly with their perception of the presence or

absence of the element of subjectivity in the evaluation system of their institutions. Student-teachers were inclined to favour a system of evaluation that was biased more toward external assessment.

Damodar (1976) conducted a study entitled "Critical Investigation into the Practice of Student Teaching and Evaluation: Programme in the Training Colleges of Andhra Pradesh." The main objectives were: 1. To find out the priority of perception of the personnel involved in objectives of Student Teaching. 2. To study the organization and method of evaluation of Student Teaching. 3. To identify the difficulties and problems faced by the teacher education personnel. 4. To analyze the problems and make suitable recommendations to face the same, taking into consideration the various suggestions made by the personnel directing the student teaching. The survey method was adopted for the collection of data. The principals of colleges of education, members of the staff of institutions, student-teachers, practicing Schools, or co-operating Schools formed the population. Headmasters and some senior teachers were the population of the study. A questionnaire, Interview Schedule, and Observation Schedule were used for data collection. The findings were: 1. Practice in lesson planning, preparation of aids, and school visits were common in all the colleges. 2. All the colleges were following objective-based lesson planning. 3. Student-teachers were allowed to observe and criticize the lessons given by the college method master and other trainees with a proforma for their guidance. 4. Supervision was found to be a joint venture of the college method master, staff, tutor of the college, and school subject teacher. 5. Regarding cooperation, the major difficulty was that the colleges of education did not have their practice teaching schools, so they depended upon schools in their neighborhood. These schools offer their cooperation unwillingly as they think the trainees disrupt their everyday work and make no positive evaluation.

Dholkia (1979) conducted a study entitled "Effects of Observers and Feedback upon Changing the Classroom Performance of pupil-teachers ."The objectives were: 1. To examine what type of feedback is given by observers to pupil-teachers. 2. To examine the influence of feedback on pupil-teachers' performance and achievement marks. 3. To examine the influence of variables (factors) like academic qualifications, methods of teaching, and status of observers upon giving feedback and achievement marks to pupil teachers. 4. To examine the influence of various variables (factors) like qualifications, teaching methods, sex, place of residence, and teaching experience of pupil-teachers in receiving feedback and achievement marks—the B.Ed. Pupil teachers of four

Secondary Teacher Education Institutions were the study sample. Lesson plan books belonging to the pupil-teachers of all these four Secondary Teacher Education Institutions were collected. Two separate proforma were developed to collect the information regarding (a) observers' academic qualifications, teaching methods, and status, and (b) pupil-teachers' qualifications, teaching methods, sex, place of residence, and teaching experience. The written comments of the thirty practice lessons were analyzed according to Cicirelli's Category System. The comments and achievement marks of these thirty lessons were divided into three stages for finding out the effect of feedback on the performance of the pupil-teachers as the number of lessons increased. The variables of observers and pupil teachers were also studied to determine their influence on the feedback and achievement marks. The observers' data were subjected to a t-test, and the pupil teachers' data were subjected to an analysis of variance (2x3) with repeated measures followed by the Hewman-Keuls method. The findings were: 1. The observers gave comparatively a more significant number of negative comments than positive ones. 2. The graduate observers gave the pupil-teachers a significantly higher number of positive and negative comments than the postgraduate observers. 3. It was also observed from the findings that the observers differ in evaluating and giving marks to the pupil-teachers. The observer's academic qualifications, subject methods, and status influence the nature of the evaluation, and 4. It was also found that the experienced pupil-teachers perform better than the inexperienced pupil-teachers in practice teaching.

White (2007) conducted a study entitled "Investigating Effective Feedback Practices for Pre-service Teacher Education Students on Practicum ."The objectives were: 1. To study the understanding of the term "feedback" by student-teachers. 2. To study the expectations of student-teachers related to feedback. Twenty-five student-teachers comprised the sample for the study. A questionnaire was used for data collection. Student-teachers responded that 1. They understood that feedback was that it would involve constructive criticism and advice/tips on how to improve. 2. 85% of student-teachers reported that spoken feedback on a particular behaviour/practice/comment is beneficial. 3. 70% of student-teachers reported receiving written feedback as extremely useful. 4. 90% of the time, all the students met their expectations because it was clear and specific, encouraging, positive, and informative. 5. Student-teachers benefited from feedback as they could plan future lessons and identify areas to work on and improve. 6. The feedback was positive and supportive.

Akcan & Tatar (2010) conducted a study entitled "An investigation of the nature of feedback given to pre-service English teachers during their practice teaching experience." The objectives were: 1. To study university supervisors and cooperating teachers approach student-teachers while giving feedback during the practice teaching experience. 2. To study the content of feedback given to pre-service English teachers by university supervisors and cooperating teachers. A total of fifty-two pre-service English teachers, four supervisors, and thirty co-operating teachers from ten primary and secondary schools comprised the sample for this study. This study is an exploratory case study. Data was collected from field notes, formal class observations by supervisors, post-lesson conferences between student-teachers and cooperating teachers, and written evaluation sheets by cooperating teachers and supervisors. The findings showed that 1. Feedback given by the supervisors was more reflective, whereas the feedback given by cooperating teachers was more perspective. 2. The university supervisors and the cooperating teachers used oral and written modes of giving feedback to the student-teachers during practice teaching. 3. The supervisors and cooperating teachers focused on familiar themes, such as time management, language use, and classroom management.

Jekayinfa et al. (2012) conducted a study entitled "Lecturers' Assessment of Teaching Practice Exercise in Nigerian Universities". The objective was to study the quality of teaching practice in Nigerian Universities from the perspective of education lecturers. A total of 691 education lecturers were randomly selected from the universities across the six geo-political zones in Nigeria. A descriptive survey was used. A Likert scale was used for data collection. The analysis showed that 1. The respondents assessed the quality of the teaching practice exercise as somewhat above average. 2. It was also found that experience and job status significantly influenced the respondents' assessment, while gender had no influence. 3. It was recommended that more time should be allotted to teaching practice and re-training programmes should be organized for lecturers on the best practice in the internship aspect of teacher education.

Kothari et al. (2012) conducted a study entitled "Reactions of the B.Ed. Student - teachers towards the Feedback System adopted by the Department of Education of The M. S. University of Baroda." The objectives of the study were: 1. To construct the scale to measure reactions towards feedback systems. 2. To measure the reactions of B.Ed. Student-teachers of the M. S. University of Baroda towards feedback system. The present study was a descriptive study where the investigators attempted to discover the

reality. The size of the sample was 144 B.Ed. Student-teachers of the Department of Education (CASE), The M. S. University of Baroda. The data was collected by the reaction Scale, Questionnaire, and Personnel Information Schedule. The collected data were analyzed quantitatively and qualitatively (Frequency, Percentage, Intensity Index, and Content Analysis). The study's major findings were: 1. Eighty-seven (60.41%) student-teachers agreed with the statement 'Supervisor observes only a few lessons and grades without observing other things' whereas Thirty-eight (26.38%) student-teachers disagreed. 2. Most of them, i.e., 112 (77.77%) student-teachers, agreed to the statement' feedback is provided daily'. 3. Eighty-two (56.94%) student-teachers agreed that the statement' feedback provided by my peers is very rationale. 4. Most of them, i.e., 121 (84.02%) student-teachers, agreed with the statement' feedback improves my practicing lessons'. 5. 112 (77.77%) student-teachers were satisfied with the feedback provided to them by their supervisor, whereas 22.33% of the student-teachers were not satisfied with the feedback provided to them due to negative feedback, harsh and critical feedback, and irregularity of feedback, and 6. The majority of the student-teachers (84%) opined that the feedback made them aware of their strengths and weaknesses, which in turn helped them reduce their weaknesses and motivated them to strengthen their strengths.

Singh et al. (2012) conducted a study, "A Comparative Study of the Comments Given by Supervisors for B.Ed. Students during Practice Teaching Programme (PTP) in Relation to Their Personal Variables." The objectives were: 1. To find out the average number of supervised lesson plans of a pupil teacher in a practice teaching programme. 2. To study the comments given by Supervisors for B.Ed. Students during the Practice Teaching Programme (PTP) in relation to their following Personal Variables: Gender and Teaching experience. The Documentary Survey method was used. The researcher randomly selected 51 students' and 102 lesson plan notebooks that comprised 979 supervised lesson plans and 3444 supervision remarks given by different supervisors represented as a sample. The major findings of the study revealed that 1. A very low average number of supervised lesson plans (19.196) was found out of 40 lesson plans of every student, and the total percentage of average supervised lesson plans was 47.99% in the practice teaching programme. 2. Supervisors' sex did not affect their comments written for B.Ed. students during PTP, but they vary in their teaching experience. 3. Supervisors had not focused equal attention on each teaching skill. Skills like Blackboard writing, Questioning, Illustrating with Examples, Classroom

management, and Pupil participation were given comparatively more attention by all supervisors. In contrast, the least attention was given to skills like Introduction, Reinforcement, Silence and nonverbal clues, and Probing. Further, the comments that do not belong to any of the eleven categories of skills given by Passi (1976) had been identified as 'general remarks,' which are given comparatively more attention by all the Supervisors.

Ibrahim et al. (2013) conducted a study entitled "Providing Effective Feedback to EFL Student-teachers". The objectives were: 1. To explore the kind of feedback student-teachers receive in their practicum. 2. To investigate student-teachers and their mentors' perceptions and beliefs about the feedback they receive on practicum. 3. To identify the type of feedback that is more effective for them during their school-based practicum. This study was an exploratory, descriptive study. The questionnaire and focused group interview were used for data collection. Quota sampling was used. The findings were that 1. Student-teachers believed that written feedback was effective. 2. 61% were satisfied with feedback and peer mentoring. 3. 91% of student-teachers are satisfied with their relationship with their mentor and his/her feedback approach. 4. 50% of mentors agreed that oral feedback was more effective than written feedback. 5. 83% agreed that practicum observations helped them know their students' instructional needs. 6. 100% agreed that practicum feedback should include comments on lesson planning, teaching strategies, classroom management, personal attributes, and language proficiency.

Oppong (2013) conducted a study entitled "Supervisors' Remarks in Teaching Practice: The Perspectives of History Student-Teachers." Given the relevance of supervisors' remarks, the researcher sought to examine the perspectives of History student-teachers on the remarks given by supervisors during teaching practice. A qualitative research method was followed. Twenty-four history student-teachers who did teaching practice exercises during 2012-2013 in Senior High Schools in different parts of the Country [Ghana] were chosen by Simple Random Sampling. Focus Group Discussions were used to collect the data for the study. Data were presented qualitatively using thick descriptions. Regardless of differences in participants' reactions to supervisors' remarks on their lessons, most of them accepted the remarks their supervisors gave. Participants regarded supervisors' remarks as an indispensable element in their development as knowledgeable teachers. Nevertheless, conflicting remarks from supervisors on a lesson taught were viewed as affecting the effectiveness of the supervision exercise.

Among other things, the study recommended that supervisors must have a sound knowledge of the subject matter they were supervising and the subject-specific methodology, enabling them to provide valuable remarks.

Seitova (2019) conducted a study entitled "Student-teachers' Perceptions of reflective practice." The objective was to study the perceptions of ELT student-teachers about the reflective practice they were engaged in through a reflective diary. Student-teachers were instructed to write diaries after each lesson they taught for twelve weeks. The data were analyzed through thematic analysis. The themes were teaching experience, the relationship between theory and practice, future training, constructive feedback, and classroom management. The findings revealed that 1. Writing a reflective diary was effectively helpful for their professional development. 2. They were exposed to different teaching-related experiences relevant to their professional preparation in this course. 3. The reflective practice through reflective diaries positively affected their self and professional development. 4. All the student-teachers mentioned that diary writing positively changed their characters and behaviours and taught actions and skills.

Cato (2020) conducted a study entitled "Student-teachers' Responses to Critical Mentor Feedback: A Study of Face-saving Strategies in Teaching Placements". The objective was to study how student-teachers react to critical feedback in teaching placement supervision. This qualitative face-work analysis was based on post-observation sessions involving 12 pairs of one mentor and one student-teacher. The recording was made during the student-teachers' first period of practical training in primary and secondary schools, where they taught common subjects. A thematic analysis approach was used for the analysis of data. The findings were that student-teachers seemed very concerned about defending, building, or repairing their competence face when they received face-threatening critical feedback.

2.4.1 Observations

In the fourth category, the evaluation method of practice teaching, there were 12 studies conducted in India and abroad. Out of 12 studies, five were conducted in India, and seven were conducted abroad.

The sampling techniques followed in the reviewed studies were Convenient sampling (Srivastava, 1970; White, 2007; Akcan & Tatar, 2010; Kothari, Shelat & Mistry, 2012; Seitova, 2019; Cato, 2020), Simple random sampling technique (Damodar, 1976; Dholkia, 1979; Jekayinfa, Yahaya, Yusuf, Ajidagba, Oniye, Oniyangi & Ibraheem,

2012; Singh, Ahmad, Pandey & Singh, 2012; Oppong, 2013) and quota sampling (Ibrahim, Ali, Ahmed & Adawi, 2013).

The researchers conducted a descriptive survey (Damodar, 1976; Jekayinfa, Yahaya, Yusuf, Ajidagba, Oniye, Oniyangi & Ibraheem, 2012; Kothari, Shelat & Mistry, 2012), Exploratory case study (Akcan &Tatar, 2010), Documentary survey method (Sing, Ahmad, Pandey & Singh, 2012), Exploratory descriptive study (Ibrahim, Ali, Ahmed & Adawi, 2013), Qualitative research (Srivastava, 1970; Dholkiya, 1979; White, 2007; Oppong, 2013; Seitova, 2019; Cato, 2020)

The research tool utilized was a questionnaire (Srivastava, 1970; Damodar, 1976; White, 2007; Kothari, Shelat & Mistry, 2012; Ibrahim, Ali, Ahmed & Adawi, 2013), Interview Schedule (Srivastava, 1970; Damodar, 1976; White, 2007), Observation Schedule (Srivastava, 1970; Damodar, 1976; Akcan &Tatar, 2010; Cato, 2020), Document-written comments (Dholakia, 1979; Akcan &Tatar, 2010; Sing, Ahmad, Pandey & Singh, 2012; Seitova, 2019), Likert scale (Jekayinfa, Yahaya, Yusuf, Ajidagba, Oniye, Oniyangi & Ibraheem, 2012), Focus group discussion (Ibrahim, Ali, Ahmed & Adawi, 2013; Oppong, 2013), Reaction scale (Kothari, Shelat & Mistry, 2012) and field Notes (Akcan &Tatar, 2010).

Findings reveal that the majority of the teacher educators were not satisfied with the evaluation system of practice teaching in their institutions. Institutions did not give more than fifty percent of the total marks for practice teaching in internal assessment. Except for two universities, the other examining agencies had not defined and outlined the marks distribution over the contents of class teaching (Srivastava, 1970). Student-teachers were inclined to favour a system of evaluation that biased more towards external assessment (Damodar, 1976). School teachers thought that the student-teachers disrupted their everyday work and made no positive evaluation, and allocated supervisors were not adequate to evaluate the performance of student-teachers. (Srivastava, 1970). The observers gave comparatively more negative comments than positive comments. Observers differed in evaluating and giving marks to the pupil-teachers. The observer's academic qualifications, subject methods, and status influence the nature of the evaluation (Dholkia, 1979), and experiences and job status influence assessment (Jekayinfa, Yahaya, Yusuf, Ajidagba, Oniye, Oniyangi & Ibraheem, 2012). Student-teachers reported that written and oral feedback was helpful (White, 2007), Whereas Ibrahim, Ali, Ahmed & Adawi (2013) found that written feedback was more effective. However, some positive findings were also obtained. Student-teachers

benefited from feedback and improved their lessons (White, 2007; Kothari, Shelat & Mistry, 2012). Feedback given by the supervisor was more reflective.

In contrast, the feedback from cooperating teachers was more perspective (Akcan & Tatar, 2010), and feedback provided by peers was very rational (Kothari, Shelat & Mistry, 2012). Supervisors gave the least attention to the skills of Introduction, Reinforcement, Silence and nonverbal clues, and Probing (Sing, Ahmad, Pandey & Singh, 2012). Participants regarded supervisors' remarks as indispensable in their development as knowledgeable teachers. Nevertheless, conflicting remarks from supervisors on a lesson taught were viewed as affecting the effectiveness of the supervision exercise. (Oppong, 2013). Writing a reflective diary was effectively helpful and led to positive change (Seitova, 2019). Student-teachers seemed very concerned about defending, building, or repairing their competence face when they received face-threatening critical feedback (Cato, 2020)

2.5 Studies related Problems Faced During School Internship Programme

Rai (1995) conducted a study entitled "A Survey of the Problems of Teacher's Training Colleges with Regard to Practicing Schools". One of the major objectives of the study was to find out the problems faced by the Headmaster/Headmistress of practice teaching schools. The study instruments were an Interview, Questionnaire, Checklist, and Opinionnaire. This study used Chi-square, Critical Ratio, Simple Percentage, Rankings, and Ranking and Weighting of items. One of the major findings of the study was that the most significant 80% of the Headmasters/Headmistress of Uttar Pradesh reported that they faced the problem of "dealing with student-teachers who are more interested in practicing their methods and not covering the courses" very much. 40% of the headmasters/headmistresses of Gujarat pointed out the problem of "establishing good relationships with training colleges."

Tok (2010) conducted a study entitled "The Problems of teacher candidates about teaching skills during teaching practice." The objective was to determine teacher candidates' problems when attending teaching practice. A qualitative design was selected for this study. Forty pre-service primary education teachers were selected through convenient sampling. Data was collected through reflective journals. The participants were asked to keep reflective journals about the teaching skills problems during their practice teaching. After the teaching practice, the participants submitted their reflective journals. The collected data were analyzed through the technique of content analysis. The findings were that the student-teachers experienced problems in

practice teaching courses in the teaching skill areas of planning, subject matter knowledge, using instructional materials, motivation, communication, time management, and behaviour management skills. The most problematic areas were behaviour management skills, motivation, and communication.

Alkhawaldeh (2011) conducted a study entitled "Pre-service Training of English Language Teachers in Jordan: Difficulties and Solutions". The objectives were: 1. To study the difficulties that pre-service teachers of English encounter in their pre-service training from their point of view and that of their supervisors. 2. To study the factors behind the difficulties that pre-service teachers of English encounter in their pre-service training from their point of view and that of their supervisors. 3. What are the solutions for the difficulties that pre-service teachers of English encounter in their pre-service training from their point of view and their supervisors'? The researcher used an open questionnaire responded to by forty pre-service teachers and conducted interviews with eight supervisors who supervised them. The results of this study revealed that 1. Pre-service teachers faced the challenge of being exploited by school teachers, difficulty of classroom management, relationship and interaction with school students, the split between theory and practice, the feeling among school students and teachers that the pre-service teacher did not hold the responsibility for actual teaching at school and assessment as crippled by school regulations, the length of the training course, the pre-service teacher's little contribution to teaching classroom students and the lack of knowledge of some cooperating teachers about their responsibilities towards pre-service teacher of English. 2. Most of the reasons behind such difficulties revolved around these pre-service teachers' lack of experience in classroom teaching, insufficient university courses, lack of coordination between the university and training school, and lack of clarity of roles of the different partners in the training experience. 3. It was recommended that more related university courses should be offered, training on classroom teaching in university courses and drawing the attention and discussing with the school people about their roles in pre-service training and finally allocating pre-service teachers to schools that give them opportunities to teach and also demonstrate effective mentoring skills.

Azeem (2011) conducted a study entitled "Problems of Prospective Teachers during Teaching Practice." The objectives were: 1. To know the preliminary arrangements made by the supervisors for the students before the commencement of teaching practice. 2. To collect the information regarding the assistance of the supervisors,

Headmistresses, and concerned class teachers to prospective teachers. 3. To enlist the problems faced by the prospective teachers during classroom teaching. 4. To present the suggestions for further studies. It was a descriptive study. The survey technique was used for the collection of data. A questionnaire comprising thirty-five items was prepared. The findings were: 1. 85% of the respondents were sent for teaching practice under proper planning. 2. 30% of respondents indicated that an orientation was conducted for them before leaving for teaching practice. 3. 40% of respondents were provided with transport facilities. 4. Only 20% of respondents responded that the administration of the schools prepared the timetable for them before the commencement of teaching practice. 5. 100% of respondents were unaware of the facilities available in the selected schools. 6. 100% of respondents responded that their supervisors were present during school hours, and they pointed out their weaknesses in the lesson planning. 7. 80% of respondents said their lessons were checked regularly by the concerned supervisors. 8. 23% of respondents, the class teachers, were present in the classes during teaching. 9. 15% of respondents said the class teachers guided and encouraged the pupil teachers and cooperated with them concerning the required teaching material. 10. Pupil teachers are trained practically for lesson planning in advance and allowed to use the available facilities.

Patil & Kamble (2013) conducted a study entitled "A Study of the Problems Faced by the Colleges of Teacher Education in the Practice Teaching Programme." The objectives of the study were: 1. To find out the problems in practice teaching by the student-teachers. 2. To find out the problems in the administration and educational planning in the school experience programme student-teachers. 3. To find out the problems in school management in the school programme of student-teachers. It was a descriptive Survey method research. For this study, 85 samples were selected for probability and non-probability methods. The researcher selected Taluka in the Ratnagiri district purposively, and student-teachers were selected incidentally. Questionnaire used for data collection and Percentage used for data analysis. The study's findings were: 1. Duration of the school experience programme was very short. 2. For preparing the school experience programme give more time for preparation to the student-teacher. 3. They could not teach by various methods. 4. To understand the students was challenging. 5. They could not use ICT. 6. Only planning was there, but action was not according to the planning. 7. Management of the co-curricular activity was challenging. 8. The distribution of the work was also complex.

Panda & Nayak (2014) studied "Problems of Student-teachers during Internship Programme: Issues and Concerns." The objectives were: 1. To explore several problems of student-teachers concerning an internship programme, for the internship programme year-wise and the internship programme method-wise. Cross-sectional descriptive research was used. Purposive sampling was used. Three-point rating scale, an unstructured interview, and an open-ended questionnaire were used for data collection. The findings were: 1. 76% of student-teachers faced problems related to designing activities in 2011-12. 2. 86% of student-teachers faced problems related to classroom management in 2012-13. 3. 82% faced problems related to disciplinary and time management in 2013-14. 4. 58% of student-teachers have an Odia language problem in practicing the skill of explaining the lesson. 5. 86% of student-teachers have English language problems in communication. 6. 63% of student-teachers having mathematics and 60% having geography methods had problems with the use of teaching aids. 74% of student-teachers have science methods, and 88% have a history of facing problems in the demonstration of experiments, explanations, and probing questions, respectively.

Perveen & Saeed (2014) conducted a study on "Exploring problems and feedback on teaching practice of prospective teachers in institutions of education and research." The objective was: 1. To identify the level of problems experienced by prospective teachers of the Institute of Education and Research (IER) during their teaching practice in different schools. The sample contained 125 female prospective teachers. A questionnaire and informal discussion were used for data collection. The findings were: 1. The supervisor did not stay in their school for the whole day. 2. Most pupil teachers indicate that the head of the practicing school was not helpful to them. 3. The period of teaching practice is insufficient for training. 4. The allocated supervisors were not adequate to evaluate the performance of Prospective teachers effectively. Prospective teachers were not wholly guided before teaching practice.

Mahajan & Rana (2017) conducted a study, "Problems Faced by Pupil-Teachers During Two Year B.Ed. Programme." The objectives were: 1. To find out the facilities provided by the government and self-financed institutions to the pupil-teachers. 2. To find out the availability of teaching and non-teaching staff in government and self-financed institutions. 3. To find out the availability of appropriate study materials in government and self-financed institutions. A normative survey method was used—230 Pupil-teachers from government-sponsored and self-financing B.Ed. College in Shimla district was taken as a sample. For selecting the private colleges, stratified random

sampling was used, and for selecting the pupil-teachers, purposive sampling was used. A questionnaire was used for collecting the data. The findings were: 1. Most pupil-teachers were unsatisfied with the facilities provided by the government institutions. 2. Most of the private colleges provided adequate facilities to the pupil-teachers. 3. 50% of pupil-teachers were satisfied, and 50% of pupil-teachers were not satisfied by the availability of adequate teaching and non-teaching staff according to two-year B.Ed. Programme in government institutions. 4. This study also revealed that 49% of pupil-teachers were satisfied, and 51% were not satisfied by the availability of adequate teaching and non-teaching staff in self-financed institutions. 5. 36% of pupil-teachers were satisfied, and 74% were not satisfied by the availability of appropriate study materials in government institutions. 6. 40% of pupil-teachers were satisfied, and 60% were not satisfied by the availability of appropriate study materials in self-financed institutions.

Khan (2017) conducted a study entitled "Prospective Teachers and Teaching Practice: Problems and Solutions". The objectives were: 1. To study the preliminary arrangements made by the supervisors for the pupil teachers before the commencement of teaching practice in respective schools. 2. To collect information regarding the assistance of the supervisors, heads of schools, and class teachers concerned with the pupil-teachers during practice teaching sessions. 3. To enlist the problems faced by the pupil-teachers during classroom teaching and the whole session. 4. To give useful suggestions for the improvement of teaching practice when the B.Ed. Course has been for two years with a compulsory teaching session each year. The descriptive survey method was used for data collection. Convenient random sampling was used. Eighty students were selected from the four self-financed private teacher training institutions. A questionnaire was used. The findings were: 1. 78% of student-teachers were not sent by the training institutions for teaching practice under proper planning and facilities in the practicing schools. 2. 97% of student-teachers were not provided with transport facilities, though most were females, and schools were far away from their residences. 3. 76% of student-teachers were not informed about the rules and regulations of the practicing schools and extra fees were charged for teaching practice and uniforms. 4. 88% of student-teachers were not informed of the existing facilities in the schools. 5. 76% of student-teachers were not imparted skill training in different teaching methods before they were sent for teaching practice in schools.

Thomas (2017) conducted a study entitled "Perception of student-teachers regarding Internship Programme." The objectives were: 1. To analyze the internship programme perceived by student-teachers. 2. To identify the problems perceived by student-teachers during the internship program. The descriptive survey method was used. The population of the study comprised all the student-teachers of teacher education institutions of Adipur Gandhidham complex in Kuchchh. The sample of the study comprised 45 student-teachers of D. D. College of Education during the session 2016-17. Three-point scales were used for data collection. Data were analyzed quantitatively using percentages as well as qualitatively. The findings were: 1. Most of the student-teachers found instructional activities during the internship programme enhanced their pedagogical knowledge and enriched them with experience of innovative teaching methods and approaches. Diagnostic and remedial teaching helped them to be a skilled teacher. Feedback and observations of lessons from peer and experienced teachers helped in self-evaluation, enhancing their teaching skills and competencies. 2. Most of the student-teachers found that co-curricular activities boost self-confidence and a sense of achievement, develop several values, and help identify and enhance student interest. 3. Few student-teachers agreed that college neither planned nicely nor provided the required help and support, and school supervisors did not allow them to practice what they had learned. 4. Many students faced the challenges of classroom management and insufficient time for teaching with innovative techniques.

Jogan (2018) conducted a study entitled "Reflection of Trainee Teachers on School Exposure Programme." The objectives were: 1. To identify the role and management of the department. 2. To find out the problems and challenges that emerged during the school exposure programme. 3. To impart specific skills of teaching during the programme. 4. To suggest measures for the better improvement of the programme. A survey method was used. A simple random sampling technique was used, and fifty trainee teachers were randomly selected. The questionnaire was used. The findings were: 1. 42% of trainee teachers agreed in understanding the major objectives and importance of the school exposure programme. 2. 26% strongly agreed, 10% were neutral, 14% disagreed, and 8% strongly disagreed. 3. 74% of the students said yes, teacher educators were aware of their gradual performances, and 26% said no. 4. The trainee teachers faced a few problems among them; 30% had timetable problems, 30% for transportation, 18% had cleanliness and hygiene, 14% had school management and 8% had other problems. Hence, these problems need to be rectified during the period

of the school exposure programme. 5. The suggestions were that department and placement organization should provide some sort of training programme or classroom preparation preceding the student's participation at the placement site, trainees should get full fledge of school management knowledge during the school exposure period, and Students should dedicate more work time to the duties of their internship program.

Gupta (2019) conducted a study entitled "Perceptions and Experiences of B.Ed. Students about Internship and Sessional Work." The objectives were: 1. To assess the experiences and perceptions of student-teachers about the internship programme. 2. To identify the challenges faced by student-teachers during the internship programme. Eighty student-teachers were selected as the sample for the study using a random sampling technique. A self-prepared questionnaire was used for data collection. Student-teachers viewed that 1. The internship programme provided a real opportunity to refine and improve their teaching skills in actual school settings. 2. 70% of students learned to take responsibility as a teacher. 3. 85% of students gained confidence in teaching. 4. 75% of students improved their classroom management skills, while 80% developed a disposition towards effective teaching. 5. 90% of students were able to conduct morning assemblies, 70% of students were able to write notices, 75% of students were able to write letters to parents regarding the performance of students, and 80% of students were able to prepare question papers for students. 6. 100% of student-teachers thought that the concerned supervisor played an essential role in enhancing their teaching skills. 7. 80% of students faced difficulty in classroom management, 75% of students faced difficulty due to the long distance of practice school from their home, and 100% of students expressed that the number of lesson plans to be prepared was cumbersome. Students faced difficulty conducting lessons based on the constructivist approach at the school level, while 75% faced difficulty interacting with school students. 8. 50% of students also faced difficulty due to the non-cooperation of government school teachers, 100% of students faced difficulty due to the resources and infrastructure available in practicing schools, and almost 80% of students faced difficulty in designing and preparing teaching aids and materials required for teaching practice.

2.5.1 Observations

About studies on problems faced by student-teachers, there were 12 studies conducted in India and Abroad. Out of 12 studies, seven were conducted in India, and five were conducted abroad.

The sampling technique followed by the researchers were: Convenient sampling (Rai, 1995; Tok, 2010; Alkhawaldeh, 2011; Azeem, 2011; Khan, 2017; Thomas, 2017), purposive sampling (Patil & Kamble, 2013; Panda & Nayak, 2014; Mahajan & Rana, 2017), Stratified random sampling (Mahajan & Rana, 2017) and Simple random sampling (Jogan, 2018; Gupta, 2019).).

The tools for data collection were a Questionnaire (Rai, 1995; Alkhawaldeh, 2011; Azeem, 2011; Patil & Kamble, 2013; Panda & Nayak, 2014; Perveen & Saeed, 2014; Mahajan & Rana, 2017; Khan, 2017; Jogan, 2018; Gupta, 2019), Unstructured Interview (Rai, 1995; Alkhawaldeh, 2011; Panda & Nayak, 2014; Gupta), Three point scale (Panda & Nayak, 2014; Thomas, 2017), Checklist and Opinionnaire (Rai, 1995), Reflective Journal (Tok, 2010) and informal discussion (Perveen & Saeed, 2014).

Researchers conducted a Descriptive study (Alkhawaldeh, 2011; Azeem, 2011; Patil & Kamble, 2013; Khan, 2017; Thomas, 2017; Jogan, 2018; Gupta, 2019), cross-sectional descriptive survey (Panda & Nayak, 2014); normative survey Method (Mahajan & Rana, 2017) and qualitative research (Tok, 2010).

The study findings revealed that the headmasters faced problems establishing a good relationship with training colleges (Rai, 1995). Student-teachers faced problems in the teaching skill areas of planning, subject matter knowledge (Tok, 2010), and how to use instructional materials (Tok, 2010). Student-teachers faced problems related to communication (Tok, 2010; Panda & Nayak, 2014), time management (Tok, 2010; Panda & Nayak, 2014; Thomas, 2017), behaviour management skills (Tok, 2010), classroom management (Alkhawaldeh, 2011; Panda & Nayak, 2014; Thomas, 2017; Gupta, 2019), relationship and interaction with school students and understanding students. (Alkhawaldeh, 2011; Patil & Kamble, 2013; Gupta, 2019). Student-teachers with mathematics and geography methods had a problem using teaching aids (Panda & Nayak, 2014). Student-teachers having science and history methods was a problem in demonstrating experiments and explanation and probing questions, respectively. (Panda & Nayak, 2014). Student-teachers faced problems related to school. The school did not even prepare the timetable. (Azeem, 2011; Jogan, 2018). They could not use ICT and teach by various methods. (Patil & Kamble, 2013). Design and Management of the co-curricular activity were challenging. (Patil & Kamble, 2013; Panda & Nayak, 2014). There was a lack of infrastructure, and faced difficulty designing and preparing teaching aids and materials required for teaching practice (Gupta, 2019). School supervisors did not allow them to practice what they learned in the institution. (Thomas, 2017).

Students faced difficulty in conducting lessons based on the constructivist approach at the school level. Student-teachers faced problems related to supervisors. The allocated supervisors did not stay in school the whole day and were not adequate to effectively evaluate prospective teachers' performance. (Perveen & Saeed, 2014). There was a lack of study materials (Mahajan & Rana, 2017). Student-teachers were not provided with transport facilities (Khan, 2017; Jogan, 2018; Gupta, 2019). Student-teachers had not imparted skill training before they were sent for teaching practice in schools. Even they were not informed about the schools' rules, regulations, and facilities (Perveen & Saeed, 2014; Khan, 2017).

2.6 Implications for the Study

NCTE (2014) changed the curriculum of the Teacher Education Programme. The school internship programme is an essential component of the Teacher Education Programme, and the School Internship framework (2016) described the norms for the school internship programme. Now the question arises to what extent and in what manner the Teacher Education Institutions implement these guidelines for B.Ed. Programme in general and for a school internship programme in particular. From the reviewed studies, the researcher observed that only some studies were done related to administrative practices, duties of supervisors, cooperative school teachers, and supervisors' effectiveness; only one study talked about the roles of supervisors and mentors. Still, the researcher could not find any study that included school principals who played essential roles during the school internship. So, it was significant to study the roles of the school principal during the school internship. It was also found that most of the studies focused on student-teachers' experiences. However, the researcher could not find any study on the experiences of school principals and mentors. Since they played significant roles during the school Internship, it was important to find the experiences of school principals and mentors. In the reviewed studies, feedback was the only element covered in some studies, whereas two studies highlighted the distribution of marks; however, those studies were done one-year B.Ed. Programme. A researcher could not find any study that attempted to determine how many credits were assigned to the different activities of school internship and how they evaluated the student-teachers. Therefore, finding out how school internship assessment practices were going became important. Most of the studies focused on problems faced by student-teachers during the school internship; only a few (Four) studies focused on problems faced by school principals and Teacher education institutions. So, it was significant to find out

what problems school principals and mentors faced during the school Internship. It was also needed to see how school allotment was done to student-teachers and in which schools they are going for school internship. With the above reviews from the research studies, the researcher observed that most studies focused on student-teachers. As we know, supervisors, school principals, and mentors do have an essential place in the school internship programme, and NCTE (2014) introduced a new concept of mentor and community-related activities, so it was also important to study the roles of supervisors, School principals, and mentors and which type of community-related activities were done by student-teachers.

Moreover, it was also observed from the reviewed studies that though all these studies were concerned with the School Internship Programme, they all focused on a few components and considered various personnel in parts. However, none of them conducted a comprehensive study touching all or significant components of the School Internship Programme, which involved all the personnel concerned with the internship Programme. Hence, the researcher identifies a dire need to conduct research that attempted to study various practices being carried out under the school internship programme, which considers multiple facets of the Programme and involves different personnel engaged in the Programme. So, a researcher was interested in how the different teacher education institutions perceived it and how they followed these practices. How exactly did they implement the school internship programme?