Chapter 4

Data Analysis and Interpretation

Chapter IV
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4.0 Introduction

According to William S. Cleveland, Data analysis is the process of systematically examining and interpreting data using statistical and logical methods to extract useful information and insights. It involves collecting, cleaning, transforming, and modeling data to identify patterns, trends, and relationships that inform decision-making.

Data analysis can reveal patterns and trends that might not be apparent through simple observation, allowing for more accurate prediction and proactive decision-making. Data analysis helps evaluate the effectiveness.This chapter comprises an analysis and interpretation of the results of this study. The data was analyzed quantitatively.The qualitative data was quantified. The objectives of the study were as follows:

1. To study the current practices of the School Internship Programme.

2. To study the roles of supervisors, school principals, mentors, and student-teachers during the School Internship Programme.

3. To study the experiences of school principals, mentors, and student-teachers during the School Internship Programme.

4. To study the expectations of supervisors, school principals, mentors, and student-teachers regarding the School Internship Programme.

5. To study the problems faced by supervisors, school principals, mentors, and student-teachers during the School Internship Programme.

6. To suggest measures for improvement of the School Internship Programme.

The analysis and interpretation of the data is given below:

4.1 Current Practices of the School Internship Programme

4.1.1 Structure of the School Internship Programme

The following table represents a comprehensive overview of the structure of the School Internship Programme of teacher education institutions.

Table 4.1 Structure of the School Internship Programme

TEIs	Semster1	Semster2	Semster3	Semster4
TEI_1	1. Microteaching 2. Bridge Lesson 3. Stray Lesson	1. Block Teaching	1. School Internship 2. Viva 3. Annual Test Lesson	1. School Internship activities
TEI_2	1. Microteaching 2. Stray Lesson	1. Block Teaching	1. School Internship 2. Viva 3. Annual Test Lesson	1. School Internship activities
TEI_3	1. Micro lesson 2. Bridge Lesson 3. Stray Lesson	1. Block Teaching	1. School Internship 2. Viva & Portfolio Evaluation	1. Block Teaching 2. Annual Test Lesson
TEI_4	1. Micro lesson 2. Bridge Lesson 3. Stray Lesson	1. Block Teaching	1. School Internship 2. Viva & Portfolio Evaluation	1. Block Teaching 2. Annual Test Lesson
TEI_5	1. Microteaching	1. Block Teaching	1. School Internship	1. School Internship 2. Annual Lesson

TEI_6	Microteaching	1. Block Teaching	School Internship	3. Viva
TEI_7	1. Microteaching 2. Bridge Lesson	1. Block Teaching	1. School Internship 2. Viva	1. School Internship 2. Annual lesson 3. Viva
TEI_8	1. Microteaching 2. Bridge Lesson	1. Block Teaching	1. School Internship 2. Viva	1. School Internship 2. Annual Lesson
TEI_9	1. Microteaching	1. Stray Lesson Unit Lesson Plan	1. Block Teaching 2. School Internship 3. Evaluation of SI +Viva Community-related Activity	1. Annual lesson
TEI_10	1. Microteaching 2. Bridge Lesson	1. Stray Lesson Unit Lesson Plan	1. Block Teaching 2. School Internship 3. Evaluation of SI +Viva Community-Related Activity	1. Annual lesson

From the above table 4.1, it was observed that all ten Teacher Education Institutions emphasized Microteaching during the 1st semester of the B.Ed. Programme (Pre-School Internship Phase), which indicates the importance of microteaching in building the foundation of teaching skills among the student-teachers, and most of the teacher education institutions were also focusing on Stray Lessons and Bridge Lessons. Four teacher education institutions organized block teaching in the 2nd semester, two teacher education institutions organized block teaching in both the 2nd and 4th semesters, and two teacher education institutions organized block teaching in the 3rd semester. Most of the school internship was conducted during the 3rd semester in all teacher education institutions, while four teacher education institutions divided school internship between the 3rd and 4th semesters. All teacher education institutions conducted the annual test lesson in the 4th semester, except for two teacher education institutions, which conducted it in the 3rd semester.

Furthermore, Viva was conducted during the 3rd semester by all teacher education institutions except for two teacher education institutions. Overall, the table shows that the structure of the school internship programme in different teacher education institutions was partially similar. All the teacher education institutions sincerely made an effort to conduct the internship, but different institutions were assigned tasks in different semesters.

4.1.2 Microteaching

Thebelow table represents the microteaching practices adopted by ten teacher education institutions. The table includes details such as the duration of the microteaching programme, the time of teaching the lesson, the number of lessons, the number of skills taught, the name of the teaching skills, assessment of student-teachers by whom, observation, feedback provided by whom, and the number of student-teachers in each group.

Table 4.2 Microteaching

Sr. No.	TEIs	Duration	Time of teaching	No. of Lessons	No.of Skills	Name of Skills	Assessment by whom?	Observation and Feedback is given by?	Organized in School/ Teacher Education Institution	No. of student-teachers in one group
1	TEI_1	One month	7 min	(4+4) =8	8	I, Q, E, BBW, P, A.V. aid,IWE, SV	Supervisor	Supervisor + Student Teacher	TEI	10
2	TEI_2	One month	5 min	(5+5) =10	8	I, Q, E, BBW, P, A.V. aid, IWE, SV	Supervisor	Supervisor + Student Teacher	TEI	8-10

3	TEI_3	12 days	7 min	(5+5) =10	6	I, Q, R, IWE, BBW, E	Supervisor	Supervisor + Student Teacher	TEI	10-11
4	TEI_4	One month	6-7min	(3+3) =6	6	I, Q, R, IWE, BBW, SV	Supervisor	Supervisor + Student Teacher	TEI	10-12
5	TEI_5	15-20 days	5-7min	(3+3)=6	6	I, Q, IWE, R, SV, BBW	Supervisor	Supervisor + Student Teacher	TEI	8-10
6	TEI_6	One month	5-7min	(3+3)=6	6	I, Q, R, BBW, IWE, SV	Supervisor	Supervisor + Student Teacher	TEI	7-8
7	TEI_7	One month	5-7 min	(4+4)=8	4	I, Q, BBW, E	Supervisor	Supervisor + Student Teacher	TEI	8-9
8	TEI_8	Seven days	6-7 min	(2+2)=4	4	I,Q, BBW,E	Supervisor	Supervisor + Student Teacher	TEI	6-7
9	TEI_9	15 days	5-7 min	(3+3) = 6	6	I, Q, R, IWE, BWW, SV	Supervisor	Supervisor + Student Teacher	TEI	20
10	TEI_10	15 days	5-7 min	(3+3) = 6	6	I, Q, R, IWE, BWW, SV	Supervisor	Supervisor + Student Teacher	TEI	7-8

From the above table 4.2, it is evident that the duration of microteaching varied across TEIs, ranging from one week to one month. However, the time for teaching lessons by student-teachers was consistent across TEIs, ranging from 5-7 minutes. The number of lessons were prepared by student-teachers varied from four to ten across TEIs.The number of student-teachers in the microteaching group ranged from 6-7 to 10-12 across TEIs.

All TEIs emphasized teaching skills such as the skill of introduction, the skill of questioning, the skill of reinforcement, the skill of illustrating with examples, the skill of blackboard work, and the skill of stimulus variation.

Moreover, two TEIs also focused on the skills of probing and the use of audio-visual aids. The table also reveals that the assessment of student-teachers during microteaching was carried outby supervisors in all TEIs. Furthermore, supervisors and student-teachers observed and provided feedback to the student-teachers during microteaching.

All the teacher education institutions provided skill orientation to the student-teachersrelated to Introduction, Questioning, and Blackboard Work skills. Additionally, seven teacher education institutions provided orientation related to the skills of Reinforcement, Illustration with Example, and Stimulus Variation. Moreover, two teacher education institutions also provided orientation related to Probing and Audio-Visual Aids skills.It was revealed that two TEIs emphasized preparing ICT-based lesson plans, and the other two TEIs focused on preparing teaching-learning material and multiple-choice questions for methods I and II.

4.1.3 Bridge Lessons

The following table shows in which semester TEIs organized bridge lessons, the duration of bridge lessons, the number of lessons, assessment of student-teachers by whom, observation, feedback provided by whom, and the number of student-teachers in one group.

Table 4.3 Bridge Lessons

Sr. No.	TEIs	Which Semester TEIs organized?	Duration	Time of teaching	No. of Lesson	Assessment by whom?	Observation and Feedback is given by?	School / Teacher Education Institution	No. of Student-teachers in one group
1	TEI_1	1	1 day	35 min	1	Supervisor	Supervisor + Student-teachers	TEI	10
2	TEI_2								
3	TEI_3	1	4 days	12-15 min	4	Supervisor	Supervisor+ Student-teachers	TEI	10-12
4	TEI_4	1	4 days	12-15 min	4	Supervisor	Supervisor+ Student-teachers	TEI	10-12
5	TEI_5								
6	TEI_6								
7	TEI_7	1	2 days	30-35 min	2	Supervisor	Supervisor+ Student-teachers	TEI	8-9
8	TEI_8	1	2 days	15 min	2	Supervisor	Supervisor+ Student-teachers	TEI	6-7
9	TEI_9								
10	TEI_10	1	1 week	15min	4	Supervisor	Supervisor+ Student-teachers	TEI	7-8

Table 4.3reveals that sixteacher education institutions concentrated on bridge lessons after the microteaching was finished during the 1stsemester of B.Ed. Programme, except for three teacher education institutions.The duration of the bridge lessons varied from one day to one week.The number of Student-teachers varied from 6-7 to 10-12 in one group of bridge lessons.The timings for teaching lessons varied from 12 minutes to 35 minutes. The number of lessons also varied from 2 to 4. During the Bridge lessons, student-teachers had to prepare the lesson plansbyintegrating all teaching skills and implementing them in teacher education institutions.The supervisor assessed the student-teachers during bridge lessons in seven Teacher Education Institutions. Supervisors and Student-teachers observed and gave feedback to the student-teachers during the bridge lessons in six Teacher Education Institutions.

4.1.4 Stray Lessons

The table reveals in which semester TEIs organized stray lessons, duration of stray lessons, number of lessons, assessment of student-teachers by whom, observation and feedback provided by whom, and number of student-teachers in one group.

Table 4.4 Stray Lessons

Sr. No.	TEIs	In which Semester organized?	Duration	Time of teaching	No. of Lesson	Assessment by whom?	School/ TEI	Observation and Feedback is given by?	School Selection by whom?	No. of students in one group
1	TEI_1	1	10 days	35 min	5+5=10	supervisor	School	supervisor	Principal	10-15
2	TEI_2	1	10 days	35min	5+5=10	supervisor	School	supervisor	Principal	20
3	TEI_3	1	12 days	35 min	3+2=5	Supervisor	School	Supervisor	Principal	10-12
4	TEI_4	1	5 days	35 min	3+2=5	Supervisor	School	Supervisor	Principal	13-14
5	TEI_5									
6	TEI_6									
7	TEI_7									
8	TEI_8									
9	TEI_9	2	1 week	35 min	(3+2)=5	Supervisor	school	Supervisor	Principal	25-30
10	TEI_10	2	1 week	35 min	(3+2) =5	Supervisor	school	Supervisor	Principal	10

From the above table 4.4, it can be observed that six teacher education institutions concentrated on stray lessons after the microteaching and bridge lessons were finished during the 1st semester and 2nd semester of B.Ed. Programme. The principals of teacher education institutions allotted schools to the student-teachers. The number of student-teachers varied from 10 to 25-30 in groups of stray lessons. The time for teaching lessons was 35 minutes for all the student-teachers. The number of lessons was also varied from 5 to 10. During the Stray lessons, student-teachers had to prepare the lesson plans by integrating all the teaching skills and implementing the lesson plansin schools. The supervisor assessed the student-teachers during the stray lessons. Supervisors and Student-teachers observed and gave feedback to the student-teachers during the stray lessons.

4.1.5 Block Teaching

The below table provides information about the duration of Block Teaching, the organization of block teaching, the timing of teaching, the number of lessons, the assessment of student-teachers by whom, observation and feedback provided by whom, the school selection by whom, and the number of students in one group for ten Teacher Education Institutions (TEIs).

Table 4.5 Block Teaching

Sr. No.	TEIs	Duration	Semester	Time of teaching	No. of Lesson	Assessment by whom?	Organized in School/ TEI	Observation and Feedback is given by?	School Selection by whom	No. of students in one group
1	TEI_1	10 days	2	35 min	(5+5)=10	Supervisor	School	Supervisor	Principal of TEI	10
2	TEI_2	10 days	2	35 min	(5+5)=10	Supervisor	School	Supervisor	Principal of TEI	20
3	TEI_3	12 days	2 & 4	35 min	(5+5)=10	Supervisor	School	Supervisor	Principal of TEI	10-12
4	TEI_4	11-12 days	2 & 4	35 min	(5+5)=10	Supervisor	School	Supervisor	Principal of TEI	13-14
5	TEI_5	10 days	2	35 min	(5+5)=10	Supervisor	School	Supervisor	Principal of TEI	8-10
6	TEI_6	10 days	2	35 min	(5+5)=10	Supervisor	School	Supervisor	Principal of TEI	7-8
7	TEI_7	8-9 days	2	35 min	(4+4)= 8	Supervisor	School	Supervisor	Principal of TEI	7-8
8	TEI_8	1 week	2	35 min	(4+4) = 8	Supervisor	School	Supervisor	Principal of TEI	15-20
9	TEI_9	1 week	3	35 min	(5+5)=10	supervisor	School	supervisor	Principal of TEI	25-30
10	TEI_10	1 week	3	35 min	(5+5)=10	supervisor	School	supervisor	Principal of TEI	10-12

The above table 4.5 indicates that six teacher education institutions organized block teaching for student-teachers in the 2nd semester of the B.Ed. Programme, while the other two institutions conducted block teaching in the 2nd and 4th semesters. The remaining two institutions organized block teaching in the 3rd semester only. The duration of block teaching varied from 7 to 12 days, with a standardized teaching time of 35 minutes for all institutions. Student-teachers prepared 8-10 lesson plans during block teaching and implemented the lesson plan by integrating all the teaching skills in the classroom. The number of student-teachers in a group ranged from 6-7 to 15-20. Student-teachers prepared one Unit plan during the block teaching in all the teacher education institutions. The supervisors visited schools daily during block teaching, and the head or principal of the teacher education institution selected the school for block teaching. The assessment of the student-teachers was conducted solely by the supervisors, who also observed and provided feedback during block teaching.

4.1.6Activities Performed by Student-teachers during the Block Teaching

4.6 Activities Performed by Student-teachers during the Block Teaching

Sr. No.	TEIs	Activities
1	TEI_1	1. Blue Print
2	TEI_2	1. Blue Print
3	TEI_3	1. Bulletin Board 2. Assembly Programme 3. Cultural Programme 4. Co-curricular Activities
4	TEI_4	1. Bulletin Board 2. Assembly Programme 3. Cultural Programme 4. Co-curricular Activities
5	TEI_5	1. Observation 2. Blue Print
6	TEI_6	1. Observation 2. Blue Print
7	TEI_7	-----
8	TEI_8	------
9	TEI_9	1. Peer Observation 2. Diagnostic Test and Remedial Teaching 3. Organized Prayer 4. Bulletin Board 5. Organized CCA 6. Psychology Test
10	TEI_10	1. Peer Observation 2. Diagnostic Test and Remedial Teaching 3. Organized Prayer 4. Bulletin Board 5. Organized CCA 6. Psychology Test

Table 4.6 represents a list of activities undertaken by student-teachers from different Teacher Education Institutions (TEIs) during block teaching. All student-teachers from six teacher education institutions prepared a Blueprint during their block teaching period. Out of the ten teacher education institutions, Four TEIs assigned student-teachers to observeschool teachers in the classroom. Furthermore, the four teacher education institutions assigned student-teachers the task of organizing assembly programme, co-curricular activities, and preparing bulletin boards. From these four TEIs, two teacher education institutions also assigned additional activities to student-teachers to organize cultural programs, while the other two institutions assigned student-teachers the task of implementing psychology tests, preparing diagnostic tests, and conducting remedial teaching. Overall, this indicates that different teacher education institutions assigned different activities to the student-teachers during Block Teaching.

4.1.7 School Internship

This table indicates the duration of the school internship, time of teaching, number of lessons, assessment of student-teachers, and schoolselection by whom.

4.7 School Internship

Sr. No.	TEIs	Conducted in which semester?	Duration	Time of teaching	No. of Lesson	Assessment by whom?	School Selection by whom
1	TEI_1	3	14 weeks	35 min	5	Supervisor	Government(DEO)
2	TEI_2	3	14 weeks	35 min	5	Supervisor	Government(DEO)
3	TEI_3	3	13 weeks	35 min	10	Supervisor + Mentor	Student teacher
4	TEI_4	3	12 weeks	35 min	10	Supervisor + Mentor	Student teacher
5	TEI_5	3 & 4	15 weeks	35 min	76	Supervisor + Mentor	Student teacher
6	TEI_6	3 & 4	15 weeks	35 min	76	Supervisor + Mentor	Student teacher
7	TEI_7	3 & 4	16 weeks	35 min	60	Supervisor + Mentor	Student teacher
8	TEI_8	3 & 4	16 weeks	35 min	60	Supervisor + Mentor	Student teacher
9	TEI_9	3	14 weeks	35 min	5	Supervisor + Mentor	Student-teachers
10	TEI_10	3	12 weeks	35 min	5	Supervisor + Mentor	Student-teachers

From the above table 4.7, it can be observed that the duration of the internship varied among the ten teacher education institutions during the school internship programme, ranging from twelve weeks to sixteen weeks. Student-teachers selected the schools for the internship programme in eight teacher education institutions. However, the government allotted schools to the student-teachers in two institutions. The number of lesson plans wereprepared by student-teachers during the internship also varied across the institutions, with four institutions assigned five lesson plans, two institutions assigned ten lesson plans, and two institutions assigned 60 and 76 lesson plans, respectively, with a standardized teaching time of 30-35 minutes as per the school classes time. Supervisors and mentors assessed the student-teachers in six teacher education institutions. The table indicates variations in the internship programme among the teacher education institutions regarding duration, the number of lesson plans, assessment procedure, and school selection process.

4.1.8Activities Performed by Student-teachers during the SIP

This table indicates the activities assigned by different teacher education institutions to student-teachersin four different semesters.

4.8 Activities performed by Student-teachers during the School Internship Programme

Sr. No.	TEIs	SEM-I	SEM-II	SEM-III	SEM-IV
1	TEI_1	1. ICT based lesson	1. Blue Print-1	1. Action Research 2. Blue Print-2 3. TLM 4. Psychology Test 5. Workshop /Seminar Sponsored 6. Unplanned lesson 7. Observation of School Teachers 8. Viva	1. Social Activities 2. Case study or Data Analysis
2	TEI_2	1. ICT based lesson	1. Blue Print-1	1. Action Research 2. Blue Print-2 3. TLM 4. Psychology Test 5. Workshop /Seminar Sponsored 6. Unplanned Lesson	1. Social Activities 2. Case study or Data Analysis

		7. Observation of School Teachers 8. Viva	
3	**TEL_3**	1. Maintenance of Log Book*(1) 2. Maintenance of CCE of 5 Students*(1) 3. Preparation of School Calendar* (1) 4. Conducting Formative Assessment Related to CPS 5* (1) 5. Conducting Formative Related to CPS 6* (1) 6. Bulletin Board* (1) 7. Assembly Programme*(2) 8. Cultural Programme*(1) 9. Co-curricular Activities* (1) 10. Reflective Diary (1) 11. Observation of a Teacher (preferably subject-relatedteacher) (1) (Assignment to be submitted in the form of a Report) 12. Preparation of School Report (1) 13. Interview of a management authority/ Principal/ Supervisor/ Senior teacher (Assignment to be submitted in the form of a Report) (1)	1. Case Study 2. Action Research 3. Psychological Test

4	**TEI_4**	1. Maintenance of Log Book*(1) 2. Maintenance of CCE of 5 Students*(1) 3. Preparation of School Calendar* (1) 4. Conducting Formative Assessment Related to CPS 5* (1) 5. Conducting Formative Related to CPS 6* (1) 6. Bulletin Board* (1) 7. Assembly Programme*(2) 8. Cultural Programme*(1) 9. Co-curricular Activities* (1) 10. Reflective Diary (1) 11. Observation of a Teacher (preferably subject-related teacher) (1) (Assignment to be submitted in the form of a Report) 12. Preparation of School Report (1) 13. Interview of a management authority/ Principal/ Supervisor/ Senior teacher (Assignment to be submitted in the form of a Report) (1)		1. Case Study 2. Action Research 3. Psychological Test
5	**TEI_5**	1. Observation of Lesson	1. Logbook 2. Filling Form	1. Log Book 2. Lesson Observation

No.	Code			
		1. Blue Print	3. Cultural Programme 4. Lesson Observation 5. Essay book, Map, Practical work 6. Project 7. TLM	3. Social Service 4. Viva
6	**TEI_6**	1. Observation of Lesson 2. Blue Print	1. Logbook 2. Filling Form 3. Cultural Programme 4. Lesson Observation 5. Essay book, Map, Practical work 6. Project 7. TLM	1. Log Book 2. Lesson Observation 3. Social Service 4. Viva
7	**TEI_7**		1. Observation 2. Organize CCA (Exhibition, Seminar, Discussion, Field trip, Quiz, Science fair) 3. FA (Organize, Implement, Evaluation, Keep Record, Talk about marks with students. 4. Organize CCA (Yoga, Sports games, Horticultural work, School Cleaning, Prayer, Cultural Programme, guidance	1. Observation 2. Diagnostic test or Remedial Teaching 3. New Initiative 4. School Time-table + Formulation of annual planning

		and Consultation) 5. Action Research 6. School Record (Attendance, Result, and Any otheractivity) 7. TLM 8. Reflective Journal	5. School Record 6. Meeting 7. Yoga 8. Club 9. Reflective Journal 10. Maintenance of School Library and Lab
8	TEI_8	1. Observation 2. Organize CCA (Exhibition, Seminar, Discussion, Field trip, Quiz, Science fair) 3. FA (Organize, Implement, Evaluation, Keep Record, Talk about marks with students. 4. Organize CCA (Yoga, Sports games, Horticultural work, School Cleaning, Prayer, Cultural Programme, guidance and Consultation) 5. Action Research 6. School Record (Attendance, Result, and Any other activity) 7. TLM	1. Observation 2. Diagnostic test or Remedial Teaching 3. New Initiative 4. School Time table+Formulation ofannual planning 5. School Record 6. Meeting 7. Yoga 8. Club 9. Reflective Journal

				10. Maintenance of School Library and Lab	
				8. Reflective Journal	
9	TEI_9	1. Prepare MCQ 2. TLM	1. Blue print 2. Observation	1. Block Teaching (Peer Observation, Diagnostic Test, Prayer, Bulletin Board, CCA) Psychology Test 2. SI (Case Study, Action research, Teacher Observation, Community-related activity, school report, log book, Annual function, lesson (5), school calendar reflection, Stray Lesson, Administrative Sheet)	1. Application letter for teaching post and direct interview 2. Internal Viva 3. External Viva
10	TEI_10	1. Prepare MCQ 2. TLM	1. Blueprint 2. Observation	1. Block Teaching (Peer Observation, Diagnostic Test, Prayer,Bulletin Board, CCA,Psychology Test 2. SI (Case Study, Action research, Teacher Observation, Community-related activity, school report, log book, Annual function, lesson (5), school calendar reflection, Stray Lesson, Administrative Sheet)	1. Application letter for teaching post and directinterview 2. Internal Viva 3. External Viva

From the above table 4.8, it can be observed that eight teacher education institutions assigned tasks to the student-teachers to perform action research and observe classes of school teachers. Six teacher education institutions assigned the tasks to the student-teachers to prepare teaching-learning materials (TLM), maintain a log book, prepare a blueprint, the school calendar, and school records, engage in social activities, and conduct case studies.Two teacher education institutions assigned the tasks to the student-teachers to participate in workshops, organize assembly programme, interview management authorities, conduct diagnostic tests and remedial teaching, conduct meetings, yoga sessions, and club activities, maintain the school library and laboratory, prepare bulletin boards, project work, and administrative work. Overall, teacher education institutionsassigned many tasks to student-teachers. Four teacher education institutions assigned the student-teachers to conduct psychology tests, Continuous and Comprehensive Evaluation (CCE) of students, organize a cultural programme and Co-Curricular Activities (CCA), maintain reflective diaries, and prepare school records and new initiatives.

4.1.9 Distribution of marks Semesterwise

This table shows the marks distribution of ten different Teacher Education Institutes (TEIs) across four semesters. Each teacher education institution assigned a different weightage to each semester for the school internship programme.

4.9 Distribution of marks Semesterwise

Sr. No.	TEIs	Semester 1	Semester 2	Semester 3	Semester 4	Total
1	TEI_1	75	70	425	50	620
2	TEI_2	75	70	425	50	620
3	TEI_3	150	100	750	350	1350
4	TEI_4	150	100	750	350	1350
5	TEI_5	30	10	100	150	290
6	TEI_6	30	10	100	150	290
7	TEI_7	20	40	170	230	460
8	TEI_8	20	40	170	230	460
9	TEI_9	175	100	625	50	950
10	TEI_10	175	100	625	50	950

Table 4.9 reveals that two teacher education institutions assigned the highest weightage to the school internship program, indicating that, for teacher education institutions 3 and 4, the school internship is considered more important in developing the teaching skills of student-teachers.

Moreover, six teacher education institutions emphasizedthe overall school internship programme more than the other four.

4.1.10 Distribution of marks based on the School Internship Activities

This table indicates the distribution of marks to different activities by different teacher education institutions.

4.10 Distribution of marks Based on School Internship Activities

Sr. No.	TEIs	Pre-School Internship Activities (Microteaching + Bridge lesson + Stray Lesson + Block Teaching)	School Internship Activities	Post school Internship activities		Total Marks assigned only to School Internship	Total Marks of B.Ed.	% of School Internship Programme
				Annual Test lesson	Viva			
1	TEI_1	125	345	100	50	620	2000	31%
2	TEI_2	125	345	100	50	620	2000	31%
3	TEI_3	250	950	100	50	1350	3100	43.55%
4	TEI_4	250	950	100	50	1350	3100	43.55%
5	TEI_5	40	195	50	05	290	1440	20.14%
6	TEI_6	40	195	50	05	290	1440	20.14%
7	TEI_7	60	340	60	-----	460	2500	18.40%
8	TEI_8	60	340	60	-----	460	2500	18.40%
9	TEI_9	260	540	50	100	950	1800	52.77%
10	TEI_10	260	540	50	100	950	1800	52.77%

Table 4.10 reveals that each teacher education institution assigned a different weightage for each phase of the school internship programme. Six teacher education institutions assigned a higher weightage to the initial phase, Pre-School-Internship, with a range of 60-80 marks, while other teacher education institutions assigned a lower weightage, with a range of 40-60 marks. Four teacher education institutions assigned more weightage to school internship activities than the other six. There was variation in the weightage assigned to annual test lessons, with four teacher education institutions assigning 100 marks for two lessons, while other six teacher education institutions assigned 50-60 marks. Finally, six teacher education institutions assigned more weightage to school internship viva, ranging from 50 to 100 marks, than the other four. There was a significant variation in the weightage assigned by different TEIs, ranging from 18.40% to 52.77%, to the school internship programme.

4.1.11 Distribution of marks to SIP activities to be assessed by Supervisors and Mentors

The table shows the distribution of marks assigned by the supervisors and mentors for assessing student-teachers from ten different Teacher Education Institutions.

4.11 Distribution of marks to SIP activities to be assessed by Supervisors and Mentors

Sr. No.	TEIs	Supervisors	Mentors	Total
1	TEI_1	520	100	620
2	TEI_2	520	100	620
3	TEI_3	1150	200	1350
4	TEI_4	1150	200	1350
5	TEI_5	155	135	290
6	TEI_6	155	135	290
7	TEI_7	230	230	460
8	TEI_8	230	230	460
9	TEI_9	665	285	950
10	TEI_10	665	285	950

Table 4.11 shows the distribution of marks to SIP activities to be assessed by supervisors and Mentors. Supervisors had more weightage in eight teacher education institutions for assessing the student-teachers than mentors, while in two teacher

education institutions, supervisors and mentors had equal weightage for assessing the student-teachers during the internship.

4.1.12 Assigned marks by different Personnel to School Internship Activities

This table represents the distribution of marks assigned to supervisors and mentors based on the activities which student-teachers had to perform during the school internship programme.

4.12 Activities to which marks were assigned by supervisors and mentors

Sr. No.	TEIs	Marks assigned by Supervisors	Marks assigned by Mentors
1	TEI_1	School Internship Activities	Annual test lesson
2	TEI_2	School Internship Activities	Annual test lesson +Viva
3	TEI_3	School Internship Activities	School Internship Activities + Annual test lesson
4	TEI_4	School Internship Activities	School Internship Activities + Annual test lesson
5	TEI_5	School Internship Activities	School Internship Activities + Annual test lesson
6	TEI_6	School Internship Activities	School Internship Activities + Annual test lesson
7	TEI_7	School Internship Activities	School Internship Activities + Annual test lesson
8	TEI_8	School Internship Activities	School Internship Activities + Annual test lesson
9	TEI_9	School Internship Activities	School Internship Activities + Annual test lesson
10	TEI_10	School Internship Activities	School Internship Activities + Annual test lesson

From the above table 4.12, it can be observed that supervisors and mentors assigned marks both for the school internship activities and annual test lessons performed by the student-teachers in all teacher education institutions during the internship whereas mentors assigned marks only for annual test lessons performed by the student-teachers during the school internship in two teacher education institutions. It can be

said that there was variation in the weightage assigned to the different aspects across different teacher education institutions.

4.1.13 School Internship-related Orientation to the Student-teachers

All student-teachers responded that teacher education institutions provided the orientation related to the school internship. "They covered various aspects, including the duration and objectives of the school internship, the benefits of the internship, internship activities, the required documents for submission to teacher education institutions and their submission deadlines, and the allocation of marks throughout the internship. Additionally, they provided instructions on organizing competitions, preparing different files, maintaining a journal, conducting action research, emphasizing the importance of not declining any assigned tasks within the school, communicating any issues to supervisors, and the practice of writing daily reports and recording experiences. The assessment during the school internship is carried out by supervisors, school principals, and mentors.

4.1.14 Selection of Schools during the School Internship Programme

Table 4.13 Selection of Schools

Sr. No.	Selection of schools for school internship	Number of Student-teachers
1	Student-teachers	407 (79.49%)
2	Teacher Education Institution	63 (12.30%)
3	Government	42 (8.20%)

Out of 512 student-teachers, 407 (79.49%) student-teachers responded that student-teachers themselves selected schools for internship. 63 (12.30%) student-teachers reported that teacher education institutions allotted schools for internship to the student-teachers, and 42 (8.20%) student-teachers mentioned that the government allotted schools to them for internship.

4.1.15 Types of Internship Schools

Table 4.14 Types of Internship Schools

Sr. No.	Types of Schools	Number of Student-teachers
1.	Government Schools	293
2.	Grant-in-aid Schools	74

3.	Government & Private Schools	74
4.	Government & Grant-in-aid schools	37
5.	Grant-in-aid and private schools	21
6.	Government, Grant-in-aid, and Private Schools	13

All the student-teachers had completed the internship in different types of schools. 293 (57.22%) student-teachers had completed their school internship in government schools. Additionally, 74 (14.45%) student-teachers had completed their internship in grant-in-aid schools, while another 74 (14.45%) had completed their internship in government and private schools. Among the respondents, 37 (7.23%) student-teachers reported that they had completed their internship in government and grant-in-aid schools. Moreover, 21 (4.10%) student-teachers had completed their internship in grant-in-aid and private schools. 13 (2.55%) had the unique experience of completing their internship in all three types of schools: government, grant-in-aid, and private schools.

4.1.16 Internship of Student-teachers across various School levels

Table 4.15 Internship of Student-teachers across various School levels

Sr. No.	School Levels	Number of Student-teachers
1.	Secondary and Higher Secondary schools	133
2.	Upper Primary and Secondary schools	114
3.	Upper Primary schools	112
4.	Secondary schools	64
5.	Higher Secondary schools	51
6.	Pre-Primary and Upper Primary schools	38

Among the 512 student-teachers, 133 (25.98%) student-teachers taught in secondary and higher secondary schools. Additionally, 114 (22.27%) student-teachers taught in upper primary and secondary schools, while 112 (21.88%) student-teachers exclusively taught in upper primary schools. Another group of 64 (12.5%) student-teachers taught in secondary schools, and 51 (9.96%) explicitly taught in higher secondary schools. Furthermore, 38 (7.41%) student-teachers had the unique experience of teaching in only pre-primary and upper-primary classes.

4.1.17 School-related Orientation to the Student-teachers

Out of 512 student-teachers, 374 (73.05%) responded that they received the orientation related to schools during the school internship, while 138 (26.95%) did not receive any school information. Among these 374 student-teachers, 236 (63.10%) student-teachers responded that school principals gave orientation related to school to them, 55 (14.70%) student-teachers responded that mentors provided orientation related to the school, 47 (12.57%) student-teachers mentioned that supervisors provided the orientation related to the school, 16 (4.28%) student-teachers reported that non-teaching staff gave information related to the school, whereas 9 (2.41%) student-teachers reported that a neighbor teacher gave information related to school, 7 (1.87%) student-teachers responded that the trustee provided the school information to them, 4 (1.07%) student-teachers reported that fellow students provided school information and they already studied there.

4.1.18 School-related Information to the Student-teachers

During the orientation, various school rules and regulations were explained to student-teachers, covering topics such as school hours, the school timetable, school management rules, school activities, the school's education, the school's environment, school cleanliness, the number of students and classrooms, teaching staff, and the allocation of teachers to specific classes and subjects. Student-teachers were also informed regarding the school's progress, achievements of students and teachers, school regularity, school facilities, and school records, including attendance sheets and income certificate registers. Additionally, details about the school's location, transportation facilities, curriculum, establishment, trustees, policies, historical five-year results, school prayer programme, and the School Management Committee (SMC) were provided. The orientation covered the celebration of various days in school and mentioned the availability of a hostel arrangement for 9th and 12th class students and the school's overall goals.

Furthermore, student-teachers were instructed to adhere to various guidelines, including punctuality, strict discipline within the school, following the syllabus, conducting weekly unit tests and parent meetings, avoiding unnecessary movement during class time, ensuring all classrooms are not empty, wearing a sari, informing the holidays to school principal in advance, do not commit malpractices, actively participating in school activities, assisting with extra duties as needed, and presenting new content daily. Collaboration with teachers during mid-day meals and mid-day

meal rules were oriented. It was stressed that no work should be undertaken without the principal's approval, and time should be utilized for teaching during class hours; regular attendance is mandatory, do not use mobile phones during class. Student-teachers were also made aware of eco and mathematics clubs and ensured students did not leave during recess.

They were also provided orientation for teaching, effectively presenting lessons, and teaching according to the student's age groups. Student-teachers were advised to treat students respectfully, avoid forming friendships with them, engage in cleaning tasks alongside students, and not beat students senselessly. The nature of students, the area where they came from, decent behaviour with students, motivating students, understanding their interests, irregular attendance, and the students' low education levels were emphasized. Administrative aspects, such as awareness of rules like the Right to Education (RTE) guidelines and scholarship application procedures, were also included in the orientation.

One school principal mentioned that,

"The school is on rent, and the impression of the school is a bit down."

One school principal reported that,

"School is more emphasis on teaching rather than other extra-curricular activities."

One school principal oriented that

"School students do not come regularly, and their education level is low."

One school principal oriented that,

"Avoid using TLM and teach with chalk and talk method."

4.1.19 Supervisors visit to Schools during the School Internship

Out of 512 student-teachers, only 119 (23.24%) student-teachers responded that supervisors visited the schools during the school internship, while 393 (76.76%) student-teachers responded that supervisors did not visit the schools during the school internship; among these 119 student-teachers, 59 (49.58%) student-teachers responded that supervisors visited schools monthly during the school internship, 42 (35.29%) student-teachers reported that supervisors came to schools only one time throughout the school internship, 11 (9.24%) student-teachers reported that supervisors came weekly during the school internship, 7 (5.88%) student-teachers reported that supervisors came once in a fortnightly to the schools during the school internship.

4.1.20 Meeting with Supervisors during the Internship

Among 119 student-teachers who responded that supervisors visited a school, 83 (69.75%) student-teachers responded that they had meetings with supervisors during the school internship programme. Meanwhile, 36 (30.25%) student-teachers responded that supervisors just came for attendance.

83 (69.75%) student-teachers discussed various aspects related to school internship work, including the problems encountered by student-teachers during their school internship. Additionally, they covered topics such as how to write submissions, conduct action research, manage classes, provide feedback to student-teachers, and teach students through questioning and discussion, lesson plans, and teaching skills. Supervisors reviewed documents, provided feedback and a timeline for completing tasks, and inquired about the student-teachers' experiences in real classrooms. Student-teachers were asked about the number of classes conducted and the progress of their work, support from school students, learning during the internship, whether school principals assigned classes regularly, if adjustments were made within the school, whether teachers came for observations, and the responses of both students and principals and their regularity during school internship. The discussion also encompassed the school syllabus, school environment, and extracurricular activities and addressed concerns about student behaviour.

4.1.21 Observation of Classes of Student-teachers

Out of 512 student-teachers, only 34 (6.64%) student-teachers responded that supervisors observed the classes of student-teachers during the school internship. Among these 34 respondents, 18 (52.94%) student-teachers stated that supervisors had observed only 2-3 classes, and 16 (47.06%) student-teachers mentioned that supervisors observed 5-6 classes of student-teachers during the school internship. Regarding the duration of these observations, 19 (55.88%) student-teachers responded that supervisors observed classes for 2-3 minutes, 12 (35.29%) student-teachers mentioned that supervisors observed for 5-10 minutes, and 3 (8.82%) student-teachers reported that supervisors observed the student-teachers' classes for 15-20 minutes during the school internship.

Out of 512 student-teachers, 116 (22.66%) student-teachers stated that school principals observed their classes. However, 396 (77.34%) student-teachers responded that school principals did not observe their classes during the internship programme. Among the 116 student-teachers whose classes were observed by school principals,

74 (63.79%) student-teachers reported that school principals observed five classes, 22 (18.97%) student-teachers mentioned that school principals observed only 2-3 classes and 20 (17.24%) student-teachers reported that school principals observed 5-10 classes of student-teachers. Regarding the duration of the observation, 87 (75%) student-teachers stated that school principals observed only for 2-3 minutes, 22 (18.97%) student-teachers mentioned that school principals observed for 5-7 minutes, and another 7 (6.03%) student-teachers reported that school principals observed for 10-12 minutes.

Out of 512 student-teachers, 279 (54.49%) student-teachers reported that mentors observed their classes during the school internship, while 210 (41.02%) student-teachers responded that mentors did not observe their classes. Moreover, 23 (4.49%) student-teachers responded that subject teachers were unavailable at school. Among the 279 student-teachers whose classes were observed by mentors, 126 (45.16%) student-teachers mentioned that mentors observed only 2-3 classes of student-teachers during the school internship, 64 (22.94%) student-teachers reported mentors observed the five classes, 52 (18.64%) student-teachers mentioned that mentors observed 5-10 classes, and only 23 (8.24%) student-teachers reported mentors observed the 10-15 classes, 14 (4.97%) student-teachers stated that mentors observed classes daily during the school internship. Regarding the duration of mentor observation, 172 (61.65%) student-teachers reported that mentors observed classes for 5-10 minutes, 58 (20.79%) student-teachers mentioned that mentors observed classes for 10-15 minutes, 34 (12.19%) student-teachers stated that mentors observed for 2-3 minutes, 15 (5.37%) student-teachers responded that mentors observed the whole classes.

4.1.22 Feedback to the Student-teachers

Among the 34 respondents, all 34 (6.64%) student-teachers responded that supervisors who observed the classes of student-teachers provided feedback to them. Among the 116 respondents, only 43 (37.06%) student-teachers responded that school principals provided feedback to the student-teachers, and from 279 student-teachers responded that mentos who observed the classes, 198 (70.97%) student-teachers responded that mentors provided feedback to the student-teachers during the school internship programme. Student-teachers received the following feedback on teaching.

☐ Strategies to motivate students and rectify mistakes, explain content more effectively, and fostering their interest in the subject.

□ Emphasizing effective lesson planning. Preparing lesson plans according to the student's ability and presenting content.

□ Addressed on maintaining class control, keeping students calm, avoiding friendly behaviour with students, and using appropriate teaching methods.

□ Provided techniques for teaching, such as asking questions and making engaging presentations.

□ The importance of strictness in some situations and guide how to communicate with students, and dealing with students appropriately.

□ Use of teaching skills, such as providing examples while teaching and using explanation skills, skills of introduction, and blackboard work.

□ Use teaching aids and resources to enhance the learning experience and content presentation.

□ Maintain eye contact and ensure all students are engaged.

□ Develop skills and behaviour in the context of job interviews, strategies for government exams such as TET and TAT exams, future planning, and recommended books.

□ Organize the co-curricular activities and perform administrative tasks such as clerical duties and form filling.

□ Prepare internship reports, submission work, functions of school internship, value education, homework strategies, problem-solving techniques, conducting action research and weekly tests, administering psychological tests, and utilizing science labs and equipment.

Among the 34 respondents, all the supervisors provided feedback in both written and oral form to the student-teachers during the school internship, while 31 (72.09%) student-teachers responded that school principals gave them oral feedback and only 12 (27.91%) student-teachers responded that they received oral and written feedback from school principals. Moreover, 157 (73.02%) student-teachers responded that mentors provide feedback in both forms, whereas 58 (26.98%) student-teachers responded that mentors provided feedback to the student-teachers only in oral form.

4.1.23 Examine the Documents of Student-teachers

Out of 512 student-teachers, the majority 189 (36.91%) student-teachers responded that mentors examined the journal, 171 (33.40%) student-teachers responded that supervisors examined the journal, 71 (13.87%) student-teachers responded that school

principals examined the journal, 10 (1.95%) student-teachers responded that mentors and principals examined the journal. However, 25 (4.88%) student-teachers responded that no one examined the journal, and 10 (1.95%) student-teachers responded that they only get signed the journal during the school internship programme.

Out of 512 student-teachers, majority 234 (45.70%) student-teachers responded that the journal was examined after the completion of a school internship programme, 94 (18.36%) student-teachers responded that the journal was examined daily, 86 (16.80%) student-teachers responded that the journal was examined weekly, 51 (9.96%) student-teachers responded that journal was examined bi-weekly, and 12 (2.34%) student-teachers responded that journal was examined within fifteen days.

Out of 512 student-teachers, 166 (32.42%) student-teachers responded that mentors examined the observation book, 135 (26.37%) student-teachers responded that supervisors examined the observation book, 82 (16.02%) student-teachers responded that school principals examined the observation book, 23 (4.49%) student-teachers responded that mentors and principals examined the observation book. However, 48 (9.38%) student-teachers responded that they only get signed, while 43 (8.40%) student-teachers responded that no one examined the observation book during the school internship programme.

Out of 512 student-teachers, 212 (41.41%) student-teachers responded that observation book was examined after the completion of a school internship programme, 89 (17.38%) student-teachers responded that observation book was examined weekly, 62 (12.11%) student-teachers responded that observation book was examined bi-weekly, 28 (5.47%) student-teachers responded that observation book was examined daily, and 30 (5.86%) student-teachers responded that observation book was examined within fifteen days.

Out of 512 student-teachers, 154 (30.08%) student-teachers responded that supervisors examined the reflective dairy, 65 (12.70%) student-teachers responded that mentors examined the reflective dairy, and 42 (8.20%) student-teachers responded that school principals examined the reflective dairy. However, 72 (14.06%) student-teachers responded that no one examined the reflective dairy, while 19 (3.71%) student-teachers responded that they only get signed during the school internship programme.

Out of 512 student-teachers, 190 (37.11%) student-teachers responded that reflective dairy was examined after completion of a school internship programme, 35 (6.84%)

student-teachers responded that reflective diary was examined weekly, 20 (3.91%) student-teachers responded that reflective diary was examined bi-weekly, and 16 (3.13%) student-teachers responded that reflective diary was examined monthly.

4.1.24 Major Observations

The main focus of this section was to study the current practices of the school internship programme. It was observed that all the teacher education institutions emphasized microteaching and block teaching during the Pre-School Internship Programme. Six teacher education institutions conducted school internship for 12-14 weeks in 3rd semester, and four teacher education institutions conducted internship for 15-16 weeks in both 3rd and 4th semesters. Looking at the structure of the school internship, it can be observed that all the teacher education institutions made a sincere effort to implement the school internship.

It is further observed that all the teacher education institutions allotted the schools to the student-teachers during the block teaching, whereas during the school internship, it was noted that 79.49% of the student-teachers selected the schools on their own for internship. This leads to the question of monitoring the student-teachers as they may select the schools nearer to their residence area, so it may become difficult for supervisors to visit and observe the classes of student-teachers.

The present study revealed that 71.68% of student-teachers completed the school internship only in one school, whereas School Internship Framework (2016) mentioned that school internship should be in two types of schools, such as 80% internship should be conducted in government schools and 20% of an internship should be conducted in private schools. It can be observed that there is a lack of exposure to experiences from government and private schools. Although all the teacher education institutions provide training to student-teachers for secondary schools, 39.45% of student-teachers did not get an opportunity to teach in secondary schools. This raises the issue of the appropriateness of experience in secondary education. Student-teachers can face problems in managing secondary school students in the future.

The majority, 76.76% of student-teachers, responded that the supervisors did not visit the schools, while 93.36%, 77.33%, and 45.50% of student-teachers responded that supervisors, school principals, and mentors did not observe the classes of student-teachers. Consequently, they were unaware of their performance in the classroom. Moreover, 93.36%, 91.60%, and 61.32% of student-teachers responded that they did

not receive feedback from supervisors, school principals, and mentors, respectively. It shows that student-teachers did not get an opportunity for learning.

Furthermore, four teacher education institutions allotted less than 30% weightage to the school internship. Additionally, Except for two teacher education institutions, Supervisors had more weightage for assessing the student-teachers than mentors in all the teacher education institutions. At the same time, student-teachers also spent more time in schools with mentors. It shows a lack of observation, feedback, and assessment during internship. This can affect the accuracy of student teacher evaluation.

4.1 Roles of supervisors, school principals, mentors, and student-teachers during the School Internship Programme

4.2.1 Roles of Supervisors during the School Internship

4.2.1.1 School Internship-related Orientation to the Student-teachers

All supervisors responded that they provided orientation to the student-teachers regarding the school internship programme. They provided information regarding the duration of the internship and the activities that student-teachers had to do during the internship period. They also provided instructions such as to arrive at schools on time, participate in all activities, and learn academic and administrative work. They stated general guidelines regarding appropriate dress codes and behaviour and provided instruction to discuss with the mentors and school principals if there were any problems. Six teacher education institutions also provided a school internship diary in which all information related to internship activities was documented.

4.2.1.2 School Internship-related Orientation to the School Principals

Out of 40 supervisors, only 6 (15%) supervisors responded that they provided the orientation related to the school internship to school principals. They provided information related to the objective of the internship, activities that student-teachers had to perform in schools, and the roles of the principal and teachers during the internship.

4.2.1.3 Supervisors visit Schools during the School Internship

During the school internship programme, 29 (72.50%) supervisors responded that they visited the schools, specifically those located near the teacher education institutions. Additionally, it was found that 11 (27.50%) supervisors did not visit the school during the internship programme.

4.2.1.4 Frequency of Supervisors' School visits

During the school internship programme, a research study was conducted to examine supervisors' frequency of schools visitation. Among 29 supervisors who visited the schools, 13 (44.82%) supervisors reported visiting the schools once a week. Additionally, 10 (34.49%) supervisors mentioned visiting the schools once within fifteen days. Furthermore, 6 (20.69%) supervisors mentioned visiting the schools once a month.

4.2.1.5 Meeting with the School Principals during the Internship

In the research study, it was found that during the school internship programme, out of 40 supervisors, a total of 29 (72.50%) supervisors visited the school and had meetings with the school principal. Among them, 13 (44.83%) supervisors reported meeting with the school principal once a week. Additionally, 10 (34.48%) supervisors mentioned meeting with the principal once within 15 days. Furthermore, 6 (20.69%) supervisors reported meeting with the principal monthly.

During these meetings, discussions revolved around various aspects of the school internship work. Specifically, 16 (55.18%) supervisors engaged in discussions on the regularity and progress of student-teachers and their overall performance. Additionally, 10 (34.48%) supervisors focused their discussions on whether student-teachers were carrying out their work correctly, attending classes, and actively participating in other activities. Furthermore, 3 (10.34%) supervisors discussed the performance of the student-teachers and provided support for their school internship work, including teaching them about the functions of a clerk.

4.2.1.6 Meeting with Student-teachers during the Internship

Out of 40 supervisors, 29 (72.50%) supervisors reported that they had conducted meetings with the student-teachers. They discussed various aspects of the student-teachers' submission work and the classes and list of activities they had undertaken within the school environment. During these meetings, the supervisors discussed the experiences of student-teachers within the schools. They inquired about the overall school atmosphere, including whether the teachers were supportive in their roles and whether the students were annoying. Furthermore, Student-teachers asked questions related to their report of internship and submission work to the supervisors.

4.2.1.7 Observation of Student-teachers during the School Internship Programme

During the school internship, a research study examined the classroom observation practices of supervisors. Out of 40 supervisors, 29 (72.50%) supervisors visited the schools. Among these 29 supervisors, 20 (68.97%) supervisors observed the classes of all student-teachers. Conversely, 9 (31.03%) supervisors did not observe the classes of all the student-teachers during the internship. Among the observing supervisors, 7 (35%) reported observing the classes of student-teachers for 5-7 minutes. Additionally, 8 (40%) supervisors mentioned observing the classes for 15 minutes. Moreover, 5 (25%) supervisors reported observing the entire class of the student-teachers. Regarding the number of classes observed, 6 (30%) supervisors observed 2-3 classes of student-teachers, while 14 (70%) supervisors reported observing 5-6 classes during the school internship.

4.2.1.8 Feedback to the Student-teachers

Out of 29 supervisors who observed the classes of school internship, only 20 (68.97%) supervisors provided feedback to the student-teachers, and 9 (31.03%) supervisors did not. Among the 20 supervisors who provided feedback, 10 (50%) reported spending five minutes for feedback daily, while the other 10 (50%) spent one class biweekly. Furthermore, 11 (55%) supervisors delivered the feedback orally, while 9 (45%) supervisors provided feedback to the student-teachers in both written and oral form. The feedback provided by the supervisors encompassed various aspects of teaching. Specifically, 7 (35%) supervisors focused on classroom management, asking questions, and motivating students in their feedback, while 13 (65%) supervisors provided feedback on teaching methods, skills, lesson plans, and the logical sequence of teaching. They also provide feedback regarding organizing activities and preparing school internship reports.

4.2.1.9 Examine the Documents of Student-teachers

It was found that all supervisors actively examined various documents, including journals, observation books, and reflective diaries, when they visited the school. Among the 40 supervisors, the majority of 24 (60%) supervisors examined the documents after completing the school internship, and 9 (22.50%) supervisors examined these documents weekly. Additionally, 7 supervisors (17.50%) mentioned that they examined the documents within 15 days.

4.2.1.10 Assessment of Student-teachers

All supervisors responded that they assessed the student-teachers during the school internship programme. Supervisors assessed the student-teachers' lesson plans and implementation of it. Additionally, supervisors assessed the completion of essential activities such as action research, preparation of blueprint and teaching learning material, conducting psychological tests, case study and co-curricular activities, and maintaining observation books. Furthermore, the supervisors assessed the school reports, logbook, report of the cultural programme, their involvement in the assembly programme, school records, formative assessment of school students' records, reflective journal, school calendar reflection, and annual function report, formative assessments of school students' records, reflective diary, reflections on the school calendar, and annual function report.

4.2.2 Roles of School Principals during the School Internship

4.2.2.1 Awareness of School Internship Programme among School Principals

Out of 20 School Principals, 18 (90%) school principals responded that the information regarding the School Internship Programme had been communicated by the teacher education institutions through letters only. All the school principals responded that they had received information regarding the duration of the school internship programme, the number of student-teachers, and the subjects of student-teachers. Furthermore, only 2 (10%) school principals reported details about the duration of the school internship programme, the roles of the schools, including involving student-teachers in administrative work, and activities that student-teachers had to carry out within the schools were conveyed through meetings organized by the teacher education institutions.

4.2.2.2 Visit the Teacher Education Institutions

Out of 20 school principals, 16 (80%) had not visited the teacher education institutions for meetings or orientations related to the school internship programme. However, only 2 (10%) school principals visited for a meeting related to school internship. The other 2 (10%) school principals had reported that they visited the school, as they had been invited for functions hosted by the teacher education institutions. This invitation was also given because of friendship with the supervisors associated with the teacher education institutions.

4.2.2.3 School Principals meeting with Supervisors

During the school internship programme, 12 (60%) school principals said they had conducted meetings with supervisors weekly. They discussed the punctuality and regularity of student-teachers attending school, their effective execution of Co-Curricular Activities (CCA), and the quality of their classroom teaching. Furthermore, they discussed the adequacy of the lessons delivered by the student-teachers in their respective classrooms and the positive and negative points of the student-teachers, while 8 (40%) school principals responded that they had not met with supervisors during the school internship programme.

4.2.2.4 School principals meeting with Student-teachers

All the school principals responded that they conducted meetings with the student-teachers during the school internship programme. Out of 20 school principals, 8 (40%) school principals conducted weekly meetings with the student-teachers. 5 (25%) school principals conducted meetings with student-teachers monthly. Similarly, another group of 4 (20%) school principals conducted meetings once every 15 days, and another 3 (15%) school principals conducted meetings daily with the student-teachers. During these meetings, discussions addressed various aspects of the student-teachers' professional journey, including their teaching methodologies, the specific lessons they had conducted, classroom management strategies, progress on assigned tasks, and participation in school activities.

4.2.2.5 Orientation related to Schools to Student-teachers

Out of 20 School principals, 13 (65%) school principals responded that they provided significant information about their respective schools to the student-teachers. The provided information encompassed different subjects, including the school's historical background, date of establishment of a school, the number of classes and enrolled students, available school facilities, the curriculum, co-curricular activities, the structure of the school timetable, maintenance of the school registers, and administrative work. Conversely, 5 (25%) school principals had conveyed that they provided information as directed by the teacher education institutions, who had instructed the students to acquire specific details from their schools. Additionally, 2 (10%) school principals responded that they were not providing information to the student-teachers. They explained that student-teachers already knew about the school from their earlier studies in the same educational institutions.

4.2.2.6 Student-teachers' Attendance Sheet

Only 9 (45%) school principals responded that they maintained a record of the attendance of student-teachers during the school internship. Conversely, 11 (55%) school principals did not maintain any attendance register for student-teachers during the school internship.

4.2.2.7 Observation of Student-teachers

Out of 20 school principals, only 11 (55%) school principals responded that they were engaged in observing various classes of student-teachers, while 9 (45%) responded that they did not observe the classes of students. Among 11 school principals who observed the classes, 4 (36.36%) school principals participated by observing classes for 2 to 3 minutes. Another 5 (45.46%) school principals observed classes for a more extended period, ranging from 10 to 15 minutes. Further, 2 (18.18%) school principals dedicated their time to observing the entire duration of the student-teachers' classes. In terms of the number of classes observed, 4 (36.36%) school principals observed 5-10 classes of student-teachers during the school internship, while another 4 (36.36%) school principals observed only five classes of student-teachers during the school internship, and 3 (27.27%) school principals observed only 2-3 classes of student-teachers during the school internship.

4.2.2.8 Feedback to Student-teachers

In the context of the school internship programme, among 11 school principals who observed the classes of student-teachers, only 7 (63.64%) school principals responded that they actively engaged in providing feedback to the student-teachers. Another group of 4 (36.36%) responded that they did not provide feedback to the student-teachers. Among these seven school principals, the majority of 5 (71.43%) school principals provided oral feedback to the student-teachers, and 2 (28.57%) school principals provided feedback in both written and oral formats. School principals provided feedback related to classroom management as they said to pay attention to what students do in class, teach in such a way that students are engaged, and overall presentation of teaching. They guided about organizing activities and classroom management, future career prospects, and government exams.

4.2.2.9 Examine the Student-teachers' Documents

During the school internship programme, some 11 (55%) school principals responded that they were actively engaged in the examination of various student-teachers' documents. These documents included journals, observation books, and reflective

diaries. Among these 11 school principals, a majority of 9 (81.82%) principals regularly examined these documents weekly. 2 (18.18%) school principals examined the documents only after completing the school internship programme. However, 9 (45%) school principals did not examine documents of student teacher during the school internship programme.

4.2.2.10 Assessment of the Student-teachers

During the school internship programme, 13 (65%) school principals responded that they actively participated in assessing student-teachers, whereas 7 (35%) school principals responded that they did not assess the student-teachers during the internship programme. School principals assessed the student-teachers' lesson plans and implementation. Additionally, they assessed activities such as conducting psychological tests, action research, and preparing teaching-learning material carried out by student-teachers in schools. Furthermore, the school principals assessed only different types of reports such as school reports, administrative documents, logbooks, reports on review of the school calendar, portfolio of students, and school records such as maintaining the attendance and results of students.

4.2.3 Roles of Mentors during the School Internship

4.2.3.1 Awareness of the School Internship Programme among Mentors

All mentors responded that they had verbally received information about the school internship programme from school principals. The school principals provided details such as the duration of the school internship, the list of student-teachers, and the subjects assigned to those student-teachers to the mentors.

4.2.3.2 Mentors visit the Teacher Education Institutions

All mentors responded that they did not attend any orientation programmes or meetings related to the school internship programme at the teacher education institutions. Out of 40 mentors, only 4 (10%) mentors visited the teacher education institutions not for orientation or meetings related to school internship but for training.

4.2.3.3 Mentors meeting with Supervisors

Out of 40 mentors, 21 (52.50%) mentors responded that they had meetings with the supervisors. On the other hand, 19 (47.50%) mentors responded that they had no meetings with the supervisors during the school internship.

Among the 21 mentors, 11 (52.38%) mentors met once in fifteen days, 4 (19.04%) mentors met once in a week, and 6 (28.57%) mentors met once in a month.

During these meetings, they discussed various aspects related to the student-teachers, including their regularity, the quality of their internship work, their overall performance in the school, and any improvements observed. They also discussed the behaviour of the student-teachers and the challenges they encountered.

4.2.3.4 Facilities to the Student-teachers

All mentors responded that they provided facilities such as a staff room, teaching aids, an ICT room, a library, and a laboratory. They also provided equipment to the student-teachers.

4.2.3.5 Orientation related to Schools to the Student-teachers

Out of 40 mentors, 38 (95%) mentors responded that they provided information related to academic aspects, including the timetable, syllabus, co-curricular activities, teaching methods, and unit tests. They also conveyed information regarding administrative tasks like book distribution, prayer programmes, attendance records, daily registers, general registers, and physical facilities, such as the number of classes, students, teaching staff, and the library. Additionally, 2 (5.00%) mentors responded that they provided the information the student-teachers asked.

4.2.3.6 Observation of Student-teachers

All 40 mentors responded that they observed the classes of student-teachers. However, from these 40 mentors, 4 (10%) reported that they did not observe the classes of student-teachers while engaged in their office work. 2 (5.00%) mentors mentioned that they were occupied with their school tasks during the observation.

Out of 40 mentors who observed the classes, 9 (22.50%) mentors reported that they spent 5-10 minutes observing the classes of student-teachers, while 8 (20%) mentors spent 15-20 minutes the observation. Additionally, 23 (57.50%) mentors stated they dedicated the entire class duration (35 minutes) to observing the student teacher classes.

In terms of the number of classes observed, 23 (57.50%) mentors responded that they observed 15 classes of student-teachers during the school internship, while 9 (22.50%) mentors observed 15-20 classes of student-teachers during the school internship, and 8 (20%) mentors observed classes of student-teachers daily during the school internship.

4.2.3.7 Feedback to the Student-teachers

All mentors responded that they provided feedback to the student-teachers. Out of 40 mentors, 23 (57.50%) mentors reported providing daily feedback to the student-

teachers, while 12 (30%) mentors stated that they provided feedback once a week. 5 (12.5%) mentors mentioned providing feedback twice a week. Regarding the form of feedback, 22 (55%) mentors responded that they provided feedback in both oral and written forms, whereas 18 (45%) mentors communicated feedback orally. They provided feedback on various aspects such as teaching methods and effective techniques to ensure immediate student learning, the skill of teaching, specifically the skill of blackboard and skill of explanation, content, use of smart boards, preparing teaching-learning materials and their utilization, lesson plans, organize co-curricular activities, and classroom management techniques for handling students, time management, and both positive and negative points. The mentors provided guidance related to both academic and administrative aspects. Furthermore, they provided guidance related to types of government exams and preparation of registers.

4.2.3.8 Examine the Documents of Student-teachers

Out of 40 mentors, 16 (40%) responded that they examined the student-teachers' lesson plans, observation books, and reflective diaries. Conversely, 24 (60%) mentors reported that they did not review any documents of the students; instead, they only signed the documents. Among 16 mentors, 9 (56.25%) mentors examined these documents once a week. 5 (31.25%) mentors examined all documents daily, while 2 (12.50%) mentors reviewed the documents four times a week.

4.2.3.9 Assessment of the Student-teachers

Out of 40 mentors, 13 (32.50%) mentors responded that they assessed the student-teachers during the school internship programme. The teacher education institutions provided the assessment format to the school principals. On the other hand, 27 (67.50%) mentors reported that they did not assess the student-teachers; additionally, they reported that only school principals assessed them during the school internship programme. They assessed only reports prepared by the student-teachers during the school internship. They assessed the reports such as school reports, school records such as maintaining attendance and results of students, and administrative documents.

4.2.4 Roles of Student-teachers during the School Internship

4.2.4.1 Observation of School teachers during the School Internship

All student-teachers responded that they observed the classes of school teachers. 296 (57.81%) student-teachers responded that they observed ten classes of school teachers, while 98 (19.14%) student-teachers observed 15 classes of school teachers. Additionally, 70 (13.67%) student-teachers responded that they observed 30 classes of

school teachers, and 48 (9.38%) student-teachers responded that they observed 20 classes of school teachers during their school internship.

4.2.4.2 Analysis of Syllabus and Textbook

The study included 512 student-teachers, of which 315 (61.52%) student-teachers responded that they did not analyze the textbooks and syllabi, while 197 (38.48%) student-teachers analyzed the textbooks and syllabi.

4.2.4.3 Points considered by Student-teachers for Analysis of Textbook

A group of 81 (41.12%) student-teachers responded that they focused on the students' abilities, interests, and intellectual levels. Furthermore, 62 (31.47%) student-teachers analyzed the textbook by considering how to connect students with real-life experiences and assessing the appropriateness of figures, pictures, and content about the standard curriculum. Another group of 37 (18.78%) student-teachers conducted their analysis based on the internal and external characteristics of the textbook. Additionally, 17 (8.63%) student-teachers conducted their analysis with a particular emphasis on determining the amount of content that could be covered within a specific time frame.

4.2.4.4 Meeting with the School Principal

Out of the 512 student-teachers, 427 (83.40%) responded that they had meetings with the school principal, while 85 (16.60%) student-teachers responded that they had no meetings. Among 427 student-teachers, the majority, 144 (33.72%) student-teachers, mentioned that they had meetings with the school principal only when they had to take leave, required signatures, or sought permission for specific activities.

103 (24.12%) student-teachers had monthly meetings with the school principal. 83 (19.43%) student-teachers had a meeting with the school principal once in 15 days. 62 (14.52%) student-teachers had weekly meetings with the school principal. 27 (6.32%) student-teachers responded that they had daily meetings with school principal. Additionally, a small group of 8 (1.89%) student-teachers highlighted, *"The principal visited the school only twice a week."*

4.2.4.5 Topics discussed during the meeting with the School Principal

Among the 427 student-teachers who had meetings with school principals, 144 (33.72%) student-teachers responded that they had meetings only when they had to take leave, required signatures, or sought permission for specific activities. 78 (27.56%) student-teachers focused on extracurricular activities within the school, including prayer sessions, annual functions, festivals, and science fairs. Furthermore,

53 (18.73%) student-teachers discussed curriculum implementation, ensuring course completion, and adhering to lesson plans. 42 (14.84%) Student-teachers also responded that they had the opportunity to discuss their personal experiences and perceptions of the school environment, including the level of cooperation among teachers and students and the overall school climate. A group of 38 (13.43%) student-teachers focused their discussions on student related problems, such as student behaviour, individual student progress, attendance, and the overall teaching experience. Additionally, 17 (6.00%) student-teachers participated in discussions related to administrative aspects, such as class timings, timetable management, progress tracking, and the overall execution of the school internship programme. Furthermore, a subset of 14 (4.95%) student-teachers discussed related to parental meetings. A group of 14 (4.95%) student-teachers discussed school students, including high absenteeism rates, issues related to student discipline, reasons behind students' poor academic performance, and the effectiveness of classroom instruction. Another group of 11 (3.89%) student-teachers discussed methods to make classroom instruction more engaging, effective teaching techniques, students' learning abilities, and additional educational resources. Moreover, 10 (3.53%) student-teachers had discussions related to administrative tasks, including the preparation of reports for Block Resource Centers (BRC) and Cluster Resource Centers (CRC). Lastly, 6 (2.12%) student-teachers discussed the school's mission and vision, the history of the development of the school, and recommendations for improvement. One School principal told two student-teachers,

"You do not do your work; we will sign it; just complete the course."

4.2.4.6 Observation of Fellow Students

All the student-teachers responded that they observed the classes of their fellow students. 278 (54.30%) student-teachers responded that they observed ten classes of fellow students, while 128 (25%) student-teachers responded that they observed 30 classes of fellow students. Moreover, 106 (20.70%) student-teachers observed 20 classes of fellow students during the school internship.

4.2.4.7 Case Study

The study involved 512 student-teachers, with 398 (77.73%) responding that they conducted a case study during their internship. Conversely, 114 (22.27%) student-teachers did not conduct a case study. Among the student-teachers who conducted a case study, 332 (83.42%) responded that they opted to select students based on

various criteria. These criteria included students who excelled in their studies, students who lacked interest in studying, and students who displayed mischievous behaviour in the classroom. Furthermore, the student-teachers also identified children who exhibited feelings of loneliness and sadness for their case study. Additionally, a subset of 36 (9.04%) student-teachers focused their case study on disabled students, highlighting the importance of inclusive education and addressing the unique needs of students with disabilities. Furthermore, 30 (7.54%) student-teachers extended their case study investigations beyond the classroom, selecting different institutions such as the "Shri Mad Bhagwat Gita Meditation Center," "Child Healthcare Hospital," NGOs, and "Women's Home Industries," including Khadi Bhandar home industries.

4.2.4.8 Preparation of the Lesson Plans

All student-teachers responded that they prepared one unit plan for each teaching method during the block teaching phase. Out of the total 512 student-teachers, 340 (66.41%) student-teachers prepared a minimum of fifteen lesson plans throughout their entire school internship programme. Additionally, 172 (33.59%) student-teachers prepared at least sixty lesson plans during their entire school internship programme.

4.2.4.9 Preparation of the Blue Print

The study involved 512 student-teachers, and 480 of them (93.75%) student-teachers responded that they prepared question papers and administered exams to the school students. Only 32 (6.25%) student-teachers responded that they did not prepare question papers or conduct examinations. Among the 480 student-teachers who conducted the exam, 162 (33.75%) followed a prescribed blueprint while preparing the question papers. However, 44 (9.17%) student-teachers followed the blueprint but lacked knowledge regarding its specific components. On the other hand, a majority of 274 (57.08%) student-teachers did not follow the components of the blueprint while making question papers.

4.2.4.10 Preparation of the Assessment Tool

Out of the total number of student-teachers, specifically 512 student-teachers, only 118 (23.05%) student-teachers responded that they took the initiative to prepare assessment tools. These assessment tools were designed for competitions held within the school, including patriotic song competitions, poetry recitation competitions, best out of waste competitions, essay writing competitions, drawing competitions, rakhi-making competitions, and costume competitions. However, the remaining 394

(76.95%) student-teachers did not prepare any assessment tools during their school internship programme.

4.2.4.11 Preparation of the Diagnostic Test

Out of 512 student-teachers, only 157 (30.66%) responded that they prepared the diagnostic test, and the other 355 (69.34%) responded that they did not prepare any diagnostic test during their school internship programme.

4.2.4.12 Conduct Remedial Classes

Among the total of 512 student-teachers, 247 (48.24%) student-teachers responded that they actively engaged in providing remedial teaching to school students. Various reasons were reported for conducting remedial classes, as indicated by the responses of the student-teachers.

Firstly, 80 (32.39%) student-teachers reported providing remedial teaching to address subject-specific doubts. They recognized that some students may have struggled with particular subjects, so these student-teachers offered additional guidance and support to help students overcome their doubts and grasp the concepts more effectively. Secondly, 61 (24.70%) student-teachers identified that school students struggled with basic skills such as reading, writing, and counting. Additionally, 40 (16.19%) student-teachers integrated remedial classes as part of their action research projects. Moreover, 25 (10.12%) student-teachers highlighted that many school students faced difficulties in reading and writing in specific English subjects.

Furthermore, a small subset of 21 (8.5%) student-teachers responded that they participated in the Mission Vidhya initiative, where they specifically conducted remedial classes as part of the broader mission's goals and objectives. Lastly, 20 (8.10%) student-teachers noticed that some school students lacked essential skills, such as subtraction and even knowledge of the alphabet. Majority, 265 (51.76%) student-teachers did not provide remedial classes during their school internship programme.

4.2.4.13 Action research

Out of the total 512 student-teachers, 393 (76.76%) student-teachers responded that they conducted action research. However, among these student-teachers, 165 (41.98%) responded that they were unaware or lacked knowledge about action research. On the other hand, 228 (58.02%) student-teachers conducted action research with a proper understanding of the procedure. Meanwhile, 119 (23.24%) student-teachers did not conduct action research during their school internship programme.

4.2.4.14 Spend time for Completion of Action Research

Out of the total 393 student-teachers who conducted action research, different durations were reported for the completion of action research. Specifically, 180 (45.80%) student-teachers responded that they allocated one week for their action research. Another group of 139 (35.37%) student-teachers dedicated two weeks to their action research. Furthermore, 39 (9.92%) student-teachers extended their action research to twenty-five days. In one class, 35 (8.91%) student-teachers completed their action research.

4.2.4.15 Term paper

Out of the 512 student-teachers, only 44 (8.59%) student-teachers responded that they wrote term papers as part of their school internship programme. However, the majority of student-teachers, a total of 468 (91.41%), responded that they did not undertake the task of writing a term paper during their school internship programme.

4.2.4.16 Topics on which Student-teachers Prepared Term Paper

Out of the 512 student-teachers, 44 student-teachers responded that they wrote term papers focused on various subjects and themes within the educational context. 22 (50%) student-teachers responded that they concentrated their term papers on specific subjects, such as Hindi, Gujarati, English, Science, Mathematics, and Sanskrit. Additionally, 22 (50%) student-teachers explored broader topics related to Gandhian principles and their application in education. These topics included Gandhiji's challenges, cleanliness and Gandhiji, the difference between NCERT and GCERT, unemployment and Gandhian thought, labor and skill-oriented education, challenges to existing education systems, moral value education, drama, and art, as well as rural areas and Gandhiji.

4.2.4.17 Reflective Diary

Out of the total 512 student-teachers, 352 (68.75%) student-teachers responded that they maintained a reflective diary, while 160 (31.25%) student-teachers responded that they did not undertake the task of maintaining reflective diaries during their school internship programme.

Out of 352 student-teachers responded that they had written the following things in a reflective diary:

☐ Daily activities and tasks completed in the school, 180 (51.14%)

- Teaching work experiences, activity planning experiences, and classroom interactions, 91 (25.85%)

- Thoughts and emotions that emerged from their roles as teachers, 19 (5.40%)

- Identifying and rectifying their daily mistakes and finding strategies for improvement, 16 (4.54%)

- Learning during the day, 14 (3.98%)

- Their achievements and areas for growth, reflecting on their performance and outlining ways to enhance their teaching practices, 10 (2.84%)

- Positive and negative incidences, including words of encouragement from fellow students, 10 (2.84%)

- Focused on the lessons taught and the development of skills in their students, 6 (1.70%)

- Their experiences and relationships with the students, 6 (1.70%)

4.2.4.18 Organization of Cultural Programme

Out of the total 512 student-teachers who participated, a majority of 444 (86.72%) student-teachers responded that they actively organized cultural programme in the schools where they completed their internship. However, a smaller proportion of student-teachers, specifically 68 (13.28%) individuals, responded that they did not organize any cultural programme during their school internship programme.

4.2.4.19 Organization of Community-related Activities

Out of the total 512 student-teachers who participated, 373 (72.85%) student-teachers responded that they organized community-related activities during the internship. However, a smaller proportion of student-teachers, specifically 139 (27.15%), responded that they did not organize community-related activities during their school internship programme. Among 373 student-teachers who organized community activities, a diverse range of community activities were organized by student-teachers. 174 (46.65%) student-teachers organized tree plantation activities and 58 (15.55%) organized cleanliness campaigns. 32 (8.58%) student-teachers organized rallies on freedom from addiction, population control, and traffic rules, while 28 (7.50%) student-teachers organized rallies on Save Girls, Save Water, T. B. Free India, customer awareness, fit India Hit India, sex education, and awareness about 108 and 181 numbers. Other 27 (7.24%) Student-teachers organized environment awareness programme, blood donation camps, parent contact activities, debunking superstitions

through science, women's empowerment rallies, and initiatives to address social issues like dowry practices, femicide, and literacy. 16 (4.29%) student-teachers distributed cloth bags, provided food and clothes to poor children, and played games. Additionally, 12 (3.22%) student-teachers took the initiative to organize activities related to literacy campaigns. 10 (2.68%) student-teachers used the medium of drama to convey important messages, focusing on topics like abstaining from alcohol, reducing pollution, and women's nutrition. Furthermore, 9 (2.41%) student-teachers organized health check-up camps and programme to create awareness about contagious diseases. Moreover, 7 (1.88%) student-teachers organized fire safety programmes, polling awareness, and nutritional week.

Out of the 373 student-teachers who organized community activities, varying durations were reported. Among the student-teachers, 169 (45.31%) dedicated one week to organizing community-related activities. Furthermore, 140 (37.53%) student-teachers spent ten days actively involved in organizing community-related activities. A smaller group of 64 (17.16%) student-teachers dedicated fifteen days to organizing community-related activities.

4.2.4.20 Administrative Activities

During their school internship programme, 83 (16.21%) student-teachers responded that they did not even meet the non-teaching staff and had not done any administrative activities. 429 (83.79%) student-teachers said they had done the administrative activities.

☐ 217 (50.58%) student-teachers met the non-teaching staff only as teacher education institutions assigned work, such as collecting information about school documents for submission.

☐ 212 (49.42%) student-teachers filled out online attendance, mid-day meal attendance, and student data online.

☐ Managed various registers, including the general register, income expenditure register, online student registrations, the dead stock register, visitor book, parents' visitor register, and registers related to exams and holidays.

☐ Conducted Hindi exams, examined unit test papers, and managed exam-related paperwork.

☐ Assisted in managing administrative forms, including scholarship, admission, bank, and forms for events like "Khelmaha Kumbh" and board exams.

- ☐ Prepared the school timetable, while others distributed books, bicycles, and TB kits to students.

- ☐ Evaluated the students and prepared the evaluation cards.

- ☐ Arranged the books, prepared the lists, and differentiated books.

- ☐ Prepared leaving Certificates (LCs), students' ID cards, certificates, and fee receipts.

- ☐ Entered online marks and assisted in extracting bonafide certificates.

- ☐ Uploaded online documents, collected exam-related documents and funds, prepared bills for school activities, and even managed salary bills.

- ☐ Involved in sports activities, where they prepared lists of sports students and equipment for the laboratory and lists of exam fees.

- ☐ Additionally, student-teachers primarily observed various school documents, while one student teacher noted that the *"Administration work of the school was managed in another school."*

4.2.4.21 Major Observations

It was found that all supervisors provided orientation to the student-teachers regarding the school internship but not to the school principals and mentors. This was also confirmed by 90% of school principals and all mentors. This leads to the question about the awareness of the school internship among the school principals and mentors. This shows the lack of a comprehensive understanding of their roles. As a result, they may not guide and support the student-teachers during the school internship, which ultimately impacts the overall effectiveness of the school internship programme.

Furthermore, the data reveals that 72.50% of supervisors visited the schools nearer to the TEIs and conducted the meetings, but 40% of supervisors met school principals once within 15 days or monthly. Similarly, 40% of school principals and 47.50% of mentors responded that they did not meet the supervisors during the school internship. This shows a lack of communication between supervisors, school principals, and mentors, which implies that supervisors may not be aware of student-teachers' progress and may not ensure that student-teachers regularly attend schools for internship.

Moreover, the findings highlighted that 50% of supervisors, 45% of school principals, and 15% of mentors did not observe the classes of student-teachers during the school

internship, and those who were observing were doing either 5-6 classes for 10-15 minutes or 2-3 classes for 3-4 minutes. Additionally, 50% of supervisors and 65% of school principals did not provide feedback to student-teachers, and those who did provided feedback only verbally and once or twice a week. This shows that there is a lack of observation and feedback. Hence, supervisors may not be aware of student-teachers' actual progress and development and student-teachers may not have the opportunity to develop teaching skills adequately, which may ultimately affect their professional development.

All the supervisors observed the documents such as journals, observation books, and reflective diaries, but the majority 60% of supervisors examined the documents after the completion of the school internship. However, 45% of school principals and 60% of mentors did not examine the documents of student-teachers during the school internship. It can be interpreted that student-teachers did not receive immediate feedback and guidance, which is crucial for continuous improvement in teaching practice; as a result, they may not get an opportunity to improve their teaching practice.

All supervisors responded that they assessed the student-teachers during school internships, but as per student-teachers' responses, supervisors did not even visit schools and observe student-teachers. This raises the question of how they might have assessed the student-teachers. It can be seen that they assessed based on the submission work of student-teachers, only. Furthermore, the mentor is one of the main pillars of the school internship, and student-teachers spend more time with the mentors, yet 35% of school principals and 67.50% of mentors did not assess the student-teachers. This may be due to a lack of orientation and coordination. These situations can be avoided if orientation is given.

4.2 Experiences of school Principals, mentors, and student-teachers during the School Internship Programme.

4.3.1 Experiences of the School Principals during the School Internship

Some of the school principals shared their experiences during the school internship as follows.

☐ The school principal explained that student-teachers taught in classes with lesson plans and without lesson plans. The student-teachers did not use skills when they taught in classes without lesson plans, and they had no content mastery. Student-teachers could not link the content with daily life. They used the roll-up board

only in the science method, and student-teachers from another method rarely used it. Only some student-teachers knew the concept of action research, while others were doing it just for the sake. It seemed that student-teachers were exploited without stipends. Student-teachers had no idea what to do after B.Ed. Many student-teachers did not take the internship seriously. Many student-teachers were excited and tried to work but often did not know what to do. Student-teachers viewed the two years as unsatisfactory and did not see it as providing time for skill development.

☐ Student-teachers did not use TLM properly and could not provide examples in the classroom. Student-teachers did not have content mastery and could not do blackboard work properly. They did not have a proper idea of reference books. Classroom management also could not be done by them properly.

☐ One of the School Principals responded that he/she did not observe the classes of the student-teachers; just gave the certificate and signed the documents wherever the student-teachers asked to sign.

☐ Student-teachers had no responsibility. Student-teachers were not serious about the result of their work. Student-teachers followed their schedules. Planning was different, and going to class and working in reality was different. The class could never be taught accordingly, no matter how much it planned. It took much planning because each child's grasping power differed. Sometimes, the content was taught more than what was to be taught, and sometimes, the content was not even complete. So, it was not possible to stick to planning. Student-teachers came intending to complete their work. The government gave a salary to a regular teachers, so they realized that the child should not be treated unfairly. If we did not teach the child, then there would be loss. It was not the case with student-teachers. Student-teachers felt that they had completed the work according to their plan, which was important. They did not have any tension about what output they got from it. Student-teachers were assigned the classes but student were not understood the concept properly. Even regular teachers had not classes to teach students and there was no time for revision to the students because the exam had come by then. If student-teachers who scored 80% in B.Ed. was teaching in the class, it often seemed that the student-teachers did not have the content mastery.

- School Principal said that he/she did not permit it if there was proper staff in the school; he/she permitted for internship only when necessary. Permission was given if the staff was not in the school.

- Student-teachers did very well in school. Moreover, the school was getting support.

- Student-teachers were not serious, so there were problems with dress and behaviour, and they often did not know how to talk with children.

- The school teachers were often on leave, and some teachers had BLO (Booth Level Officer) work; some teachers might have gone to training. If student-teachers were in school when a teacher was on maternity leave, the class was managed, and if the students were given new activities, they would benefit.

- One school principal responded that he/she observed classes for 10-15 minutes only if student-teachers taught very well because he/she believed observation of classes was not under their criteria. We often took a round into the lobby to ensure the children did not misbehave.

4.3.2 Experiences of Mentors during the School Internship

Some of the mentors described their experiences during the school internship as follows:

- Many times, students at the school learned that the student-teachers would be leaving shortly, and as a result, they misbehaved.

- Student-teachers worked with good faith and dedication. They treated the school's academic work as their own and gained valuable experience from the teachers.

- While the student-teachers were teaching; the mentors would sit only if the teaching was interesting otherwise, they would only observe for 5-10 minutes.

- Some student-teachers were not sincere during their school internship. They came to school only for certificates. Moreover, some student-teachers lacked confidence even after completing an internship.

- Sometimes, there was a shortage of teachers in the schools, so the teachers and students of the schools benefited when student-teachers came. The teachers also had to observe their lectures, so they sat for observation in the classes of student-teachers only sometimes.

- When student-teachers came to the schools for their internship, their workload was reduced, and the teachers could focus on other administrative tasks.

- There was a lack of content mastery among student-teachers, and they had to assign student-teachers the same syllabus they had already taught.
- There was a lack of seriousness among the student-teachers. They used to teach lessons without proper planning and were expected to complete the work assigned by the school teachers. They often came unprepared for their assignments.
- Only the supervisors from teacher education institutions came to observe and assess the student-teachers during the internship. The mentor mentioned that he/she had written positive feedback because he/she believed the student-teachers would be benefited.
- On mentor responded that while observing the student-teachers, he/she also did his/her work and sat to ensure the children remained disciplined. Professors also visited only occasionally and performed superficial tasks. Some student-teachers had no idea how to prepare lesson plans.
- Student-teachers focused more on areas where they could earn higher marks. Some student-teachers did not go for internship regularly if some schools were not strict. Some student-teachers copied lesson plans from YouTube.

4.3.3 Major Observations

The following observations highlight the experiences of school principals and mentors during the school internship programme. The school principal responded, "*Observation of student-teachers' classes is not our duty.*" The mentor responded, "*We were busy with other administrative work during the observation and ensured that children remained disciplined.*" Furthermore, school principals and mentors responded that student-teachers were not serious; they only came to complete their work and obtain the certificate. They had no concern for the learning outcome of the children. Student-teachers did not have content mastery; even though they did not know how to prepare lesson plans, some student-teachers copied lesson plans from YouTube.

Moreover, Student-teachers did not use any TLM during the teaching; only students who subject was science used the roll-up board and could not link the content with daily life by providing examples, whereas NEP 2020 focused on ICT-based teaching. Additionally, Student-teachers were more focused on marks than learning. This situation may have occurred because of a lack of orientation and teamwork; it may be that school principals may be unaware of the roles and responsibilities or may not be

interested in guiding the student-teachers. It may also be that micro-teaching was not appropriately done during the pre-school internship. Consequently, it obstructs the teaching-learning process.

4.3.4 Experiences of Student-teachers during the School Internship Programme

Student-teachers had both favourable and unfavourable experiences during the school internship programme. They gained experiences with school principals, mentors, supervisors, school students, and parents during the school internship, as described below.

4.3.4.1 Learning During a School Internship

The code and categories generated from the qualitative data and the experiences of student-teachers in the present research work are given below:

Figure 6: Learning during a School Internship Programme

Code		Category
Develop Professional Growth and administrative experiences		
Skill Development		
Develop Classroom management Skill		**Learning during a School Internship**
Develop Organization and Management Skill		
Develop Professionalism and Communication Skills.		
Collaborative Learning		
Improve confidence		
Gradual Development and Adjustment		
Understand roles of Teachers		
Develop content mastery		

Out of 512 student-teachers, 251 (49.02%) student-teachers shared their experiences about their learning during the school internship programme. They expressed the following experiences:

Category	Codes	Data
Learning during a school internship	**Develop Professional Growth and administrative experiences**	School internship provided valuable opportunities to engage in administrative work, such as maintaining the registers, filling out forms, and various government schemes in school. Student-teachers gained educational, administrative, and practical experiences. The experience fulfilled their dream of teaching in the classroom and equipped them with essential skills and classroom management. They also learned about planning and implementing various programs such as cultural programmes and co-curricular activities, conducted parent meetings, maintained online attendance and income-expense registers, and were aware of the salary structure. Overall, the school internship provided a satisfactory experience that combined educational, administrative, and practical aspects and developed professional growth.
	Skill Development	The school internship provided a valuable opportunity for skill development in a real-life environment. Student-teachers developed organization and management skills by organizing educational, social, and cultural activities. Student-teachers developed teaching, communication, and classroom management skills during the school internship. Additionally, they developed dressing sense, observation skills, and various skills such as introduction, the skill of questioning, the skill of probing, the skill of blackboard work, and the skill of reinforcement throughout the 16-week internship.

		This experience helped them enhance their self-development and improve their teaching style. The experience enhanced their professional capacities and contributed to developing teaching pedagogy and overall teaching skills.
	Develop classroom management skill	Student-teachers gained valuable skills of classroom management and learned how to control a class effectively while teaching. This experience gave them a memorable experience of successfully managing a class with many students. They also learned how to deal with the students and engage them in the classroom.
	Develop organization and management Skills	During the internship, student-teachers acquired organization and management skills. They gained valuable experience planning and executing competitions, co-curricular activities, and cultural programs. These activities taught them how to collaborate with teachers and students, encouraged students, and overcame obstacles.
	Developed Professionalism and Communication Skill	During the internship, student-teachers learned how to establish positive relationships and appropriate behaviour with both students and staff as a teacher. This experience provided valuable lessons on professionalism and effective communication. They also gained insights into interacting respectfully and professionally with school principals and teachers.
	Collaborative learning	During the school internship programme, student-teachers worked closely with teachers, principals, fellow students, and school students. Collaborating with student-teachers from other institutions during activities like Karuna Abhiyan and Swachhta Abhiyan expanded their learning and equipped them with the skills to engage students effectively. The

		internship provided insights into students' mental abilities, attitudes, and problems. Additionally, they gained experience in organizing events like sports day and learned innovative methods, such as teaching math through tablets and conducting exams digitally. Throughout the internship, they acquired valuable skills of classroom management, took attendance, planned and monitored activities, and handled school administration. The internship helped them to understand the expectations of students and provided valuable lessons on adaptation. They learned to conduct prayers and parent meetings, prepare the test papers, and examine them. One student teacher responded, *"I learned 'how to become a teacher through different experiences."* Overall, the internship was a rewarding experience that taught them how to become a successful teacher through active participation, observation, and learning from others.
	Improved confidence	During the internship, student-teachers gained the assurance that they could effectively handle any class. One of the best outcomes of this experience was no longer feeling of stage fear and becoming confident. Through lesson planning and teaching, they developed overall confidence. The opportunity to deliver a speech further boosted their confidence. Overall, the internship provided a valuable platform for them to grow and become more confident in their teaching roles.
		During the initial days of the school internship, student-teachers had various thoughts and concerns, such as what the school would be like, what the students would be like, and how the teachers would

		behave. However, as they went to school on the first day, the principal made arrangement seat and introduced them to the staff. They realized that students cooperated well as they started teaching and interacting with them. However, one account teacher initially had trust issues with student-teachers. Account teacher was worried that student-teachers' teaching might negatively affect the students' results. However, as time passed and he saw student-teachers' dedication and commitment, he gained confidence in them.
	Gradual Development and Adjustment	In the beginning, student-teachers were scared and felt the pressure of performing the role of a teacher in the schools. The school students were not initially supportive, and they followed only their teachers, but gradually, they started cooperating with them and gave respect to the student-teachers. Over time, the bonding between the students and student-teachers improved. Before starting the internship, student-teachers had many questions and uncertainties about what the school would be like and whether there would be cooperation. Initially, mentors assigned only proxy classes to them, but gradually, they assigned regular classes. They felt odd and unfamiliar during the initial days of the internship, but gradually, they became more comfortable and integrated with the school community. The colleagues and teachers guided them well and helped them solve problems related to classroom teaching and student discipline. As a result, the teaching became easier, and they received good cooperation from the students. They experienced fear and anxiety during the initial days

of the SIP but gradually enjoyed it. With the support of the teachers and students, they overcame fear and started enjoying the teaching experience.

Initially, student-teachers faced difficulties reaching the school on time and getting the desired class schedules. However, they overcame these obstacles and adjusted to the school routine as time passed. They were nervous during the first week of the internship but gradually gained experience in supervision, activities, exams, teaching work, and dealing with the students.

Overall, the school internship program had its ups and downs. The beginning was difficult, but the experience became more enjoyable and comfortable as time passed. The students and teachers played a significant role in making the internship successful, and they developed a strong bond with students and teachers. The experience of being a teacher during the internship was valuable.

One student teacher said, "*I felt sad when my internship ended because it made me feel like a real teacher. Even though we did not like to leave school on our last day of the internship.*"

One student teacher responded, "*I was afraid when I taught students for the first time. Even when sir sat in the classroom while I was teaching, I forgot my content, but I did not forget anything when I focused on teaching only.*"

During the internship, student-teachers gained a deep understanding of the role of a teacher through observation and interactions with school teachers. Student-teachers could observe and learn how teachers effectively managed classrooms and

	Understand the Roles of Teachers	fulfilled their responsibilities. This experience provided valuable insights into the realities of a government school, including the challenges faced by students and the mindset of teachers. During the initial days of the school internship, student-teachers positively perceived the school environment. However, as time passed, they realized it was only an illusion. The experience taught them that being a teacher and B.Ed. Students were distinct, requiring patience, love, and care when dealing with diverse students. They found it challenging to manage their time effectively, and towards the end of the internship, they wished for more duration to enhance their learning. Student-teachers realized the actual reality of the school setting was different during the School Internship Programme.
	Develop content mastery	Student-teachers gained valuable knowledge and skills during the school internship programme to become subject matter experts. The experience also led to personal growth, enhancing their content knowledge and teaching abilities.

4.3.4.2 Experiences with School Principals

Out of 512 student-teachers, 191 (37.30%) of student-teachers described both favourable and unfavourable experiences with the school principal during the school internship Programme. Among these, 121 (63.35%) student-teachers shared favourable experiences, and 70 (36.65%) shared unfavourable experiences with the school principal. The code and category generated from qualitative data regarding the experiences with school principals are presented below.

Figure 7: Experiences with School Principals

Code		Categories

Supportive School Principal

Involvement in School activities → **Favourable experiences with Schoo Principals**

Provide Orientation related to School

Lack of Principal Support

Isolation of Student-teachers by School teachers

Forcefully work assigned by the School Principal → **Unfavourable experiences with School Principals**

Lack of encouragement and biased behaviour by the School Principal

No Regular Lectures assigned to Student-teachers

Student-teachers described the following experiences:

Category	Codes	Data
Experiences with School Principals	**Supportive School Principal**	Throughout the internship, student-teachers received excellent support and cooperation from the school principal, teachers, and students. The school principal welcomed them politely, introduced them to everyone during the assembly, and made them aware of the rules and regulations of the school. The staff was supportive in administrative work such as filling up the register and organizing co-curricular activities and cultural programme. They also allowed them to work without any interference.
	Involvement in school activities	The teachers and the school principal actively involved student-teachers in each activity that was done in schools during the school internship. The principal, teachers, and students treated the student-teachers equally and considered them in all school-related tasks and programs. They also permitted them to participate in co-curricular activities and provided opportunities to organize events to celebrate Independence Day.
	Provide orientation related to school	On the first day of the internship, the principal introduced the student-teachers to the prayer hall and provided necessary instructions and information about the school. They were also informed about the administrative work and provided a timetable. Even the librarian also guided the student-teachers. Additionally, they informed the student-teachers about various matters such as school programme, competitions, contributions for prizes, and facilities for the project room.

		Unfortunately, in some cases, the school principals did not provide the expected support and cooperation during the internship. There were instances where the principals' behaviour was improper; they scolded student-teachers without any reason and did not believe in them. They were not properly provided timetable and classes and were not interested in organizing co-curricular activities. They gave information only for the work delegated to them, not more than that. The primary school principal showed discouragement and interference in all matters, particularly in co-curricular activities. Permission for organizing activities was delayed, and there were instances where the principals denied permission or stopped ongoing activities. The student-teachers were not adequately supported in implementing five different approach-based lessons. The school principals did not involve them in parent meetings or activities. Student-teachers met with school principals only for a signature. Moreover, the student-teachers got less opportunity to participate in organized co-curricular activities at the school.
	Isolation of student-teachers by school teachers	In a few schools, the student-teachers were isolated and given a separate room, which limited their awareness of what was happening in other areas of the schools. The principals primarily focused on assigning work to the student-teachers and did not involve them in other matters. However, the student-teachers followed the school rules and completed their assigned tasks on time. They did not have the opportunity to sit in the staff room and talk with the other staff members.

	Forcefully work assigned by the school principal	During the SIP, the behaviour of the school principal was unfavourable. They were frequently pressured to follow their instructions. Moreover, the principals were dishonest and made student-teachers work forcefully. The student-teachers were burdened with excessive class responsibilities. In a particular instance during the 4th semester, they were instructed to teach a class even though a teacher was present. While student-teachers argued, they were scolded by teachers.
	Lack of encouragement and biased behaviour by the school principal	The school principals did not encourage the student-teachers to participate in programs or competitions. Instead, they often highlighted mistakes made by student-teachers and boasted about their accomplishments, created an environment where the efforts of others felt insignificant. The behaviour of the school principals towards the school staff was unfavourable. Additionally, the distribution of classes among the teachers was unfair.
	No regular classes assigned to student-teachers	Student-teachers were assigned work on the first day at the schools. However, it was a stressful experience as we were instructed to teach only during the proxy classes. Furthermore, students had to sit idly as they were not provided regular teaching classes.

4.3.4.3 Experiences with Mentors

Out of 512 student-teachers, 243 (47.46%) student-teachers shared both favourable and unfavourable experiences with school mentors during the school internship Programme. Among these, 178 (73.25%) of student-teachers had favourable experiences, and 65 (26.75%) had unfavourable experiences with mentors. The code and category generated from qualitative data regarding the experiences with mentors are presented below.

Figure 8: Experiences with Mentors

They shared the following experiences:

Category	Codes	Data
	Supportive mentor	The school staff, including the principals, mentors, and teachers, were like a supportive family. They provided help, guidance, and assistance in every matter faced by student reachers. Mentors ensured that student-teachers had all the necessary facilities. The staff and mentors helped them plan and organize the co-curricular activities and

Experiences with Mentors		cultural programme, prepare lesson plans, and solve any problems during the internship. School teachers also helped them whenever they needed.
	Cooperative mentor	The school staff, including teachers, students, and the principals, provided excellent cooperation and support throughout the internship. They guided, assisted, and praised student-teachers in various tasks and activities. The teachers were experienced and readily available to help whenever needed. They cooperated with them to learn the organization of the cultural program and co-curricular activities, classroom management, and their teaching work. Teachers made them understand the teaching and administrative work easily. Student-teachers' behaviour was respectful, and they treated them as part of the school family.
	Provide Guidance	The school staff, including teachers and the principals, provided valuable guidance throughout the internship. They guided student-teachers in various aspects of teaching, classroom management, and career opportunities. The teachers shared their experiences, guided them for competitive exams such as TET and TAT, and offered guidance on teaching methodologies and what steps to take for further study. They also guided with administrative work, such as preparing school leaving certificates and entering students' marks online.
	Inappropriate Behaviour of School Teachers	During the school internship programme, there were incidents of inappropriate behaviour and improper treatment by several teachers. Discrimination and a lack of cooperation were observed in teacher-teacher relations. Some

		teachers were involved in administrative work while student-teachers took charge of the classes, and their behaviour was unsatisfactory. One particular teacher constantly made them feel guilty for their mistakes. Few teachers did not even talk with them. Some teachers did not even value their opinions and ignored them. Certain teachers' overall nature and behaviour were inappropriate, leading to a lack of bonding and a negative experience. One student teacher said, *"Once, a teacher insulted me during an ongoing study."*
	Lack of support from mentors	The mentor did not support the student-teachers and was not willing to help. It was a disappointing experience during the cultural program as the teachers did not provide proper support. Some teachers always found the mistakes of student-teachers and were angry with them. Additionally, the staff members did not guide us adequately, possibly due to their lack of time. Student-teachers experienced unpleasant when teachers negatively responded to a signature on a document. Moreover, student-teachers were forced to give expensive gifts and breakfast to school staff, which felt burdensome. Two student-teachers said, *"Mentors came into the classroom, wasted our time, and disturbed us during teaching."*
	Inefficiency of mentors	The efficiency of the mentor was lacking, and at times, mentors would pressure student-teachers and treat them as if they were the actual teachers of the schools and receive a salary. Some teachers in the schools showed a lack of interest in teaching or conducting classes. A particular teacher heavily relied on them and did not perform their job well.

		Teachers did not take regular classes, and overall, there was a lack of proper coordination between teachers and students.

4.3.4.4 Experiences with Schools

72 (14.06%) of student-teachers described both the favourable and unfavourable experiences with the schools during the internship Programme. Among these, 24 (33.33%) student-teachers had favourable experiences, and 48 (66.67%) had unfavourable experiences with the schools. The code and category generated from qualitative data regarding the school are presented below.

Figure 9: Experiences with Schools
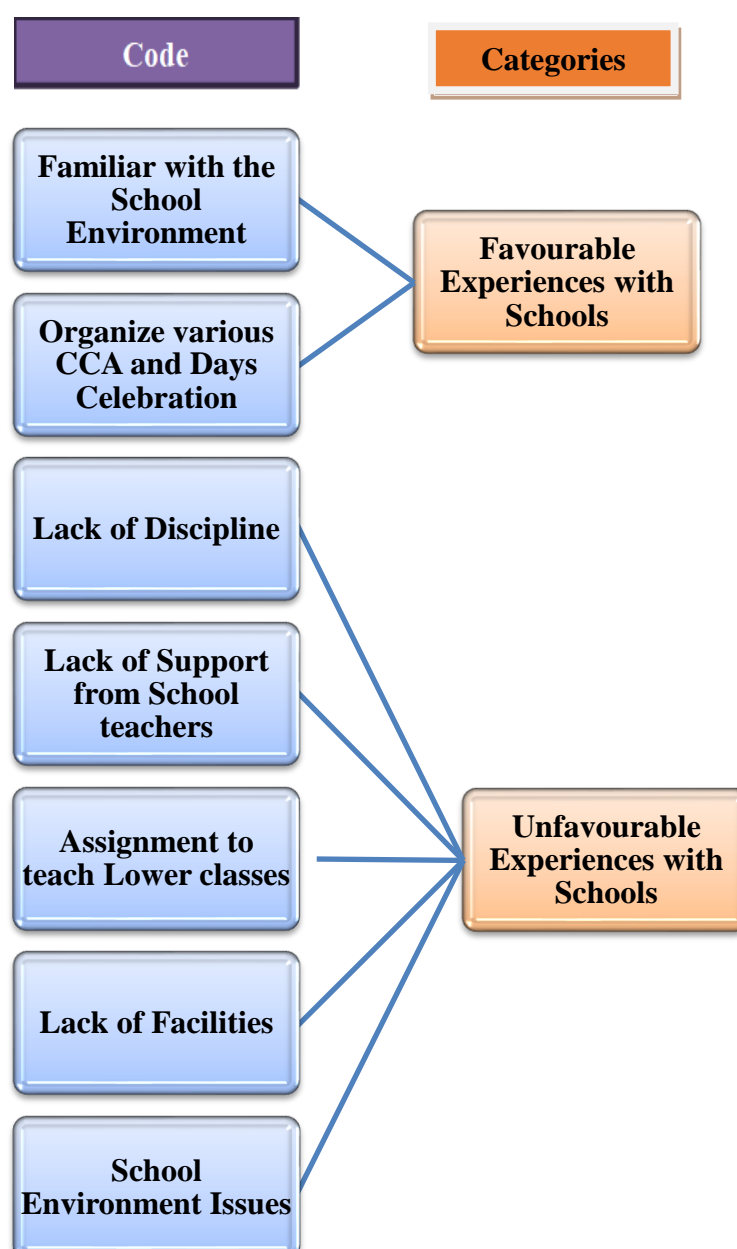
The experiences of student-teachers were described as follows:

Category	Codes	Data
Experiences with school	**Familiar with the school environment**	Few student-teachers got the opportunity to do an internship at the same schools where they once studied. It was a wonderful experience to teach alongside the teachers who had previously taught student-teachers. Although they were familiar with the schools, the staff and students were new to student-teachers. Being allotted the same schools where they had previously worked for 40 days further added to their familiarity.
	Organize various CCA and Days Celebration	The school actively organized and celebrated various events and special days, including Gurupurnima, Shree Umashankar birth celebration, drawing competitions, chart making, dances, essays, Ashadhibij, and Independence Day. Co-curricular activities like drama, dance, sports, math-science fairs, street dramas, rallies, and farewell days were conducted, which were memorable experiences for everyone. Emphasis was given to subjects like English, Math, and Science, and administrative tasks were also carried out. The school promoted a vibrant atmosphere through various extracurricular and academic activities.
	Lack of School Teachers	Due to a shortage of teachers in schools, only four classes were conducted instead of 8 classes. This shortage affected the teaching work and overall functioning of the school. Furthermore, one student teacher reported that "*The school principal was not available in school.*"
	Lack of Discipline	There were unfavourable experiences related to student discipline, as they did not maintain discipline on their own. The behaviour of students

		in the playground was disorganized and undisciplined. The discipline level among the students was low, and strict actions had to be taken to enforce discipline. Overall, the school's discipline standards were not up to the mark.
	Assign to teach lower classes	Student-teachers were assigned to teach lower classes, such as classes 1 and 2, and even sent to pre-primary classes. Instead of teaching classes 6, 7, and 8, they focused on basic reading, writing, and math skills in classes 2, 3, and 4. Additionally, they were given an extra project to teach oral English in classes 1 to 5, which was for a longer duration of one and a half months.
	Lack of Facilities	Few schools lacked basic facilities, including proper seating arrangements and separate rooms for student-teachers. Even the laboratories, library, projectors, playgrounds, and staff rooms were not available in the schools. Due to a lack of facilities, school teachers had to sit in the classroom during recess time, students could not play outdoor games, and student-teachers could not provide a proper learning experience. Some activities were conducted in the temple hall because the school building was dirty, and students often slipped in the monsoon.
	School environment issues	There were restrictions on using certain facilities, such as the computer lab. In primary schools, the practice of declaring questions before exams was assigned to student-teachers, which was perceived as unfavourable and not aligned with their role as future teachers. Additionally, the absence of a proper timetable and lack of support from the schools created challenges. Overall, the school

		environment was described as unorganized. The schools appeared to focus more on syllabus-oriented teaching rather than providing a balanced emphasis on co-curricular activities. Four student-teachers experienced that "*Many times, intoxicated people harassed student-teachers nearby village.*"

4.3.4.5 Experiences with School Students

Out of 512 student-teachers, 288 (56.25%) student-teachers expressed both favourable and unfavourable experiences with school students during the school internship Programme. Among these, 190 (65.97%) student-teachers had favourable experiences, and 98 (34.03%) had unfavourable experiences with school students. The code and category generated from qualitative data regarding experiences with the school students are presented below.

Figure 10: Experiences with School Students

Code		Categories
Cooperative and Enthusiastic Students		
Respected by Students		
Emotional bond with Students		Favourable Experiences with School Students
Students' Interest in Learning		
Strong Emphasis on Discipline		
Low Educational level of Students		
Inappropriate Students' behaviour		
Lack of Student Participation		Unfavourable Experience with School Students
Lack of Student Support		
Lack of Student engagement in the Study		
Impact of Irregularity of Students on Learning		

The following experiences were:

Category	Codes	Data
Experiences with School Students	**Cooperative and Enthusiastic Students**	The students were very cooperative and actively participated in quiz competitions, elocution competitions, and other sports-related activities and cultural programs during the internship. They were respectful, supportive, and enthusiastic, making the teaching experience memorable. The students showed a willingness to learn, actively engaged in the classrooms during the teaching-learning process, and assisted in conducting the co-curricular activities. They also participated in "Khel Mahakumbh." They were very sincere and mature. The students' consistent support and participation greatly enhanced the positive learning environment.
	Respected by Students	The experience with the students was memorable as they treated student-teachers with respect and acknowledged them as real teachers. Student-teachers received love, support, and admiration from the students, which was highly cherished. The students' respect and affection towards them were unforgettable moments, and it inspired them to continue working in the school. The students' gestures, such as calling them "madam" and showing appreciation for their teaching methods, made them feel special.
	Emotional bond with Students	The most memorable experience of the school internship was the strong bond formed with the students. Students cried when student-teachers' internship was over, and even student-teachers felt unhappy. Students wanted them to come to schools forever and take regular classes, and told

		them, "Come back to our schools next year." A few students gave handmade cards to show their love and emotions for student-teachers. This bond allowed for effective teaching, and they were aware of their favourite subjects and hidden skills. The students expressed sadness when the internship ended, and some even requested, "Stay in school and teach." The emotional attachment with the students and their loving and affectionate nature made the experience memorable.
	Students' Interest in Learning	The students were genuinely interested in studying and acquiring knowledge. They actively engaged in classroom activities, asked questions without hesitation, and showed a willingness to learn beyond the prescribed curriculum. Students were calm and followed the instructions to learn something new. It made the experience of teaching them memorable and enjoyable. Despite the notorious behaviour of the students, they were also serious about their studies. They also took an interest in learning new things, which made student-teachers happy to teach innovatively. Their interest in learning made teaching them an enjoyable experience.
	Strong emphasis on discipline	Few schools strongly believed in rules and discipline, which was reflected in the student's punctuality and adherence to regulations. Students were disciplined and kind in nature. Despite the absence of strict rules in a few schools, every student maintained perfect discipline. Few schools were renowned for their commitment to discipline.
		Some students lacked basic reading and writing

	Low Educational Level of Students	skills. So, they required explanations more than three times. The educational level of students in classes 6, 7, and 8 was low, affecting their learning outcomes. A few students in class 9 also struggled with fundamental mathematical operations and could not reading. Remedial measures were taken, such as starting from the basics and providing extra attention to weak students. Despite student-teachers' efforts, some students struggled to achieve satisfactory results.
	Inappropriate students' behaviour	There were instances where students showed a lack of attention and engaged in disruptive behaviour, such as chatting during classes, which showed the importance of teachers. Some students also engaged in conflicts with one another, showing a lack of respect towards their teachers. Students of class 12 did not support, and their behaviour towards female teachers was not appropriate. Students failed to recognize and respect the roles of teachers. The inappropriate behaviour of some students during the school internship was a disappointing and unpleasant experience. Some students were mischievous in nature and showed little interest in studying, causing disturbances. Despite student-teachers' best efforts, a small group of students disrupted the entire class, hindering the teaching-learning process. The students often created noise and disobeyed teachers. Their notorious behaviour and tendency to engage in playful activities posed challenges in maintaining discipline and delivering effective lessons. Sometimes, student-teachers faced difficulties in classroom

		management.
	Lack of Student Participation	Few students were not participating in various activities, both curricular and co-curricular. Some students hesitated, made excuses, or refused to participate in activities. It was an unpleasant experience when student-teachers tried to involve certain students in activities, such as drama performances or school programs, but they refused to participate. This lack of participation created challenges in engaging the students and delivering a comprehensive learning experience. Overall, there was a lack of support and participation from some students, which impacted the outcome of the activities.
	Lack of Student Support	Despite student-teachers' efforts to prepare well, they faced challenges with students who did not provide adequate support. Their disruptive behaviour, lack of cooperation, and disrespect towards teachers sometimes made the experience unfavourable. The behaviour of a few students made the SIP boring and less enjoyable.
	Lack of student engagement in the study	Many students showed disinterest in learning, neglected their homework, and prioritized other activities over their studies. Specifically, 10th class students were not serious about their exams. Even they did not complete their assignments. Lack of focus and dedication among students had resulted in poor academic performance.
	Impact of irregularity of students on learning	Irregular attendance was a common issue among students, particularly those from tribal areas. This affected their learning as they did not attend important lessons and struggled to retain previously taught concepts.

4.3.4.6 Experiences with Supervisors

Out of 512 student-teachers, only 38 (7.42%) student-teachers shared both favourable and unfavourable experiences with supervisors during the school internship Programme. Among these, 27 (71.05%) student-teachers had favourable experiences, and 11 (28.95%) had unfavourable experiences with the supervisors. The code and category generated from qualitative data regarding the experiences with supervisors are presented below.

Figure 11: Experiences with Supervisors
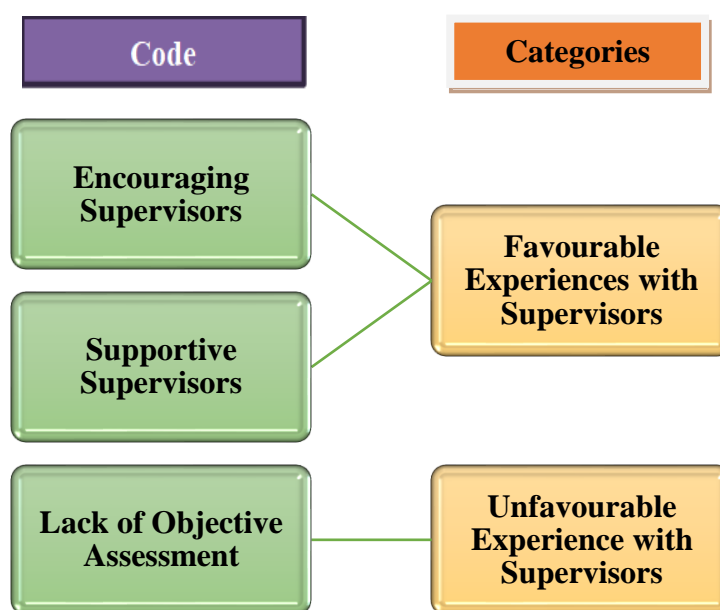
They reported the following experiences:

Category	Codes	Data
Experiences with Supervisor	**Encouraging Supervisors**	Student-teachers had memorable experiences with their supervisors during the internship. They provided valuable guidance and encouragement, frequently visited schools, and were readily available for support and advice.
	Supportive Supervisors	Student-teachers had favourable experiences with their supervisors during the internship. They provided consistent support, periodic visits, and valuable guidance. Their friendly and familial nature made the experiences even more memorable.
	Lack of	During the School Internship Programme, the 3rd

	objective assessment	semester result was declared. In that, the marks distribution was not done as per work done by student-teachers in the school internship programme.

4.3.4.7 Memorable Experiences

Out of 512 student-teachers, 143 (27.93%) student-teachers responded that they had memorable experiences during the school internship Programme. The code and category generated from qualitative data regarding the school internship experiences are presented below:

Figure 12: Memorable Experiences
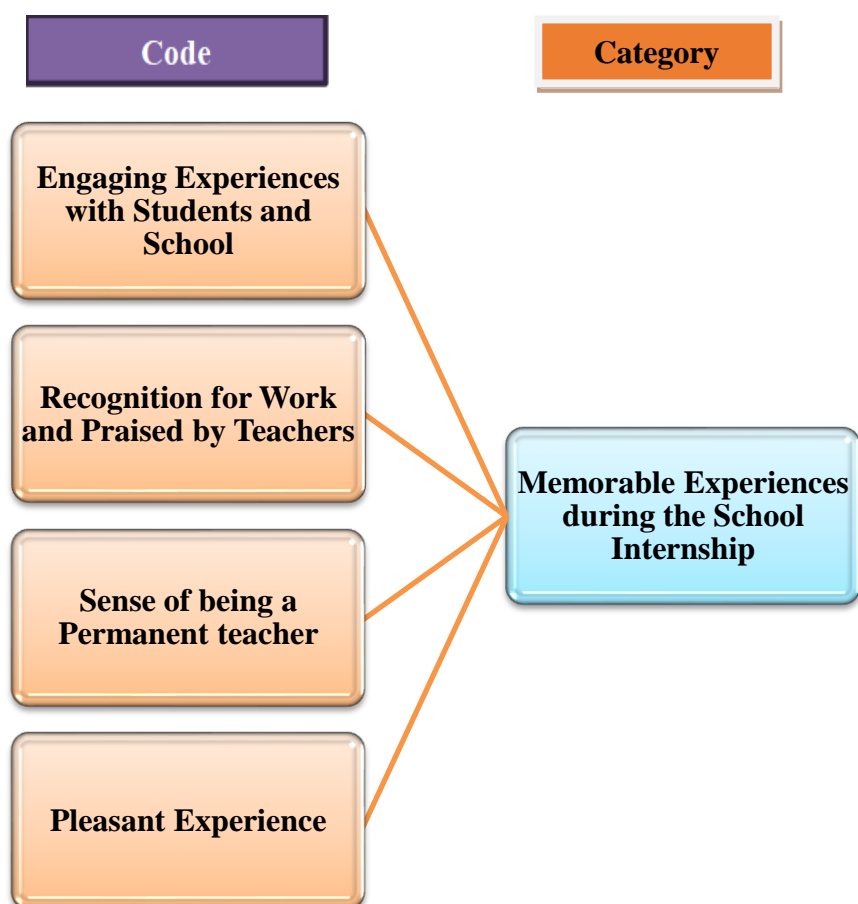
They shared the following experiences during the school internship programme.

Category	Codes	Data
	Engaging Experiences with	During the school internship, student-teachers had numerous memorable experiences with the students, principal, and fellow students. Student-

Memorable Experiences	**students and school**	teachers organized many cultural programs, sports competitions, annual day, cleanliness programme, fire safety programme, and festival celebrations. The students participated with great enthusiasm in dance, drama, singing competitions, quiz competitions, drawing competitions, essay competitions, elocution competitions, rangoli competitions, and science fairs. Student-teachers celebrated kite flying festivals, the birth anniversary of Swami Vivekanand, Teachers' Day, Population Day, Yoga Day, Independence Day, Republic Day, and Tree plantation day with students during the internship. Student-teachers also had the opportunity to mentor and guide the students, which was a rewarding experience. The support and cooperation from the school community made these experiences genuinely memorable.
	Recognition for work and praise by teachers	During the school internship, student-teachers actively participated in various school activities, such as the laboratory inauguration and organization of competitions, and received recognition for their contributions. School teachers praised student-teachers during a staff meeting, fostering their enthusiasm for participating in any task. Students' academic success through the guidance provided by student-teachers and receiving their mark sheets with good marks was a great experience. Moreover, students expressed their desire to stay at the school beyond the internship. Additionally, one student teacher reported that, *"I taught accounts and economics to students when there was a shortage of teachers in*

		these subjects, and the students enjoyed my teaching style."
	Sense of being a permanent teacher	During school internship, student-teachers faced various challenges and handled them as teachers, gaining valuable experience. The students' acknowledgment of student-teachers as "madam" and their treatment as their class teachers made us feel like permanent teachers. The emotional farewell on the last day made student-teachers feel like they were a permanent teacher in the school. Throughout the internship, the sense of being a teacher rather than a student teacher grew stronger.
	Pleasant Experience	During the school internship, student-teachers had a great experience with the students and their fellow students. They received compliments from students for their teaching skills, which was very rewarding. The school environment was pleasant, and the presence of junior colleagues during the block teaching created a positive experience. Although there were some mischievous students, overall, they had a lot of fun there.

4.3.4.8 Experiences related to Teaching

Out of 512 student-teachers, 54 (10.55%) student-teachers expressed their experiences while teaching in the classroom. The code and category generated from qualitative data regarding the teaching experiences during the school internship are presented below.

Figure 14: Experiences related to Teaching

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Category	Codes	Data
Experiences related to teaching	Fear to Confidence & Learning with Fun	Initially, there were fears about teaching students. However, as time progressed, the students became cooperative, and the fear of the stage diminished. There was also difficulty in understanding the nature of students in the early days, and it was a big challenge to make students learn as per their strengths, but they made the students learn with fun.
	Teaching multiple	During the school internship, student-teachers were assigned extra classes and multiple subjects for

	subjects and assigning proxy classes	teaching. It was challenging to manage the classes and adjust to teaching other subjects that were not their specialization. Additionally, student-teachers had to take an additional responsibility in the principal's absence, although the teachers were present. Teachers assigned each proxy class to engage the students.
	Challenges in time management and student engagement	Student-teachers faced challenges with time management and teaching work during the school internship. They were assigned numerous tasks and responsibilities and had limited time for actual teaching. They also faced difficulties in preparing reports, documents, and files. Additionally, some students were more interested in extracurricular activities than their studies. This posed a challenge for student-teachers in actively involving these students in classroom learning.
	challenges in managing the classroom	Student-teachers struggled to manage a classroom with 80-90 notorious students. It was challenging to teach them as student-teachers spent more time managing them. Some students from the class 9th were unable to do basic mathematics operations, so they faced difficulty teaching additional mathematics concepts.
	Time Constraints in Completing Tasks	During the school internship, student-teachers were assigned numerous classes, which resulted in a lack of time to manage their college work effectively. The time allocated for the internship was limited, so they faced difficulties in completing all the required tasks. Additionally, the increased number of proxy periods added to their workload, so they could not focus on school internship work.

4.3.4.9 Experiences with Parents of Students

Out of 512 student-teachers, only 16 (3.13%) student-teachers shared their unfavourable experiences with parents of students, which are the following:

Experiences with Parents of Students	**Unpleasant Interactions with Parents**	The unpleasant experiences occurred with the students' parents, who lacked awareness of the importance of education and behaved poorly. If the school teacher scolded the students, parents came to the school the next day and scolded the teachers. So, student-teachers felt bad for school teachers. Parents often came with complaints and arguments with the teachers.

4.3.4.10 Experiences with Fellow Students

Out of 512 student-teachers, only 15 (2.92%) of student-teachers expressed their unfavourable experiences with fellow students, which are the following:

Experiences with fellow students	**Student-teachers Interactions and Disagreements**	During the internship, a few student-teachers were not communicating with each other, which other fellow students found disappointing. On the result day of the 3rd semester, some student-teachers were engaged in heated arguments due to low marks. Additionally, there was an unfavourable experience with a particular group of student-teachers who did not take regular classes. One student teacher said, *"I disagreed with one student teacher who habitually provided unnecessary advice."*

4.3.4.11 Major Observation

☐ **Favourable Experiences**

Only 49.02% of student-teachers described their learning experiences during the school internship programme. They learned various skills during their school internship. These skills include teaching skills, classroom management skills, organization skills, and communication skills. They also learned administrative work and collaborative learning. They enhanced confidence and developed professional growth and content mastery, understanding of the roles of teachers during the school

internship. Out of 512 student-teachers, 121 (23.63%), 178 (34.76%), and 27 (5.27%) student-teachers shared their favourable experiences with school principals, mentors, and supervisors, respectively, and the remaining students were silent on this. Student-teachers mentioned that they were highly supportive and cooperative, involved us actively in school activities, provided comprehensive orientation about the schools, guided us throughout the school internship, and consistently encouraged the student-teachers.

Out of 512 student-teachers, 190 (37.10%) student-teachers described favourable experiences with school students. They mentioned that the students were cooperative, enthusiastic, respectful to teachers, showed interest in studying, and maintained discipline, and they built an emotional bond with the students. Out of 512 student-teachers, 143 (27.93%) student-teachers expressed memorable experiences in the schools as they were acquainted with the school environment. Schools organized numerous activities in which student-teachers actively participated. Moreover, the school teachers praised student teachers' involvement in school. This made the student-teachers feel like part of the permanent teaching staff.

These positive experiences can help student-teachers to boost their confidence and enthusiasm, increase their motivation, become more competent, develop a positive attitude toward the teaching profession, and enhance their teaching skills. Student-teachers can understand the school culture, develop a sense of belonging, and enhance their commitment to teaching. This can create a conducive environment for learning and impact their overall professional development.

☐ **Unfavourable Experiences**

Out of 512 student-teachers, only 70 (13.67%), 65 (12.69%), and 11 (2.14%) student-teachers expressed their unfavourable experiences with school principals, mentors, and supervisors, respectively, and the remaining student-teachers were silent on this. Student-teachers reported that there was a lack of support and encouragement, biased behaviour, assigned work forcefully, assigned classes irregularly, and some school teachers were isolating the student-teachers. They expressed that the mentors were inefficient in providing adequate guidance, and supervisors did not assess the student-teachers objectively.

Out of 512 student-teachers, Only 98 (19.14%) and 48 (9.38%) student-teachers expressed their unfavourable experiences with the students and schools. They observed that the students' academic performance was low, their behaviour was

inappropriate, they showed less interest in studying and participating in activities, and they lacked support. They were irregular in the schools, which impacted their learning. They responded that there was a lack of discipline, inadequate facilities, lack of support from school teachers, and problems related to being assigned to a lower class and the overall school environment.

Out of 512 student-teachers, only 54 (10.55%) student-teachers shared their teaching-related experiences, highlighting their challenges. They faced challenges regarding classroom management and time management. Additionally, they often had to teach multiple subjects, and sometimes school teachers assigned them only proxy lectures, which could have impacted their teaching experience. 3.13% of student-teachers had unpleasant experiences with students' parents, and 2.92% had shared unfavourable experiences with fellow students.

This may influence their perception of the teaching profession and hinder their learning. This might negatively affect their professional development. This may hinder the ability to create an effective and engaging learning environment. These experiences might have occurred due to a lack of orientation, coordination, and lack of interest in teaching and mentoring the student-teachers.

4.4 Expectations of supervisors, school principals, mentors, and student-teachers during the School Internship Programme

4.4.1 Expectations of Supervisors
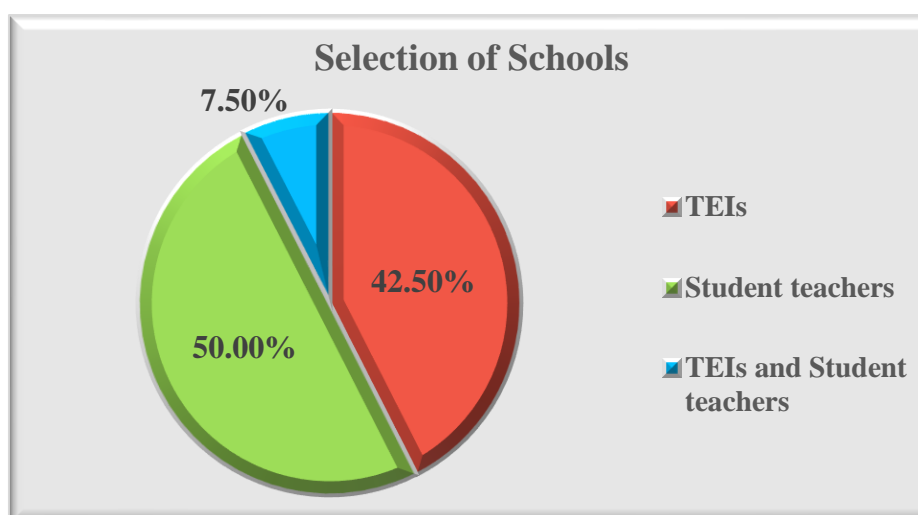
4.4.1.1 Duration of School Internship Programme
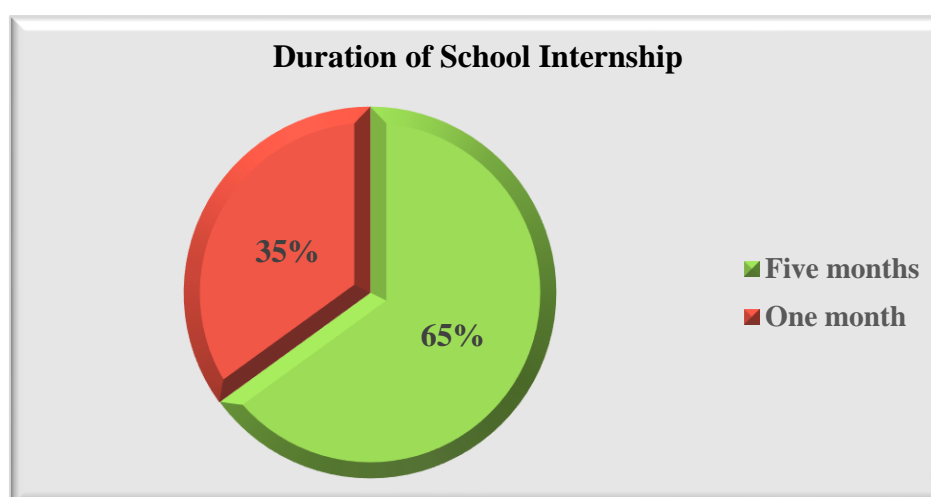
Graph 4.1: Expectation of Supervisors regarding Duration of School Internships

From the above graph 4.1, it can be observed that, out of 40 supervisors, 26 (65%) supervisors expected that the duration of the school internship should be five months whereas 14 (35%) supervisors expected that the school internship duration should be one month.

➢ The following points summarize the reasons given by 26 supervisors regarding why the duration of the school internship should be five months:

  ☐ Introvert student-teachers get more opportunities for personal growth, and they can develop teaching skills.

  ☐ The longer duration allows student-teachers to receive comprehensive training and effectively implement what they learned in the teacher education institution.

  ☐ A longer duration provides student-teachers valuable training and exposure to diverse classroom environments.

  ☐ Student-teachers learn about the school's functioning and work through an extended internship period.

  ☐ A longer duration facilitates the collection of more information, enabling student-teachers to acquire a broader knowledge.

  ☐ Student-teachers gain valuable experience during the extended duration of the internship.

  ☐ An increase in practice time enhances confidence levels among student-teachers.

  ☐ The extended duration allows student-teachers to better understand teaching practices within the school setting.

  ☐ Student-teachers get better training and can effectively communicate with students. If the student-teachers go into the same profession in the future, it is appropriate to give them more time.

  ☐ Student-teachers gain a realistic understanding of classroom dynamics and can solve students' problems.

  ☐ The number of lessons increased so the skills can be developed well. Student-teachers learned to work independently.

➢ The following points summarize the reasons given by 14 (35%) supervisors regarding why the duration of the school internship should be five months:

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- If the duration of an internship is longer, time is wasted, and quality is not maintained. Thus, the duration of the internship should be shorter.

- There is a problem in selection of schools for internship because the schools do not permit for such a long period.

- The required work can be accomplished even with a shorter duration.

- A one-month duration is sufficient. Talented students do not require a more extended internship period.

- Only a few student-teachers work sincerely in the school setting during the internship.

- The lesson plans of student-teachers are not adequately observed during the school internship programme.

- The student-teachers are given only proxy classes in the schools and do not get the experience they should get. Often, Student-teachers merely attend schools without actively engaging in school activities. It is seen as a waste of resources and time.

- An issue regarding two-year fees has arisen because of the longer duration.

- There is no control over the student-teachers' behaviour during the long duration of the school internship.

- The supervisors expressed uncertainty about the commitment of student-teachers to attend the school for an extended period. Most of the student-teachers are doing internship in their hometowns, so it is not known whether student-teachers go for internship in school or not. It is like time passes.

- Student-teachers become careless during two years. They worked properly during one year B.Ed. Programme rather than two years.

- Even student-teachers are not receiving guidance during the long duration of a school internship programme.

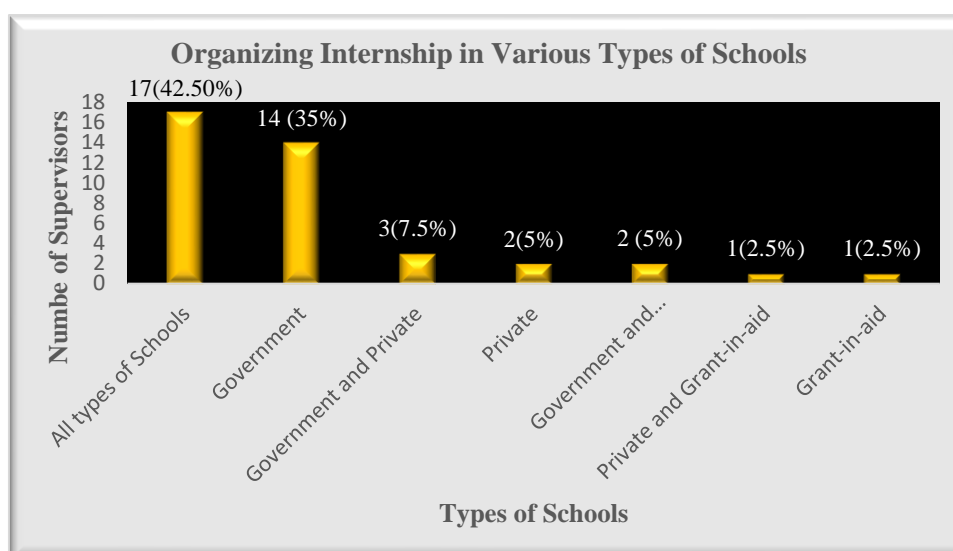**4.4.1.2 When School Internship to be organized?**
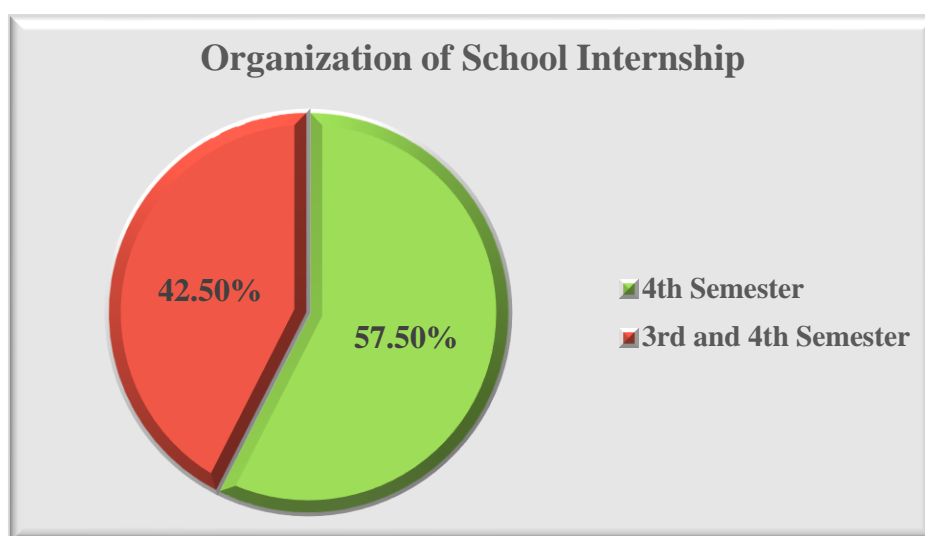
Graph 4.2: Expectation of Supervisors regarding the Organization of School Internship

From the above graph 4.2, it can be observed that, out of 40 supervisors, 23 (57.50%) Supervisors expected that the school internship should be conducted in the 4th semester, while 17 (42.50%) supervisors expected that the school internship should be conducted in the 3rd and 4th semesters.

➢ 23 (57.50%) supervisors gave following reasons why internship should be conducted in 4th semester.

☐ Student-teachers acquire theoretical knowledge up to the 3rd semester, and the 4th semester allows them to apply that knowledge practically during the school internship.

☐ Once student-teachers begin their internship in school, their mindset becomes oriented toward the school environment and the teaching profession.

☐ After completing the internship, student-teachers can not be controlled as they consider themselves school teachers.

☐ If a school internship programme is conducted during 3rd semester, some student-teachers tend to divert their focus away from their studies, and student-teachers may disconnect between theory and practical exposure.

☐ A school internship in the 4th semester allows continuous practice of teaching.

☐ It allows student-teachers to prepare themselves for future job roles in the teaching profession.

☐ If the internship is in two parts, the student-teachers have the tension between studying and internship. In other professions, students go for internship in the last semester. So, it should be like this.

➢ (42.50%) supervisors gave the following reasons why internship should be conducted in 3rd and 4th semester.

☐ Student-teachers acquire foundational knowledge in the 1st and 2nd semesters. So, the conducting internship in the 3rd and 4th semesters is suitable.

☐ Student-teachers become aware of their weaknesses and areas of improvement during the 3rd semester. Consequently, they can improve in the 4th semester during the school internship.

4.4.1.3 Selection of Schools for Internship

Graph 4.3: Expectation of Supervisors regarding Selection of Schools for Internship

From the above graph 4.3, it can be observed that, out of 40 supervisors, 17 (42.50%) supervisors expected that teacher education institutions should select the schools for internship, while 20 (50%) supervisors expected that schools should be selected for internship by student-teachers themselves. One supervisor responded that if the school is a government school, the school should be selected by the student-teachers. On the other hand, if the school is a private school, the school selection should be done by the teacher education institutions.

Another two supervisors responded that supervisors and student-teachers should select the schools together. The supervisors can conduct assessments more easily if the schools are nearer to the teacher education institutions (TEIs). Additionally, if that schools are near the student-teachers' residence, it will be more convenient for them.

➢ (42.50%) supervisors shared their opinion on why they expected that TEIs should select the schools for internship.

☐ If student-teachers are given the autonomy to select their schools, they are likely to choose nearby schools or schools where they have personal connections. As a result of that, there is a possibility that student-teachers visit the schools for a short period, take photos, and prepare the documents without fully engaging in the teaching and learning process.

☐ If teacher education institutions allot schools to student-teachers, they can implement the knowledge learned in TEIs in schools. Whereas, if the government assigns schools where the result of schools is below 30%, the student-teachers may not implement the teaching skills.

☐ Student-teachers tend to select schools closest to their residence, which can create challenges for supervisors in conducting regular observations and monitoring.

☐ Often, if student-teachers have a personal connection with the schools, there is a possibility that they may not attend the schools regularly and develop dishonesty.

☐ Teacher Education Institutions know the locality and are familiar with the school environment and students.

➢ 20 (50%) supervisors provided the following reasons why they expected that schools should be selected for internship by student-teachers themselves.

☐ If the teacher education institutions allot schools to student-teachers and the allotted schools are far away from student-teachers' residences, they may face difficulties in commuting to a morning school.

☐ If student-teachers select a school near their residence, they will have the advantage of dedicating more time and effort to their internship, which is also convenient for them.

☐ If the schools are near the residence of student-teachers, they can work better in a familiar atmosphere and attend schools on a timely and regular basis.

4.4.1.4 Organizing Internship in various Types of Schools

Organizing Internship in Various Types of Schools

Graph shows Number of Supervisors (y-axis, 0 to 18) vs Types of Schools (x-axis):
- All types of Schools: 17(42.50%)
- Government: 14 (35%)
- Government and Private: 3(7.5%)
- Private: 2(5%)
- Government and...: 2 (5%)
- Private and Grant-in-aid: 1(2.5%)
- Grant-in-aid: 1(2.5%)

Graph 4.4: Expectation of Supervisors regarding Organizing Internship in Various Types of Schools

From the above graph 4.4, it can be observed that, out of 40 supervisors, 17 (42.50%) supervisors expected that school internships should be conducted in all government, grant-in-aid, and private types of schools, while 14 (35%) supervisors expected that school internship should be conducted in government schools. 3 (7.50%) supervisors expected that school internship should be conducted in government and private schools. 2 (5.00%) supervisors expected that school internship should be conducted exclusively in private schools as they believed that private schools often have better facilities and regular teachers than government schools. 2 (5.00%) supervisors expected that the school internships should be conducted in government and grant-in-aid schools. One supervisor expected that school internship should be conducted in private and grant-in-aid schools and another supervisor expected that school internship should be conducted exclusively in grant-in-aid schools, as they provide a conducive environment for student-teachers.

➢ The following points were expressed by 14 supervisors who expected that school internship should be conducted in government schools:

  ☐ Rules and regulations were properly followed in government schools.

  ☐ School teachers also attend regularly in government schools.

  ☐ Student-teachers can learn effectively in government schools, including documentation work. They believed that even if the level of government

school students is low, it provides an opportunity to learn how to handle such situations.

- ☐ It would be better if the student-teachers provided a good education to government school students.

- ☐ Private schools do not permit for internship to the student-teachers.

- ☐ In private schools, student-teachers often did not perform necessary tasks during the internship and got certificate without completing the necessary tasks.

- ☐ Student-teachers may familiar with the organizations of government schools.

- ☐ In private schools, student-teachers are not given regular classes, and their attendance is often not monitored.

- ☐ Private schools are not interested in teaching student-teachers.

- ☐ Government schools allow student-teachers to learn new things and develop problem-solving skills through facing difficulties.

- ☐ Teachers are not available in government schools. So, student-teachers get an opportunity to teach, and students of the schools will also benefit from the teaching of the student-teachers.

- ➢ (42.50%) supervisors expected that school internships should be conducted in all government, grant-in-aid, and private schools because,

  - ☐ Student-teachers may choose to work in either government or private schools in the future. So, student-teachers should get experiences from all the schools.

- ➢ 3 (7.50%) supervisors expected that school internship should be conducted in government and private schools for the following reasons:

  - ☐ Student-teachers can understand the functioning of both types of schools.

  - ☐ Student-teachers can familiarize themselves with the rules of government schools and the technical facilities available in private schools.

  - ☐ Student-teachers can learn from both types of schools and understand parents' expectations in private schools.

- ➢ 2 (5.00%) supervisors expected that the school internship should be conducted in government and grant-in-aid schools for the following reasons:

  - ☐ Government schools offer certain facilities and a regular teaching staff.

- ☐ Grant-in-aid schools provide an opportunity for student-teachers to perform well.

4.4.1.5 A number of Student-teachers in Schools

Out of 40 supervisors, 24 (60%) supervisors expected that three to four student-teachers should be allocated to a single school for the internship programme. Meanwhile, 16 (40%) supervisors expected that at least two student-teachers should be allocated a single school for the internship programme. They believed that if student-teachers went for an internship in a group, they would get support from each other, and if student-teachers organized any activity, they could do it together. They also said that they would be able to observe each other's classes.

4.4.1.6 Internship Orientation to School Principals and Teachers
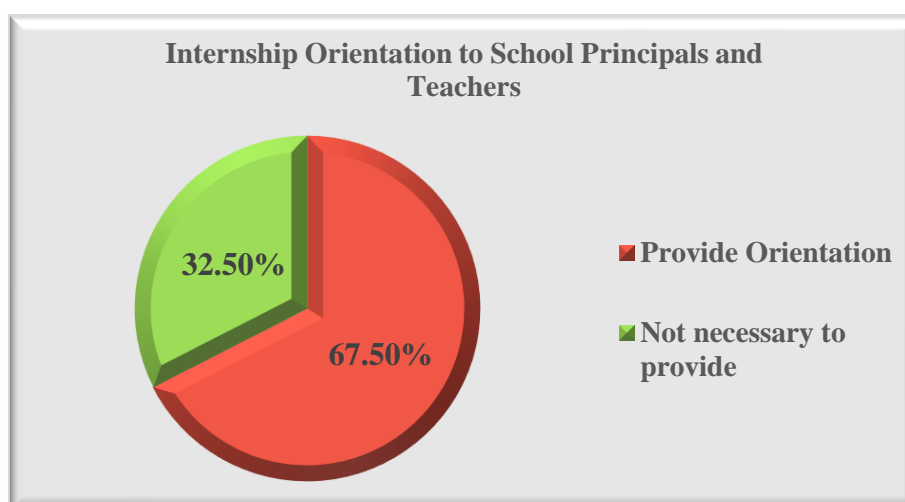
Graph 4.5: Expectation of Supervisors regarding Internship Orientation to School Principals and Teachers

From the above graph 4.5, it can be observed that, out of 40 supervisors, 27 (67.50%) supervisors expected that orientation sessions should be provided to school principals and teachers, while 13 (32.50%) supervisors responded that it was not necessary to provide orientation to them.

➢ 27 (67.50%) supervisors provided the following reasons why they expected that the internship orientation was necessary.

- ☐ School principals can allocate tasks to student-teachers appropriately.
- ☐ Student-teachers can complete their assigned tasks during the internship effectively.
- ☐ If the newly joined teachers do not have information regarding the internship, they will know through orientation.
- ☐ School Principals can prepare school timetable properly for student-teachers.

- [ ] The supervisors do not accompany the student-teachers to schools during the internship, so it would be better to provide orientation.

- [ ] The principal can ensure that student-teachers work properly in the school.

- [ ] Sometimes, the principals give their responsibilities to other teachers, and the new teachers can not identify the mistakes of the student-teachers.

- ➢ 13 (32.50%) supervisors provided the following reasons why orientation was not necessary.

  - [ ] Teachers, especially in government schools, are adequately trained.

  - [ ] Fifty student-teachers go to different schools for school internship, so it is challenging to provide orientation.

  - [ ] Teachers already possess the required knowledge and skills based on traditions.

  - [ ] The information is adequately conveyed through written communication, and the school principals are already qualified with a B.Ed. Degree.

4.4.1.7 Internship-related Information to the School Principals and Teachers

- ➢ 27 (67.50%) supervisors expected that the orientation should be given, keeping in mind the following points.

  - [ ] The comprehensive information about the various activities that student-teachers are required to undertake during the school internship programme.

  - [ ] Provide information regarding teacher preparation and conduct daily observations of the student-teachers.

  - [ ] Information about student-teachers and their subjects should be given.

  - [ ] To provide information regarding the evaluation process, including the marking system to assess the performance of the student-teachers should be given.

  - [ ] The duration of the student-teachers' stays in the school and the specific tasks and responsibilities assigned to them.

  - [ ] Information emphasizes developing specific skills in student-teachers throughout the internship programme.

  - [ ] To provide Information about the development of specific skills in student-teachers throughout the internship programme.

4.4.1.8 School-related Orientation to the Student-teachers
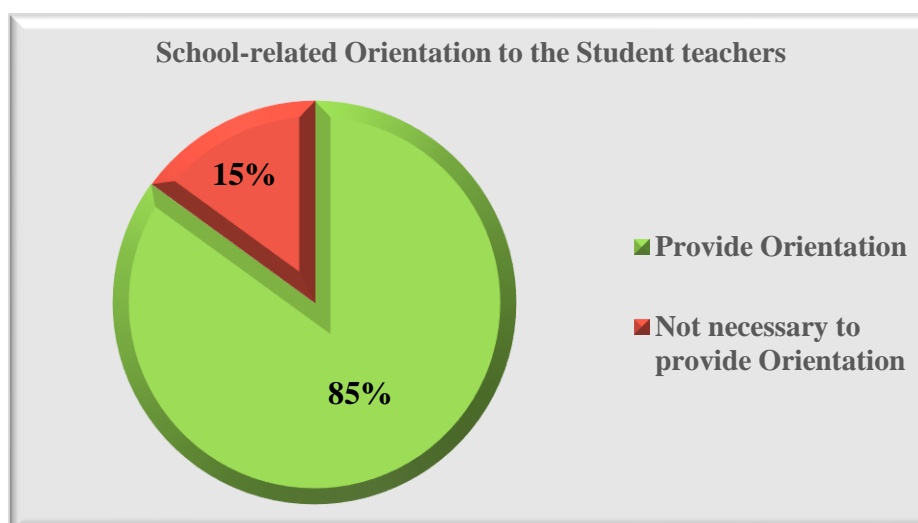
Graph 4.6: Expectation of Supervisors related to School-related Orientation to the student-teachers

From the above graph 4.6, it can be observed that 34 (85%) supervisors expected that student-teachers should be given school information, while 6 (15%) supervisors responded that student-teachers already had sufficient knowledge about the schools.

➢ 34 (85%) supervisors provided the following reasons to provide school related orientation to the student-teachers.

☐ Student-teachers can familiarize themselves with the school's culture, values, and overall environment.

☐ They can mentally prepare themselves for the teaching experience.

☐ Student-teachers are expected to work in the school as teachers. Therefore, they need to understand the school's characteristics, policies, and procedures comprehensively.

☐ It allows student-teachers to plan their lessons more effectively.

☐ Student-teachers can establish rapport with the school teachers.

➢ (15%) supervisors mentioned the following reasons for not providing school-related orientation.

☐ Some student-teachers have previously studied in those internship schools. Therefore, they may already have experiences in those schools and be familiar with the school environment and staff.

☐ Student-teachers often get information about the school from their senior colleagues or peers.

4.4.1.9 School-related Information to the Student-teachers

Out of 34 supervisors who expected that school information should be provided to the student-teachers, 30 (88.24%) supervisors expected that school principals should be responsible for providing information related to the school to student-teachers. They expected that school principals should provide information related to the intellectual level of students, teaching and non-teaching staff, school infrastructure, curriculum, and teaching methodology to the student-teachers. 4 (11.76%) supervisors expressed the expectation that teacher education institutions should be responsible for providing school-related information to student-teachers. Teacher education institutions should provide information about the school environment and school teachers.

4.4.1.10 Preparation of Lesson Plans during the School Internship
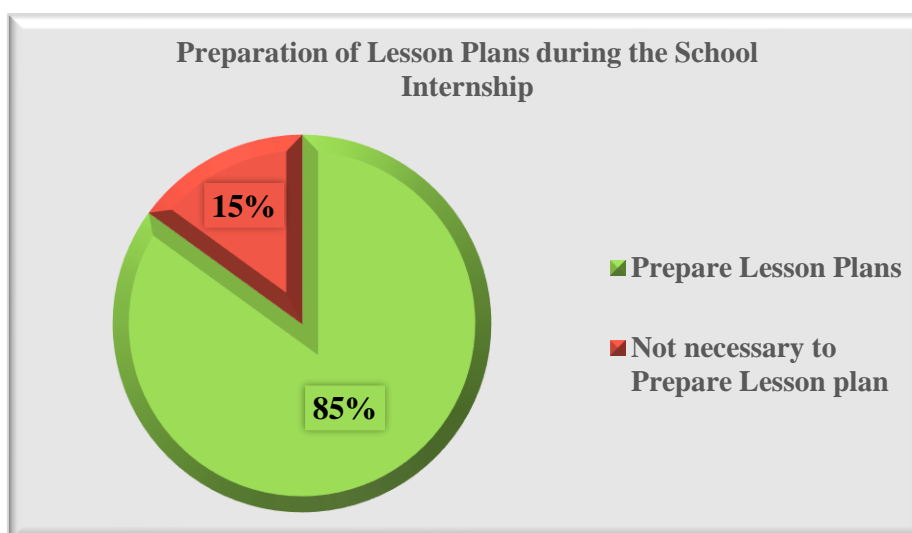
Graph 4.7: Expectation of Supervisors regarding Preparation of Lesson Plans during the School Internship

From the above graph 4.7, it can be observed that majority 34 (85%) supervisors expected that student-teachers should prepare lesson plans, while only 6 (15%) supervisors expressed the expectation that student-teachers did not need to prepare lesson plans during their school internship.

➢ 34 (85%) supervisors provided the following reasons for preparing the lesson plans.

☐ To develop a habit of planning before teaching.

☐ Student-teachers can deliver effective and engaging lessons.

☐ Developing lesson plans increases student-teachers' understanding of the subject matter.

☐ By creating lesson plans, student-teachers learned to manage their time efficiently.

☐ Student-teachers can build confidence if they prepare the lesson plans.

☐ It helps student-teachers to understand the concept better.

☐ Student-teachers can manage time properly. They can understand how much content should be completed within a specific time.

☐ Student-teachers can understand the teaching method and follow the system of schools because the student teacher will be a teacher in the future.

☐ Student-teachers may know the objectives of lessons.

☐ Having a lesson plan allowed student-teachers to identify the purpose and objectives of each lesson.

☐ Graduate students can also teach, but when student-teachers can teach by preparing lesson plans, they can teach more systematically.

☐ Student-teachers may feel confused during their teaching sessions without a proper lesson plan.

➢ Only 6 (15%) supervisors responded that student-teachers did not need to prepare lesson plans because

☐ The logbook format is adequate for the lesson plan during the school internship programme.

☐ Student-teachers can acquire enough knowledge to teach concepts effectively by reading and familiarizing themselves with the textbook.

☐ Student-teachers prepare lesson plans during their microteaching and bridge lessons. These experiences equip them with an understanding of the structure of lesson plans. Therefore, supervisors felt that additional lesson planning during school internship was unnecessary.

☐ Student-teachers have to perform multiple tasks during the school internship, including submitting reports and completing other assigned duties. Given these additional responsibilities, preparing lesson plans is an excessive burden on the student-teachers.

☐ A lesson plan can be beneficial if student-teachers want to teach by using specific teaching approaches or methods.

4.4.1.11 Number of Lesson plans to be Prepared by Student-teachers

Out of 40 supervisors, 20 (50%) supervisors expected that the student-teachers should prepare thirty lesson plans. 13 (32.50%) supervisors expected that student-teachers should prepare lesson plans for all the classes they are assigned to teach during the internship. Furthermore, 7 (17.50%) supervisors expected that student-teachers should prepare at least ten lesson plans during their internship.

4.4.1.12 Supervisors visit Schools during a School Internship

Among the 40 supervisors, 18 (45%) supervisors expected that they should visit the schools once a week during the internship programme. Additionally, 11 (27.5%) supervisors expected that they should visit the schools within fifteen days. Meanwhile, 6 (15%) and 5 (12.5%) supervisors expected that they should visit the schools twice a week and once a month, respectively.

4.4.1.13 Observation of the Fellow students' Classes

Out of 40 supervisors, 20 (50%) supervisors expected that mentors should observe all classes of student-teachers during the school internship programme, while 10 (25%) supervisors expected that mentors and school principals should observe the classes of student-teachers. Only 6 (15%) supervisors expected that school principals should observe the student-teachers' classes, whereas 4 (10%) supervisors expected that school principals, school teachers, and supervisors should collectively conduct observations of the student-teachers' classes during the school internship programme.

4.4.1.14 Feedback to the Student-teachers

20 (50%) supervisors expected that subject teachers should provide feedback to student-teachers during the school internship programme. 10 (25%) supervisors expected that mentors and school principals should provide feedback to student-teachers. Only 6 (15%) supervisors expected that school principals should provide feedback to student-teachers. 4 (10%) supervisors expected that school principals, mentors, and supervisors should collectively provide feedback to student-teachers.

4.4.1.15 Assessment of Student-teachers during the School Internship

Out of 40 supervisors, 13 (32.50%) Supervisors expected that student-teachers should be assessed by multiple stakeholders, including supervisors, school principals, and mentors, while 9 (22.50%) supervisors expected that supervisors and mentors should assess student-teachers. Additionally, 7 (17.50%) supervisors expected that only supervisors should be responsible for assessing student-teachers; another 6 (15%) supervisors expected that mentors should assess the performance of student-teachers.

Only 4 (10%) supervisors expected that school principals should be involved in assessing student-teachers; only one supervisor expressed the expectation that both supervisors and principals of schools should be responsible for assessing student-teachers during the school internship programme.

4.4.1.16 Stipends to the Student-teachers

Stipends to the Student teachers

27.50%

72.50%

- Provide Stipends
- Not necessary to Provide Stipends
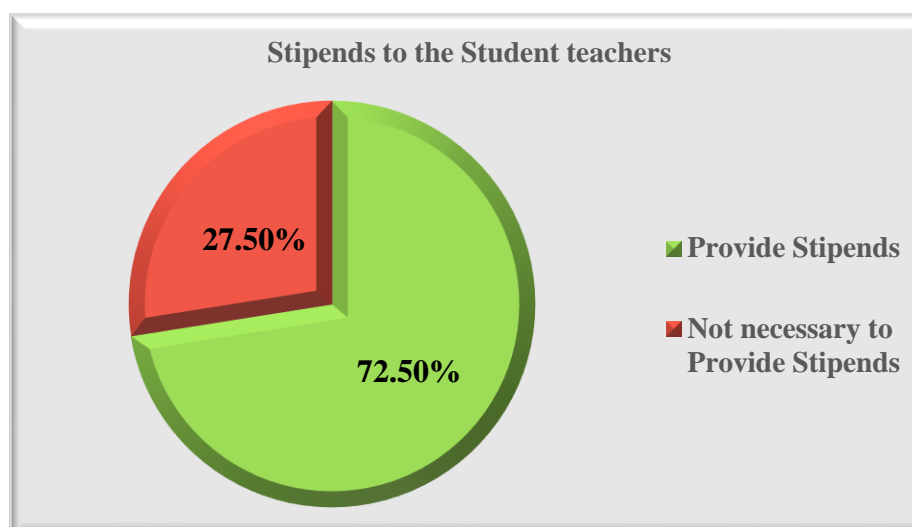
Graph 4.8: Expectation of Supervisors regarding Stipends to the Student-teachers

From the above graph 4.8, it can be observed that, out of 40 supervisors, 29 (72.50%) supervisors expected that student-teachers should be provided stipends, while 11 (27.50%) supervisors responded that it was not necessary to provide stipends to the student-teachers during the school internship programme.

➢ 29 (72.50%) supervisors gave the following reasons why students should be given stipends.

☐ To meet the traveling expenses incurred by the student-teachers, especially when the school is far from their residences.

☐ Students from other professions also receive stipends.

☐ Student-teachers often face significant expenses during their internship, including teaching materials, resources, and transportation costs.

☐ Offering stipends to student-teachers would be a motivational factor and provide support, especially for those from financially poor backgrounds.

☐ Student-teachers perform duties similar to teachers in schools.

☐ Student-teachers can focus on their professional growth without additional financial stress.

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- 11 (27.50%) supervisors responded that providing the stipends was unnecessary and would burden the government for the following reasons:
  - Stipends are a form of unnecessary inducement. So, there is no need to place financial stress on the government.
  - Student-teachers should engage in the teaching profession out of genuine interest and dedication rather than financial incentives.
  - Student-teachers work as part of the teaching process and are not fully qualified.
  - Granting stipends might wrongly imply that student-teachers have achieved the same expertise and qualifications as teachers.
  - Since student-teachers start their teaching journey as part of their study programme, there should not be an expectation of receiving stipends.

The findings also revealed varied expectations among the supervisors regarding the stipends.18 (62.07%) supervisors expected that the government should provide stipends to student-teachers during their school internship. 7 (24.14) supervisors expected that teacher education institutions should be responsible for providing stipends to student-teachers; Only 4 (13.79%) supervisors expected that schools should provide stipends to student-teachers during their internship.

4.4.2 Expectations of School Principals

4.4.2.1 Duration of a School Internship Programme
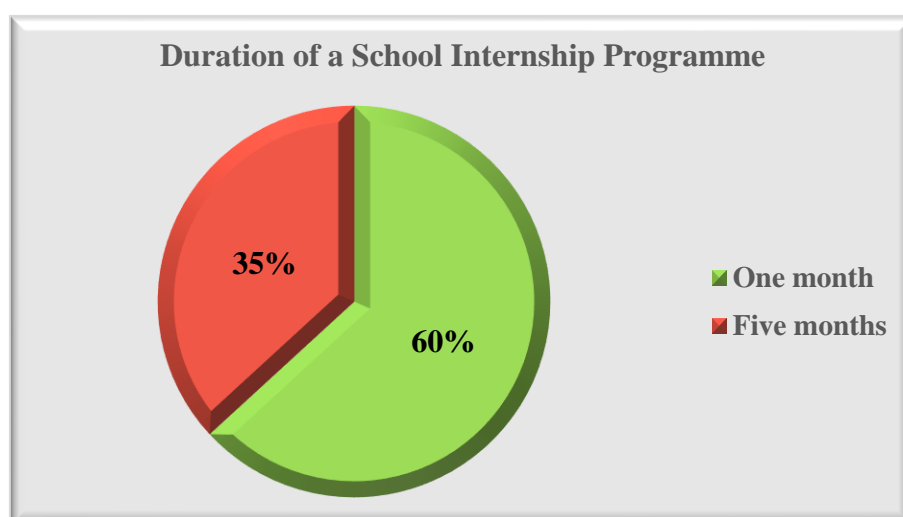
Graph 4.9: Expectation of School Principals regarding Duration of a School Internship

From the above graph 4.9, it can be observed that, out of 20 school principals, 12 (60%) school principals expected that the duration of school internship should be one month, while 7 (35%) school principals expected that the duration of the school internship should be five months. One school principal said, "*The short or long duration does not matter. Extending the time does not guarantee that the student-teachers will learn more.*"

➢ 12 (60%) school principals provided the following reasons why they expected duration of school internship should be one month.

☐ Student-teachers can be trained in a shorter time.

☐ Increasing the internship duration does not necessarily mean the student-teachers will learn more.

☐ Due to the longer duration of the internship, student-teachers conduct their internship in their nearest hometowns. Consequently, supervisors can not observe the classes of student-teachers.

☐ Teaching is a matter of interest. Student-teachers can be prepared through an internship, even within a year. If the duration of the internship is extended, the age of student-teachers increases, and there are no job options, talented student-teachers will do it in their way.

☐ Many students hold degrees, but they do not get secure jobs. Therefore, the significance of the internship diminishes, and the acquired knowledge during the internship remains unused.

☐ When student-teachers come to the school, the school's learning environment is disrupted. Student-teachers are not trained teachers and lack content mastery as well. Student-teachers leave the schools after completing the internship, and school teachers have to explain the topics again when children express confusion.

➢ 7 (35%) school principals expected that the duration of the school internship should be five months for the following reasons.

☐ Student-teachers get a good experience.

☐ Student-teachers can be trained appropriately.

☐ If student-teachers are given more practical knowledge, they can understand teaching methods and organize activities.

- The syllabus of a two-year B.Ed. is less. So, it is good to get more practical knowledge. Passionate student-teachers can pass the government exam and get exam material from the school. Student-teachers know about Government circulars and school management committees.
- This duration is appropriate based on the New Education Policy. Student-teachers also get administrative knowledge.
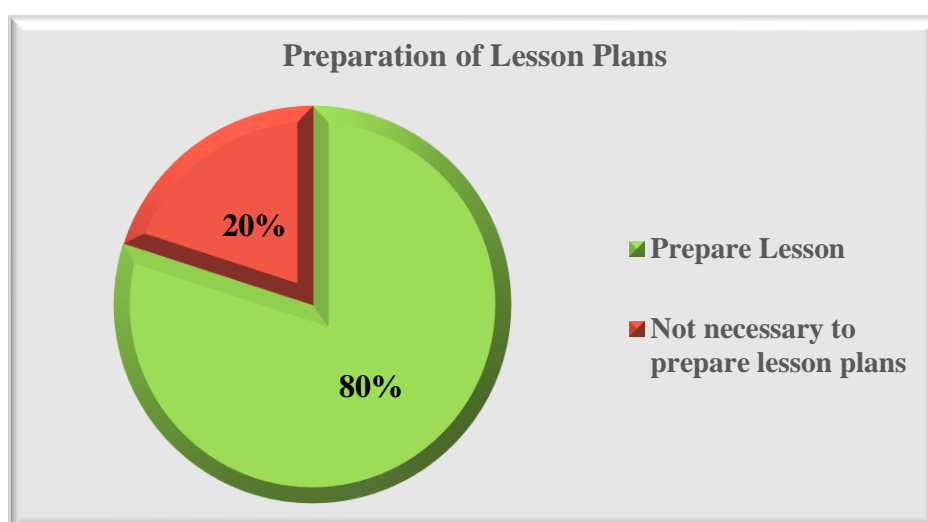
4.4.2.2 When School Internship to be Organized?
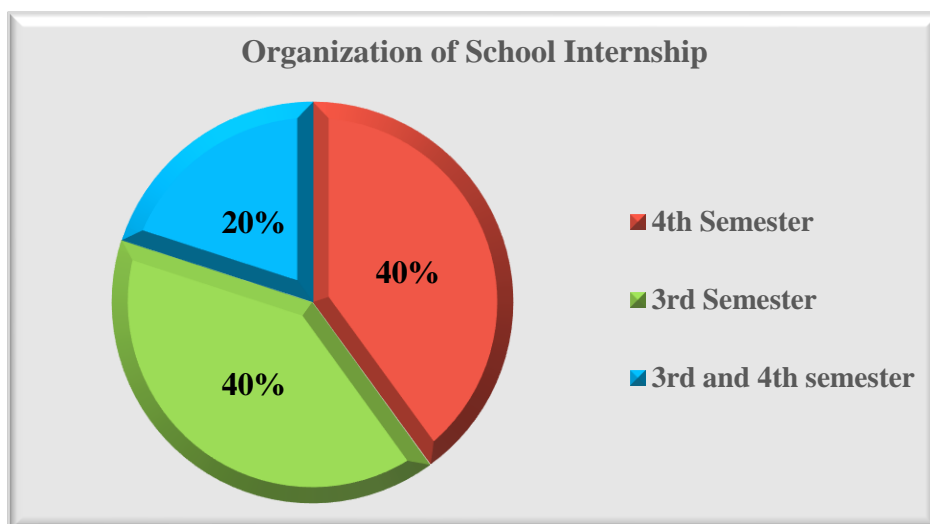
Graph 4.10: Expectation of School Principals regarding Organization of School Internship

From the above graph 4.10, it can be observed that 8 (40%) school principals expected that school internship should be conducted in the 4th semester, 8 (40%) school principals expected that school internship should be conducted in the 3rd semester and 4 (20%) school principals expected that school internship should be conducted during both the 3rd and 4th semesters.

➢ 8 (40%) school principals provided the following reasons for conducting internship in 4th semester.

- If theory is completed by the 3rd semester, then student-teachers can solely focus on schools in the 4th semester. Even if the school internship is ongoing while student-teachers simultaneously learn theory in a teacher education institution, planning disrupts.
- When student-teachers come to schools for internships in the 3rd semester, the admission process is conducted, and new students enroll. So teachers are busy during this time. If the student-teachers come for internship in the 4th

semester, the students understand the school system before the end of the 3rd semester, and the students stay connected with the teachers and the school principal. Thus, if the student-teachers come in the 4th semester, the teachers can guide the student-teachers in managing the students of this school.

☐ 8 (40%) school principals expected that school internship should be conducted in 3rd semester due to the following reasons:

☐ After July there is a shortage of teachers in schools; so if the school internship is conducted in the 3rd semester, the students of the school can get benefit.

☐ If new students are enrolled in the 9th standard, the student-teachers can help them to clarify their concepts.

☐ If a school internship is conducted in the 4th semester, there is an annual inspection and preparations for Gunotsav in schools during this time. Therefore, teachers can not monitor the student-teachers properly.

➢ 4 (20%) school principals expected that school internship should be conducted during both the 3rd and 4th semesters, explained by the following points:

☐ If the internship is conducted in 3rd semester, the teaching work can be implemented effectively as there is a shortage of teachers in schools. On the other hand, if the internship is conducted in the 4th semester, they can assist in preparing 10th class students for exams.

☐ Additionally, if the internship is conducted in the 3rd and 4th semesters, they can assist in teaching work and revise the syllabus before a final exam.

4.4.2.3 Internship Orientation to the school principals
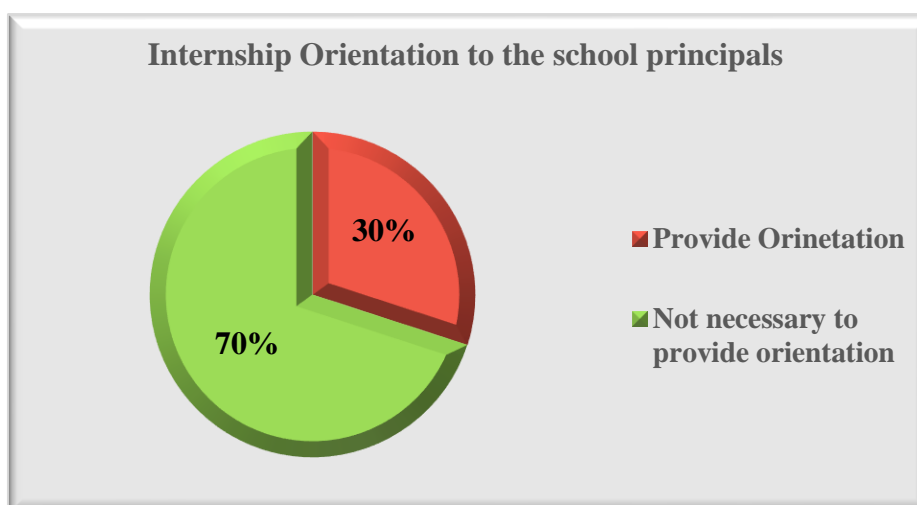
Graph 4.11: Expectation of School Principals regarding Organization of School Internship

From the above graph 4.11, it can be observed that, out of 20 school principals, only 6 (30%) school principals expected teacher education institutions should provide information about the school internship programme through orientation. These details should include the duration of the school internship, the total number of student-teachers involved, the specific subjects assigned to the student-teachers, the actual roles of the school principals, and the various activities the student-teachers have to perform during their internship. In addition, 14 (70%) school principals responded that the TEIs provided information about the school internship programme through formal letters was appropriate. They said that providing information related to the internship, such as the number of student-teachers and their subjects and the duration of the school internship, is enough.

4.4.2.4 School-related Orientation to the Student-teachers

All school principals expected that student-teachers should be provided the information regarding the schools' educational and administrative aspects. They expected the following information should be provided to the student-teachers. The school's establishment, its staff, the number of classes, the number of students, the process for preparing leaving certificates and attendance sheets, strategies for preparing timetable, co-curricular activities of the school, procedures for completing admission forms, the types of registers, techniques for maintaining the registers, government rules and regulations, smart board utilization, and the process of preparing daily diaries.

4.4.2.5 Preparation of Lesson Plans

Preparation of Lesson Plans

20%

80%

■ Prepare Lesson

■ Not necessary to prepare lesson plans

Graph 4.12: Expectation of School Principals regarding Preparation of Lesson Plans

From the above graph 4.12, it can be observed that 16 (80%) school principals expected that student-teachers should prepare lesson plans, while only 4 (20%) school principals responded that it was not necessary to prepare lesson plans during the school internship programme.

➢ 16 (80%) school principals provided the following reasons for preparing the lesson plans.

☐ Student-teachers gain confidence, and mistakes can be avoided in the classroom.

☐ Student-teachers get an idea of how to teach in the classroom.

☐ Supervisors know that student-teachers have prepared lesson plans, and student-teachers can show them as proof.

☐ Student-teachers can teach appropriately.

☐ Student-teachers can work systematically.

➢ 4 (20%) school principals provided following reasons why they expected that student-teachers should not prepare the lesson plan during the internship.

☐ If the student-teachers have prepared a lesson plan and the students do not understand a topic in class, it takes time to address their issues. Consequently, the intended work may not be implemented as planned.

☐ Effective teaching depends on the clarity of the subjects and the natural delivery of the content in the classroom. So, the student-teachers' content mastery and classroom management skills are crucial in teaching instead of lesson plans.

☐ Student-teachers already prepare lesson plans in their first year.

☐ 90% of student-teachers play the role of real teachers during the internship. So, they can teach students using textbooks; it is only appropriate to prepare lesson plans during annual lessons.

4.4.2.6 Observations of school teachers

➢ 19 (95%) school principals expected that student-teachers should observe school teachers' classes during the school internship programme for the following reasons.

☐ Student-teachers understand the teaching methods of school teachers.

☐ Student-teachers get to know from which teachers they will learn more.

☐ Government school teachers come to class with confidence. Student-teachers also get to learn it. Student-teachers can learn how to engage students effectively and maintain classroom discipline, but student-teachers should not be provided notes or diaries during the observation.

☐ Student-teachers acquire knowledge about preparing students for effective learning.

☐ This practice can be helpful for student-teachers' development.

☐ In the future, student-teachers will become teachers so they can get inspiration, learn teaching methodologies, and enhance communication skills from observing experienced teachers.

☐ Student-teachers learn how experienced teachers manage students effectively.

☐ Many experienced teachers possess diverse talents from which student-teachers can benefit.

Only one school principal responded that,

> *"Student-teachers should not observe the classes of school teachers. He/She opined that student-teachers are already associated with subject teachers. Consequently, the student-teachers can learn effectively from his/her."*

4.4.2.7 Supervisors visit schools during a school internship

Out of 20 school principals, 7 (35%) school principals expected that supervisors should visit the schools once a week. Another 7 (35%) school principals expected that supervisors should visit 2-3 times a week. Additionally, 4 (20%) school principals expected daily visits by supervisors. Lastly, 2 (10%) school principals expected that supervisors should be visit the schools once fortnightly.

4.4.2.8 Observation of Student-teachers' Classes

Out of 20 school principals, 10 (50%) school principals expected that supervisors should observe the classes of student-teachers. 6 (30%) school principals expected that mentors should observe the classes of student-teachers. Additionally, 4 (20%) school principals expected that all personnel, including supervisors, mentors, and school principals, should collectively observe the classes of student-teachers.

4.4.2.9 Feedback to the student-teachers

Out of 20 school principals, 10 (50%) school principals expected that supervisors should provide feedback to the student-teachers. 6 (30%) school principals expected that mentors should provide feedback to the student-teachers. Additionally, 4 (20%)

school principals expected that all personnel, including supervisors, mentors, and school principals, should collectively provide feedback to the student-teachers.

4.4.2.10 Assessment of Student-teachers during the school internship

Among 20 school principals, 8 (40%) school principals expected that supervisors should assess the student-teachers during the school internship programme. Another 8 (40%) school principals expected all personnel, including supervisors, mentors, and school principals, should assess the student-teachers during the school internship programme. Only 4 (20%) school principals expected that mentors and school principals should assess the student-teachers during the school internship programme.

4.4.2.11 Stipends to the student-teachers

Stipends to the student teachers

15%

85%

■ Provide Stipends   ■ Not necessary to Provide Stipends
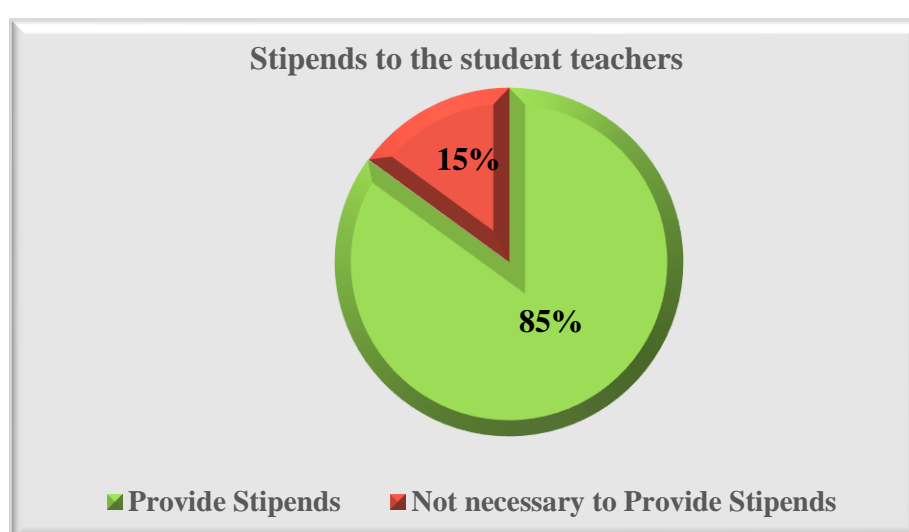
Graph 4.13: Expectation of School Principals regarding Stipends to the student-teachers

From the above graph 4.13, it can be observed that 17 (85%) school principals expected that student-teachers should be provided stipends, while only 3 (15%) school principals expected that it was not necessary to provide stipends to the student-teachers.

➢ (85%) school principals provided the following reasons why they expected that student-teachers should be provided stipends.

☐ Student-teachers play the role of school teachers during the school internship.

☐ If student-teachers come from remote areas and the school is far from their residences, they may bear commuting costs.

☐ Student-teachers attend the schools for internship often, these schools do not have visiting teachers. So, the student-teachers are assigned their work.

Moreover, the student-teachers come only to complete their assigned work. If the student-teachers are provided stipends, they develop the mindset that they receive the stipends, and then they should give their best in the school.

- ☐ Stipends can encourage student-teachers to devote more attention to their students.
- ☐ Providing stipends helps to maintain the enthusiasm of student-teachers.
- ☐ Stipends are a common practice in other professions; thus, stipends should also be given in teaching profession.
- ☐ Stipends motivate student-teachers to perform activities better and give their best effort in their teaching.
- ☐ Some student-teachers face financial difficulties, and stipends can give some support.
- ☐ Student-teachers bear the costs of preparing the teaching aids. Therefore, stipends should be provided.

- ➤ 3 (15%) school principals expected that student-teachers should not be provided stipends because
  - ☐ School internship is a part of learning and training.
  - ☐ As a teacher, such expectations should not exist within the profession. One should be devoted to teaching children without personal gain and work selflessly.

Furthermore, 17 school principals expected that stipends should be provided to the student-teachers; among these, 13 (76.47%) school principals expected that the government should provide stipends to the student-teachers, and 4 (23.53%) school principals expected that teacher education institutions should provide stipends to the student-teachers during the school internship programme.

4.4.3 Expectations of Mentors

4.4.3.1 Duration of School Internship Programme

Duration of School Internship Programme

45% 55%

■ One month
■ Five months
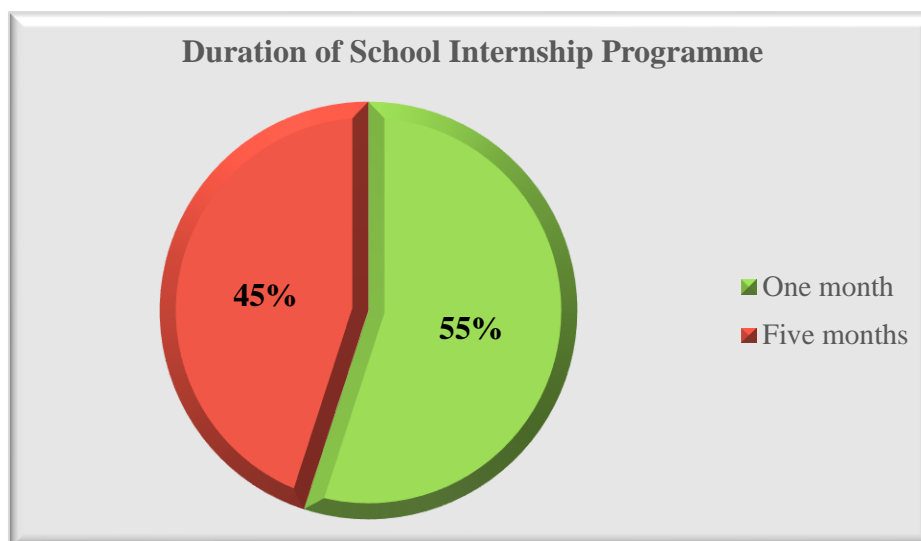
Graph 4.14: Expectation of Mentors regarding Duration of School Internship

From the above graph 4.14, it can be observed that, out of 40 mentors, 22 (55%) mentors expected that the duration of the school internship should be one month, while 18 (45%) mentors expected that the duration of the school internship should be five months.

➢ 22 (55%) mentors provided the following reasons why they expected that the duration of the school internship should be one month.

☐ The planning of the school teachers gets disrupted.

☐ The two-year B.Ed. programme causes more financial loss to the student-teachers. One month is sufficient for the internship. If the duration of B.Ed. programme is made for two years, and student-teachers will complete their education by the age of 28, which raises the question of when they will start their job.

☐ If the duration of the internship is long, it becomes challenging to complete the syllabus in the school.

☐ Student-teachers work enthusiastically during the short internship and attend regular schooling. Even with an extended internship duration, the objective is not achieved.

☐ Although the duration of the internship is longer, the student-teachers do not receive enough guidance.

☐ A one-month internship is more effective than a more extended period.

➢ (45%) mentors expected that the duration of the school internship should be five months because

☐ Student-teachers gain valuable experience.

☐ Internship helps in shaping student-teachers effectively.

☐ Student-teachers get an idea of what they have to do in school and what output they have to achieve.

☐ They gain authentic, real-world experience.

☐ When student-teachers go into the classroom as teachers, they get an idea of children's behaviour patterns.

☐ Student-teachers have sufficient time to become acquainted with the school environment.

☐ Extended time in the school setting enhances student-teachers' learning experience.

☐ Student-teachers become familiar with unit testing and the evaluation of school students.

☐ Student-teachers can prepare themselves for the role of a teacher.

☐ Student-teachers understand how to deal with children at school.

☐ Student-teachers can develop teaching skills and get an idea of administrative work.

4.4.3.2 When School Internship to be Organized?
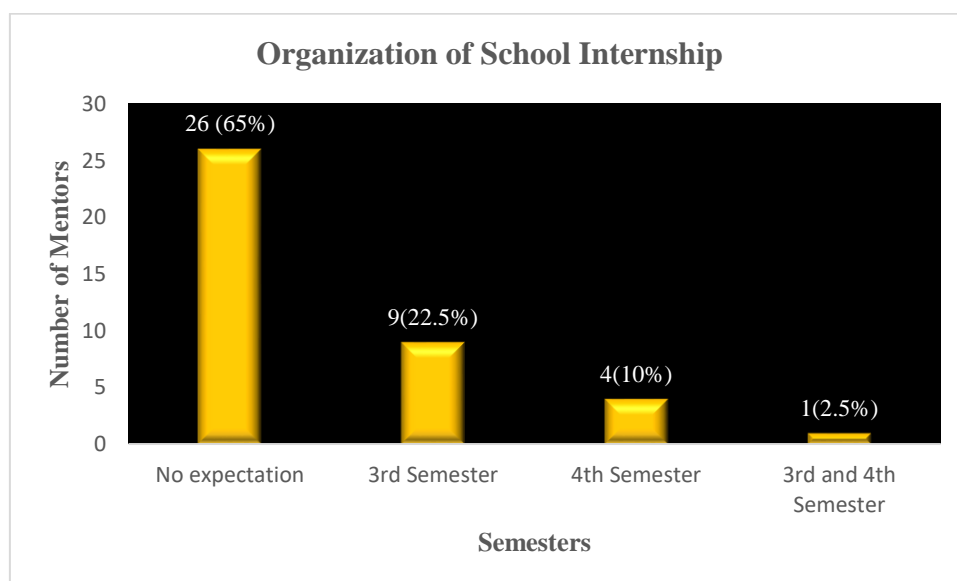
Graph 4.15: Expectation of Mentors regarding Organization of School
Internship

From the above graph 4.15, it can be observed that 26 (65%) mentors responded that the school internship can be conducted at any time. 9 (22.50%) mentors expected that the school internship should be conducted in 3rd semester, while 4 (10%) mentors expected that the school internship should be organized in the 4th semester. One mentor expected that the internship should be organized in both the 3rd and 4th semesters.

➢ 9 (22.50%) mentors expected that the school internship should be conducted in 3rd semester due to the following reasons:

☐ Students have board exams if school internships are conducted in the 4th semester.

☐ The syllabus is comparatively lengthy than the second session of schools. So, the school internship should be conducted in 3rd semester. School teachers are also occupied with board exams in the 4th semester.

➢ 4 (10%) mentors expected that the school internship should be organized in the 4th semester because

☐ The initial school session is brief, and numerous activities are carried out.

☐ School teachers are occupied with admission-related work in a new session.

4.4.3.3 Internship Orientation to the School Principals and Mentors
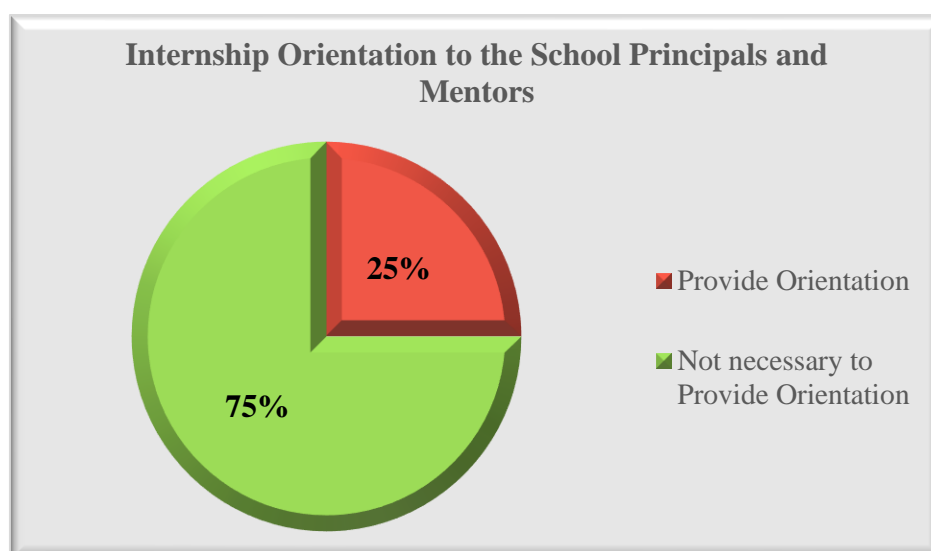
Graph 4.16: Expectation of Mentors regarding Internship Orientation to the School Principals and Mentors

From the above graph 4.16, it can be observed that, out of 40 mentors, 10 (25%) mentors expected that teacher education institutions should provide orientation regarding the school internship to them. They expected the structure of the school

internship programme, its objectives, lesson plans, teaching methods of student-teachers, tasks assigned to student-teachers during the school internship, and relevant information related to the teacher education institutions should be provided. Meanwhile, 30 (75%) mentors responded that teacher education institutions providing information about the school internship through written letters is appropriate.

4.4.3.4 School-related Orientation to the Student-teachers

All mentors expected that information about the school should be provided to the student-teachers. They expected that academic and administrative information should be conveyed to the student-teachers. Furthermore, they also expected information about the number of students, syllabus, students' results, students' financial status, the school's atmosphere, physical facilities of the school, the number of teachers, the number of classes, co-curricular activities, preparation leaving certificate (LC), and strategies for managing students in the classroom should be provided.

4.4.3.5 Observation of School Teachers' Classes

All mentors expected that the student-teachers should observe the classes of school teachers because

- ☐ Student-teachers can learn the teaching methods of school teachers in the classroom.
- ☐ Student-teachers can understand how teachers manage classroom activities.
- ☐ Student-teachers can receive guidance and enhance their teaching skills.
- ☐ Student-teachers understand how students respond in the classroom.
- ☐ Student-teachers can improve their teaching methods.
- ☐ They learn how school teachers motivate students effectively.
- ☐ The student-teachers get an idea about how school teachers nurture students.
- ☐ Student-teachers can recognize areas for improvement in their teaching practices.
- ☐ Student-teachers can get good experience and learn good things.

4.4.3.6 Number of Classes of School teachers to be Observed by the Student-teachers

24 (60%) mentors expected that student-teachers should observe fifteen classes of school teachers, whereas 9 (22.50%) mentors expected that student-teachers should observe ten classes of school teachers, while another 7 (17.50%) mentors expected that student-teachers should observe twenty classes of school teachers.

4.4.3.7 Preparation of Lesson Plans during the School Internship

Preparation of Lesson Plans during the School Internship

7.50%

■ Prepare Lesson Plans

■ Not necessary to prepare Lesson Plans
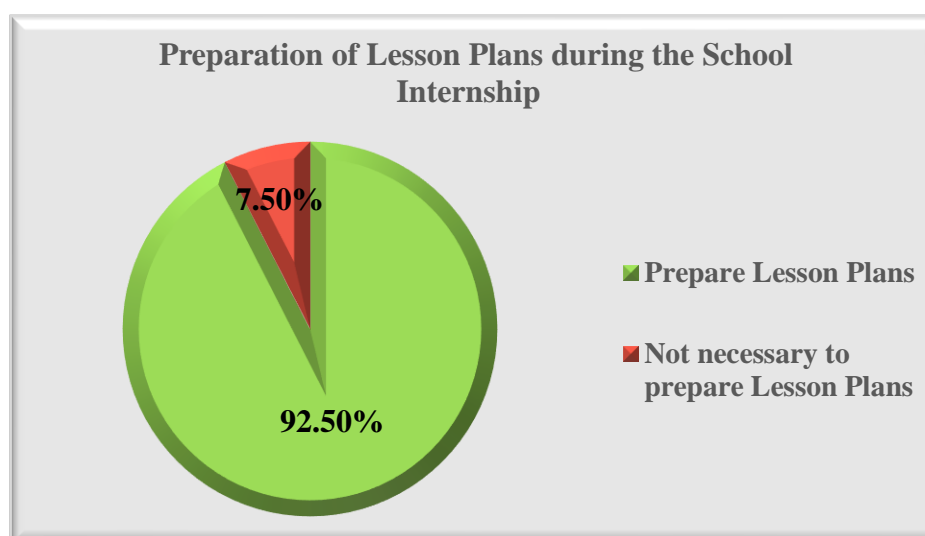
92.50%

Graph 4.17: Expectation of Mentors regarding Preparation of Lesson Plans during the School Internship

From the above graph 4.17, it can be observed that, out of 40 mentors, 37 (92.50%) mentors expected that the student-teachers should prepare lesson plans for classes, while 3 (7.50%) mentors responded that it was enough for the student-teachers to write only the key points of the topics, and there was no requirement to prepare lesson plans during the internship.

➢ (92.50%) of student-teachers provided the following reasons why they expected to prepare the lesson plans during the school internship.

☐ A lesson plan should be made so that the student-teachers get used to making a lesson plans.

☐ Student-teachers can handle the classroom appropriately.

☐ More accuracy emerges, and student-teachers can make learning easier in class.

☐ Student-teachers learn what they should do and teach in the classroom.

☐ Student-teachers understand that they have to complete the syllabus in a specific time.

☐ Student-teachers can understand and implement the lesson planning.

☐ The student-teachers are not yet teachers officially.

☐ Student-teachers can explain concepts effectively to the students.

☐ If student-teachers plan lessons, mentors can give helpful suggestions.

☐ Supervisors also become aware of what the student-teachers are teaching.

- ☐ Student-teachers can understand how to manage their time and how to use teaching-learning materials.

- ☐ Student-teachers can understand what the students are like only after they go to the school for the internship; they should only prepare the lesson plan accordingly.

4.4.3.8 Number of Lesson plans to be Prepared by Student-teachers

30 (81.08%) mentors expected that student-teachers should prepare lesson plans for all the classes, and 7 (18.92%) mentors responded that student-teachers should prepare 20 lesson plans during the school internship programme.

4.4.3.9 Supervisors Visit Schools during School Internship

All mentors expected that supervisors should visit the schools during the internship. Out of 40 mentors, 31 (77.50%) expected that the supervisors should visit the schools once a week during the internship programme. Additionally, 5 (12.50%) mentors expected that the supervisors should visit the schools once a fortnight. Further, 4 (10%) mentors expected that the supervisors should visit the schools biweekly during the internship programme.

4.4.3.10 Observation of Student-teachers' Classes

Out of 40 mentors, 11 (27.50%) mentos expected that all supervisors, school principals, and mentors should observe the classes of student-teachers. 9 (22.50%) mentors expected that supervisors and mentors should observe the classes of student-teachers. 7 (17.50%) mentors expected that only supervisors should observe the classes of student-teachers, while another 7 (17.50%) mentors expected that only mentors should perform this task. Additionally, 5 (12.50%) mentors expected that school principals and mentors jointly observe the classes of student-teachers, and only one mentor expected that school principals alone should observe the classes of student-teachers.

**4.4.3.11 Feedback to the student-teachers**

Out of 40 mentors, 11 (27.50%) mentors expected that all supervisors, school principals, and mentors should provide feedback to the student-teachers. 9 (22.50%) mentors expected that supervisors and mentors should provide feedback to the student-teachers. 7 (17.50%) mentors expected that only supervisors should provide feedback to the student-teachers, while another 7 (17.50%) mentors expected that only mentors should undertake this responsibility. Additionally, 5 (12.50%) mentors

expected that school principals and mentors should collectively provide feedback to the student-teachers, and only one mentor responded that only school principals should provide feedback to the student-teachers.

4.4.3.12 Assessment of Student-teachers during the School Internship

Out of 40 mentors, 19 (47.50%) mentors expected all supervisors, school principals, and mentors should assess the student-teachers during the school internship. 8 (20%) mentors expected supervisors and mentors should assess the student-teachers. 7 (17.50%) mentors expected that assessment of the student-teachers should be carried out by mentors only. Additionally, 5 (12.50%) mentors expected that school principals and mentors should assess the student-teachers. On the other hand, only one mentor expected that supervisors should assess the student-teachers.

4.4.3.13 Stipends to the Student-teachers

Stipends to the Student teachers

47.50%   52.50%

■ Provide Stipends

■ Not necessary to provide Stipends
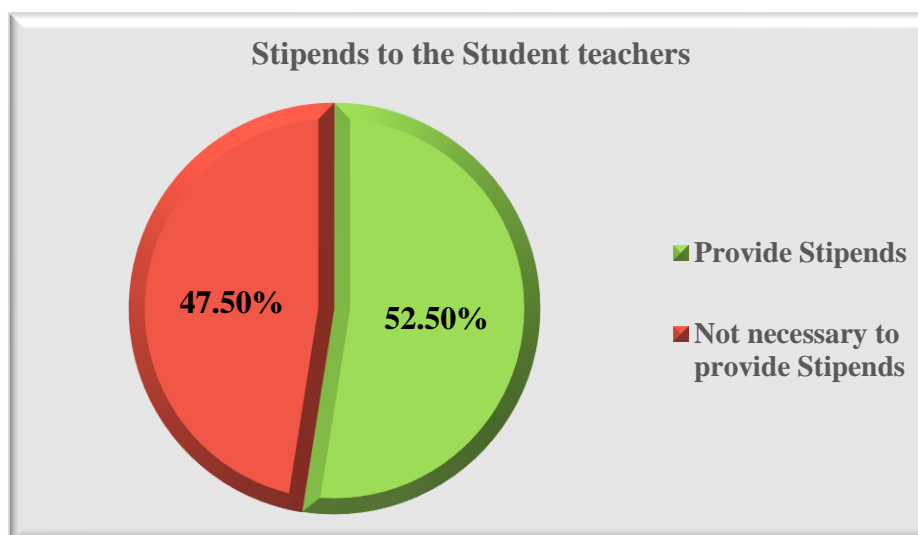
Graph 4.18: Expectation of Mentors regarding Stipends to the Student-teachers

From the above graph 4.18, it can be observed that, out of 40 mentors, 21 (52.50%) mentors expected that student-teachers should be provided stipends, while 19 (47.50%) mentors responded that student-teachers should not be provided stipends for their school internship.

➢ 21 (52.50%) mentors provided following reasons for providing the stipends.

☐ Student-teachers develop a positive attitude towards the teaching profession.

☐ If stipends are given to the student-teachers, they can use them for travel expenses.

☐ In other professions, students receive stipends; therefore, in the teaching profession, student-teachers should get stipends.

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- ☐ If a stipend is provided, the enthusiasm of the student-teachers increases.
- ☐ Student-teachers from financially poor backgrounds organize various school activities, provide prizes to students, and prepare teaching-learning materials.
- ☐ The student-teachers commute, so receiving ticket fare would be beneficial.
- ➢ 19 (47.50%) mentors responded that student-teachers should not be provided stipends during the school internship for the following reasons.
  - ☐ Internship is a part of learning and training.
  - ☐ Student-teachers are still students during their internship and in the process of studying; they are not yet fully qualified teachers.
  - ☐ Student-teachers teach only four classes per day in school.
  - ☐ Student-teachers come solely for training purposes.

Among the 21 mentors who expected that stipends should be provided to student-teachers, 17 (80.95%) mentors expected that the government should provide stipends, whereas 4 (19.05%) mentors expected that teacher education institutions should provide stipends to student-teachers.

4.4.4 Expectations of Student-teachers

4.4.4.1 Duration of the School Internship Programme
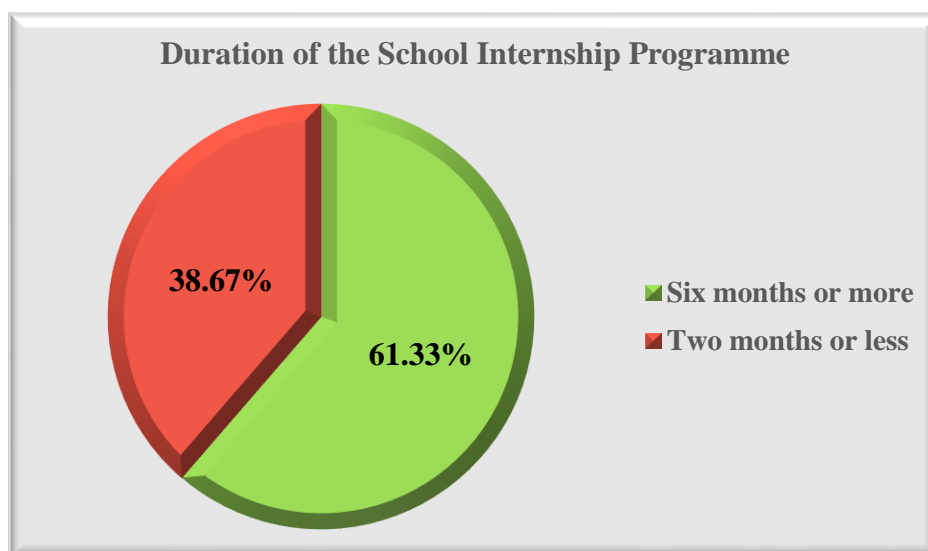
Graph 4.19: Expectation of Student-teachers regarding Duration of the School Internship

From the above graph 4.19, it can be observed that, out of the 512 student-teachers, a majority, 314 (61.33%) student-teachers expected that the school internship programme should be six months or more than that, while 198 (38.67%) student-
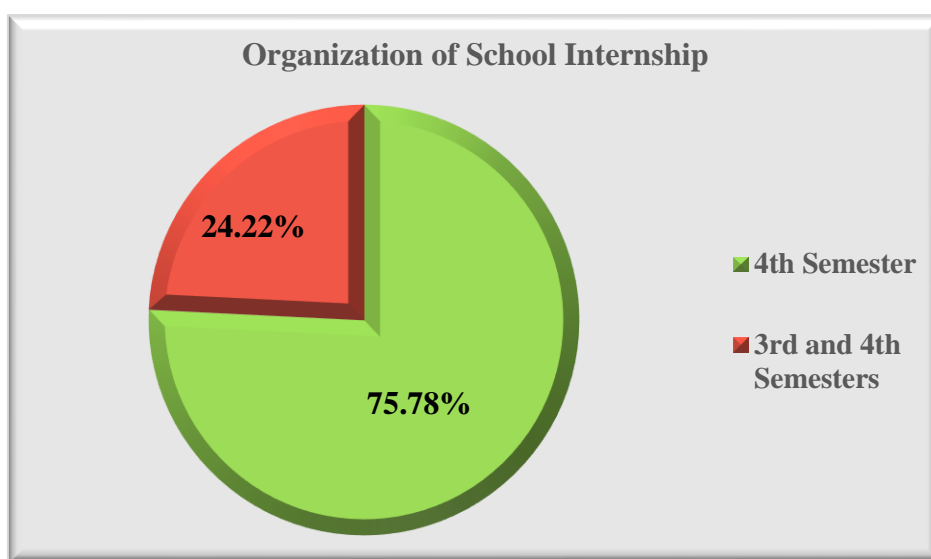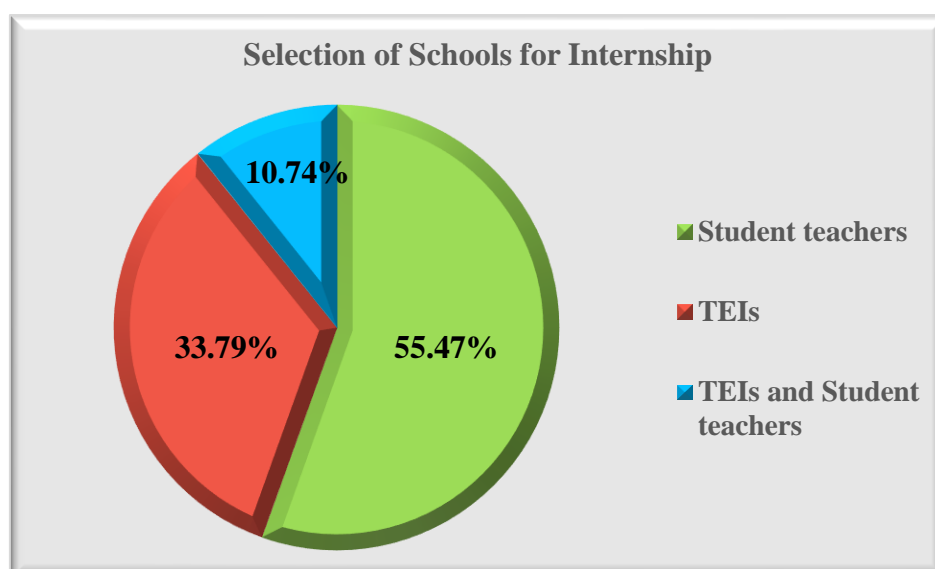
teachers expected that the duration of the school internship programme should be two months or less.

314 (61.33%) student-teachers provided the following reasons why they expected the duration of the school internship should be six months or more.

➢ Out of 314 student-teachers, A total of 168 (53.50%) student-teachers responded that school internship:

◻ Allows student-teachers to learn, gain school experience, develop teaching skills, and enhance their knowledge.

◻ Provides a better understanding of working in a schools, teaching, and managing the classroom.

◻ Builds confidence of student-teachers

◻ Provides complete teacher training with skills.

◻ Develops a better understanding of the actual classroom situation.

➢ 63 (20.06%) student-teachers responded that school internship

◻ Allows student-teachers to develop an understanding of the process of examination and preparation of results.

◻ Provides an opportunity to develop administrative skills as a teacher.

◻ Develops adjustment skills because it takes time to adjust to the school environment; therefore, the six-month duration of the school internship programme is adequate.

➢ 52 (16.56%) student-teachers responded that during the school internship,

◻ Student-teachers can complete the school syllabus and are accepted by the school staff over six months.

◻ Student-teachers can better understand the actual situation during their school internship programme.

➢ 31 (9.87%) student-teachers responded that school internship

◻ Allows them to understand school students better.

◻ Enables student-teachers to know how school students think as they spend more time with students.

◻ Overcomes any fear of the student-teachers.

➢ The findings of the study indicate that a total of 198 (38.67%) student-teachers expected that the duration of the school internship programme should be two months or less. They responded that

□ They felt bored during the long period of a school internship programme. So, one month is enough for a school internship.

□ There was enough time, i.e., two months, to complete all the required activities during the school internship, understand the school atmosphere, and learn new skills.

□ The longer duration of the school internship becomes a waste of time.

□ More work could be done in less time.

□ If what the student-teachers are teaching is to be retaught by the school teachers, it is a waste of time, and the school students would not be interested in the classroom.

□ It is not easy to get permission from schools for an internship.

□ They faced problems related to transportation because the schools were far from their residence.

4.4.4.2 When School Internship to be Organized?

Graph 4.20: Expectation of Student-teachers regarding Organization of School Internship

From the above graph 4.20, it can be observed that, 388 (75.78%) student-teachers expected that the internship should be conducted in the 4th semester, while 124 (24.22%) student-teachers expected that the internship should be conducted both in the 3rd and 4th semesters.

➢ 388 (75.78%) Student-teachers provided following reasons why they expected that internship should be conducted in 4th semester.

☐ They were bored in the classroom in TEIs after teaching students in schools during the 3rd semester.

☐ It became difficult for them to study again.

☐ Few student-teachers come to teacher education institutions in the 4th semester to learn; they consider themselves as teachers, and the atmosphere of teacher education has changed.

☐ If the school internship is conducted in the 3rd semester, then the link between theory and practical experience is broken, and if the school internship is conducted in the 4th semester, then the continuity in practice is maintained.

☐ Student-teachers can teach well in schools if they are sent to schools after completing the B.Ed. Course.

☐ They learn teaching skills till the 3rd semester of B.Ed. Programme so that they can implement them in the 4th semester.

☐ After gaining teaching experience during the 4th semester, they can get a job immediately and join the school as a teacher.

☐ Student-teachers can continue their teaching practice, and their enthusiasm for teaching students remains.

☐ If they have to attend teacher education institutions in the 4th semester, they need to rearrange their accommodation and find a hostel and room.

➢ 124 (24.22%) student-teachers responded that internship should be conducted in the 3rd and 4th semesters because

☐ They can utilize their internship experience of 3rd semester in the 4th semester of the B.Ed. programme, where they could exchange ideas, discuss important points, and avoid making similar mistakes.

☐ More practical work is assigned to the student-teachers. So, they can get enough time to complete their assigned work if an internship is conducted in 3rd and 4th semesters.

☐ Student-teachers acquire teaching skills during the microteaching and block teaching in the 1st and 2nd semesters.

☐ The duration of internship is longer, so it is better to organize in both the 3rd and 4th semesters.

☐ Distributing school internship is important to enable student-teachers to gain experience from various schools.

4.4.4.3 Selection of Schools for Internship

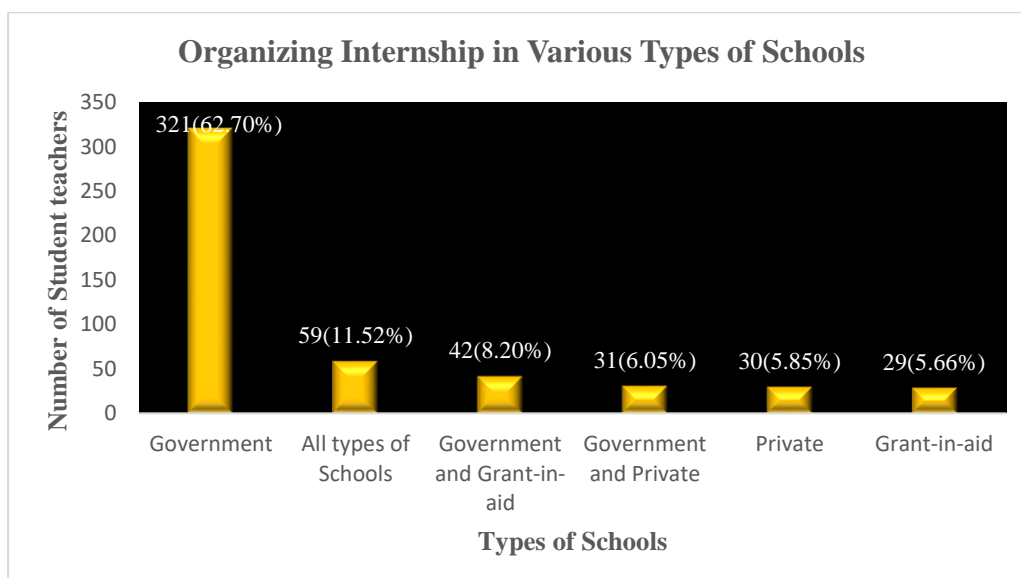**Graph 4.21: Expectation of Student-teachers regarding the Selection of Schools for Internship**

From the above graph 4.21, it can be observed that, out of 512 student-teachers, 284 (55.47%) student-teachers expected that student-teachers should select the schools for an internship, while 173 (33.79%) student-teachers expected that TEIs should assign the schools to the student-teachers. Furthermore, 31 (6.05%) student-teachers responded that if they select schools themselves, they may choose familiar schools or one nearby where their relatives work, leading to a lack of accountability for their work during the internship. They expressed that if the teacher education institutions assign the schools, they can monitor the progress of student-teachers and ensure they are fulfilling their duties.

Finally, 24 (4.69%) student-teachers responded that if student-teachers select the schools themselves, it allows them to gain experience in a familiar environment. However, if they are assigned to different schools by TEIs, they will have the opportunity to gain new experiences and learn from different environments.

➢ 284 (55.47%) student-teachers expected that student-teachers should select the school for an internship for the following reasons.

☐ They responded that it saves time and expenses if the schools are nearer to their residence.

☐ It is better if the student-teachers select the schools as they have to go for internship.

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- ☐ If the student-teachers will have studied in the same school, they will have experience about its environment.

- ☐ Student-teachers know the surrounding area and are familiar with the schools in the region.

- ☐ If student-teachers select the schools as per their choice, they can adjust better in schools.

- ☐ If the schools are convenient for the student-teachers, they can get better training and work more enthusiastically.

➢ 173 (33.79%) student-teachers provided the following reasons why they expected that the teacher education institutions should assign the schools to them for internship.

- ☐ The teacher education institutions have better knowledge of which schools will provide an excellent experience to student-teachers.

- ☐ Teacher Education Institutions know the school students and the status of the shortage of teachers in schools.

- ☐ If student-teachers select the school, there is more possibility that they have a personal connection with the school; they do not attend the school regularly and get marks without effort.

- ☐ The teacher education institutions have information about the background of student-teachers and can reduce conflicts among them by allocating schools accordingly.

4.4.4.4 Organizing Internship in Various Types of Schools

Organizing Internship in Various Types of Schools

321(62.70%)

59(11.52%) 42(8.20%) 31(6.05%) 30(5.85%) 29(5.66%)

Number of Student teachers

Government / All types of Schools / Government and Grant-in-aid / Government and Private / Private / Grant-in-aid

Types of Schools

Graph 4.22: Expectation of Student-teachers regarding Organizing Internship in Various Types of Schools

From the above Graph 4.22, it can be observed that 321 (62.70%) student-teachers responded that the school internship should be organized in government schools. Out of these 321 student-teachers, 143 (44.55%) mentioned that interning in government schools allows them to understand government policies, rules, and regulations, as well as the overall situation of government schools, government schemes, and administrative work. Additionally, 80 (24.92%) student-teachers responded that there is a shortage of teachers in government schools. So, student-teachers can help to improve learning outcomes of students by conducting new activities and increasing students' interest. Students are not able to read and write in government schools, and teachers are busy with their administrative work, so if student-teachers teach in government schools, it will be helpful to the students. There is no need to hire visiting teachers, and students will benefit. All types of students are available in government schools. So, student-teachers can learn to deal with them. It is compulsory for student-teachers to be present in government schools.

Furthermore, 42 (13.08%) student-teachers responded that private schools do not provide adequate learning opportunities. They often do not allow student-teachers to teach and organize activities; instead, they assign them only to complete the syllabus. They also assign more workloads to student-teachers and provide less guidance than government schools. The educational level of the government school students is low, and private school students already go to tuition.

On the other hand, 37 (11.53%) student-teachers responded that government teachers have completed B.Ed. and have also passed TET and TAT exams, indicating that they have the necessary knowledge and experience to guide student-teachers. Moreover, government teachers are supportive and give student-teachers more freedom than private schools.

Finally, 19 (5.92%) student-teachers responded that as they intend to pursue a government job after completing their B.Ed., conducting their internship in government schools will be beneficial. It will help them to gain a better understanding of the environment and work culture.

Another 59 (11.52%) student-teachers expected that the school internship should be organized in all types of schools so that they gain an understanding of all kinds of situations.

Furthermore, 42 (8.20%) student-teachers expected that school internship should be organized in government and grant-in-aid schools, as they provide a good learning experience in terms of understanding the kind of work done in both types of schools and their methods. Government and grant-in-aid schools have good facilities, assign classes to student-teachers, and have regular staff compared to private schools. They also mentioned that school teachers in private schools said, *"They will sign all documents; you do not need to come to school for an internship."*

In the survey, 31 (6.06%) student-teachers expected that school internship should be organized in both government and private schools, as it allows them to understand the rules and regulations of both types of schools and gain experience from both. They also responded that government school teachers are not active, whereas teachers of private schools are active, so student-teachers should get experience from both schools.

30 (5.86%) student-teachers responded that the school internship should be organized in a private school. Out of these 30 student-teachers, 24 (80%) responded that teaching work is done timely and seriously in private schools, and therefore, they can learn more in a private school than in a government school. They can gain valuable training since adequate staff is available. According to them, teachers get salaries in government schools, so they should work properly. Still, only practitioners are in private schools, so going to a private school for an internship will be better. In addition, more activities are organized in private schools than in government and grant-in-aid schools so that student-teachers can get better guidance. The remaining 6

(20%) student-teachers responded that students are disciplined and punctual, and technology facilities are available in private schools so student-teachers can use and explore new things.

29 (5.66%) student-teachers responded that school internship should be organized in grant-in-aid schools. Among these, 17 (58.62%) student-teachers stated that, in private schools, some students are not interested in studying, and school teachers are not supportive. They believed there was no need to go to government schools because they lacked sufficient facilities, and private schools had an adequate number of teachers. They also responded that student-teachers have fewer learning opportunities in government schools. 12 (41.38%) student-teachers stated that grant-in-aid schools are well-organized and provide adequate classes to the student-teachers. Even the school teachers are well educated, whereas the staff is not properly trained in private schools. They believed that the education level of the students was up to the mark in grant-in-aid schools.

4.4.4.5 Internship Orientation to the School Principals and Mentors
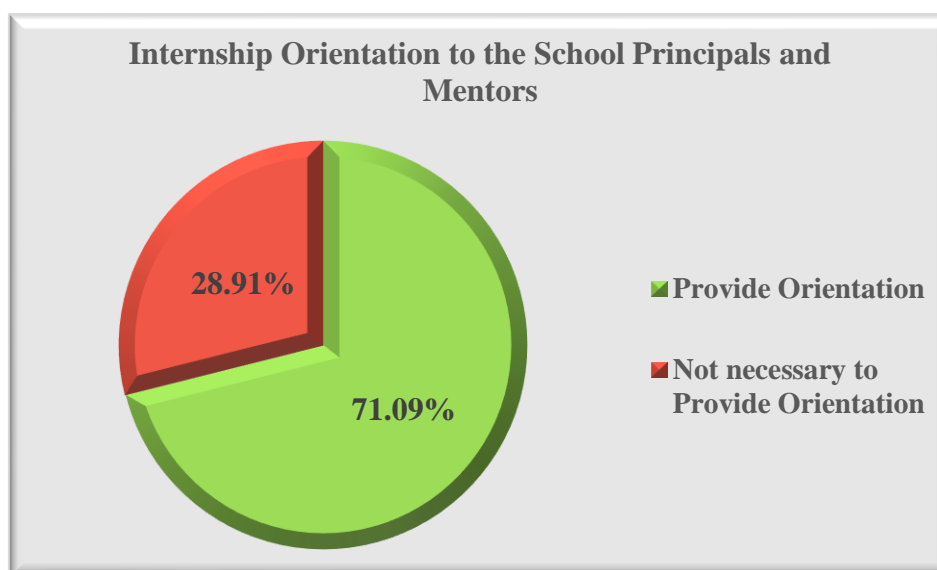
Graph 4.23: Expectation of Student-teachers regarding Internship Orientation to the School Principals and Mentors

From the above Graph 4.23, it can be observed that 364 (71.09%) student-teachers expected that teacher education institutions should provide orientation about the school internship programme to the school principals and mentors, while 148 (28.90%) student-teachers responded that it is not necessary to provide orientation.

➢ 364 (71.09%) student-teachers expected that TEIs should provide orientation to the school principals for the following reasons.

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- The school principals should be aware of the school internship programme, either by phone or letter, so that they can inform the school teachers and students. It helps them to understand the purpose of the school internship and the activities carried out by student-teachers in schools, so that they can prepare a suitable timetable accordingly. In addition, the school principal can also assign classes to the student-teachers and communicate with student-teachers properly.

- Student-teachers get support and guidance from teaching staff during their internship.

- Student-teachers get good experience during the internship.

- If the rules and regulations of schools are different, the school principals can correlate the assigned duties to the student-teachers if orientation is provided.

- Mentors can monitor student-teachers' work and ensure they complete the assigned tasks. So, student-teachers can not simply record activities in the book without organizing them.

- Some school principals are not aware of the two-year B.Ed. Programme. So, if the orientation is provided, they understand the roles and responsibilities of the student-teachers, how many days they stay in schools, which type of work assigned to them, and school teachers can monitor the student-teachers. If school principals know about the internship, student-teachers also work well in schools.

- School teachers understand that student-teachers also have to organize activities, not just teach. Teachers often do not allow or provide permission to conduct the activities in such cases. However, if given proper orientation, they will be more supportive of the student-teachers.

- Teachers consider student-teachers as workers only.

- School teachers understand the marking system and assess the student-teachers properly.

- School teachers do not observe the classes of student-teachers during the internship, so information should be provided.

➢ 148 (28.91%) student-teachers responded that providing orientation about the school internship programme was unnecessary and mentioned the following reasons.

☐ School principals already have sufficient knowledge of the school internship.

☐ School principals are capable of managing the situation on their own.

☐ School principals are well-qualified and experienced.

☐ Schools rarely permit the internship. Moreover, if information is given, they will not be permitted to do activities.

4.4.4.6 Internship-related information related to the School Principals

Out of 512 student-teachers, 198 (38.67%) student-teachers expected the orientation related to the specific activities that student-teachers have to perform during the school internship programme should be provided. Similarly, 114 (22.27%) student-teachers felt that orientation regarding the duration of school internship should be provided. Additionally, 84 (16.41%) student-teachers believed that orientation should be provided on the number of student-teachers coming for the internship and their subjects thay will be teaching during the programme. Another 72 (14.06%) student-teachers felt that orientation should be given about the overall purpose of the school internship programme. Lastly, 44 (8.59%) student-teachers expressed a need for orientation related to the evaluation process of student-teachers during the school internship programme.

4.4.4.7 School-related information to the student-teachers
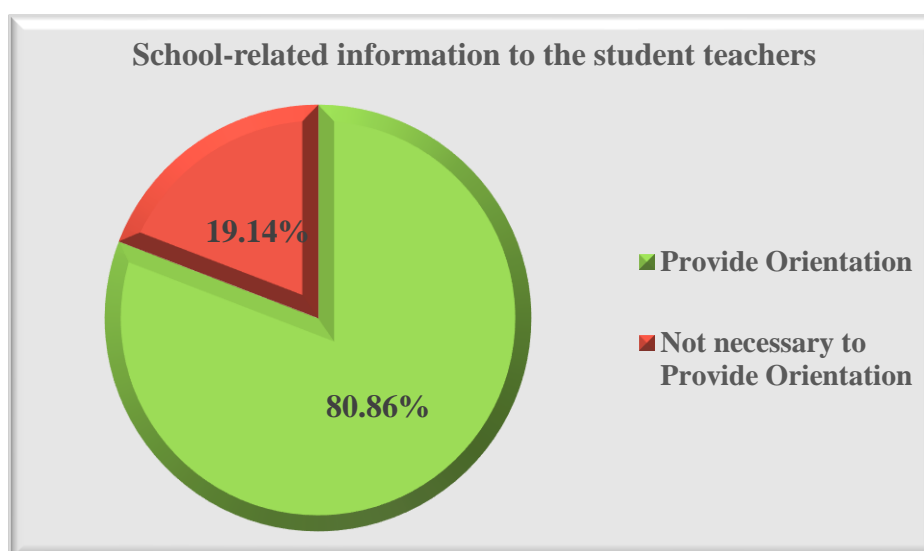
Graph 4.24: Expectation of Student-teachers regarding School-related information to the student-teachers

From the above graph 4.24, it can be observed that 414 (80.86%) student-teachers responded that orientation related to the school should be provided to the student-teachers during the internship programme. However, 98 (19.14%) of student-teachers

responded that they did not need orientation as they had prior expereicne. They felt confident in adjusting to the new environment without orientation.

In the study, 414 student-teachers opined that orientation related to school should be provided to them. Of these, 123 (29.72%) student-teachers responded that supervisors should provide orientation about schools to the student-teachers. On the other hand, 291 (70.29%) student-teachers responded that the school should provide orientation to the student-teachers. Among these, 250 (85.91%) student-teachers expected that the school principal should provide orientation, while 41 (14.09%) student-teachers expected that the mentors should provide orientation about school to the student-teachers.

Out of 414 student-teachers who expected that orientation related to school should be provided to the student-teachers, 295 (71.26%) student-teachers responded that information about the area of the school, rules and regulations, facilities, and culture should be provided. The administration and management of the school should also be explained to the student-teachers. 69 (16.67%) student-teachers responded that they should be informed about the school teachers. It includes the number of teachers available in the school, which teachers teach which subjects to which standard. This information can help student-teachers in planning their lessons accordingly.

Furthermore, 50 (12.07%) student-teachers responded that they should be informed about the school students. They wanted to know the number of students in the school, their IQ levels, and their interests in various activities. This information can help student-teachers design their lessons to cater to the interests and learning abilities of the students.

4.4.4.8 Observation of School teachers' Classes
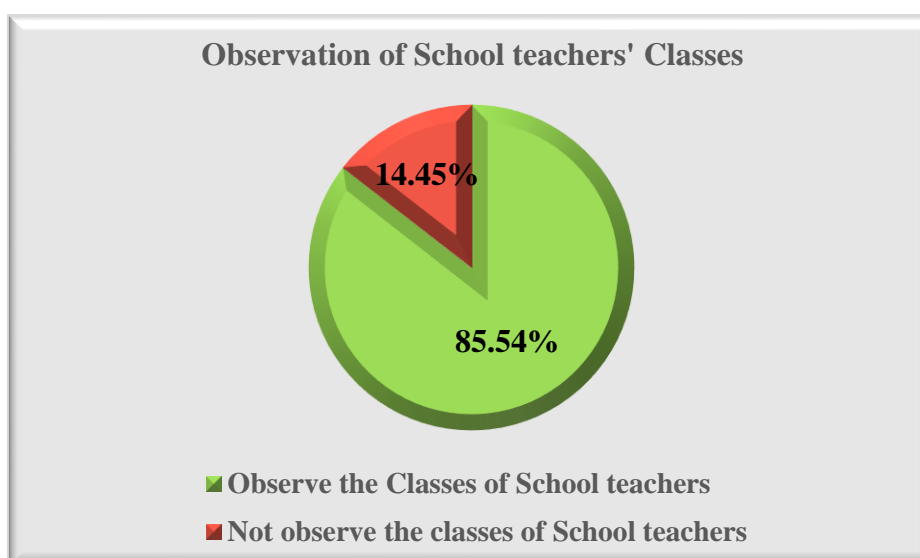
Graph 4.25: Expectation of Student-teachers regarding Observation of School teachers' Classes

From the above graph 4.25, it can be observed that 438 (85.55%) student-teachers expected that they should observe the classes and teaching methods of school teachers, while 74 (14.45%) student-teachers responded that they should not observe the classes of school teachers.

➢ 438 (85.55%) student-teachers provided the following reasons why school teachers should observe classes.

☐ Firstly, 312 (71.23%) student-teachers responded that, they can learn teaching skills and techniques that they can use in their classroom. Through observation, they can learn how teachers explain concepts, control the class, handle problematic situations, and what teaching styles they use.

☐ Secondly, 85 (19.41%) student-teachers responded that, they can understand how students learn in the classroom and how they behave. They can also develop an understanding of students' behaviour and learning patterns, which can guide their behaviour in the classroom. Student-teachers can learn how to create a positive and supportive learning environment.

☐ Thirdly, 41 (9.36%) student-teachers responded, they can develop a mastery of their subject content. They can learn about the school curriculum, which can help them to prepare and plan their lessons effectively. It can help them develop their qualities as a future teacher and build their confidence in their teaching abilities.

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➢ 74 (14.45%) student-teachers responded that they should not observe the classes of school teachers for the following reasons.

☐ Firstly, 27 (36.49%) student-teachers believed that school teachers are already qualified, experienced, and trained to teach appropriately. Therefore, they thought that there was no point in observing them. They also believed that school teachers are government employees and that their qualifications and experience are already validated through the rigorous selection process for government jobs.

☐ Secondly, 15 (20.27%) student-teachers felt that they were still in the learning phase of their career and had not reached the level of expertise that school teachers had. They thought it was inappropriate for student-teachers to look for mistakes in the teaching methods of experienced teachers.

☐ Thirdly, 12 (16.22%) student-teachers commented that some school teachers still use outdated teaching methods and that their teaching lack clear objectives. It leads them to believe there is no value in observing such teachers.

☐ Fourthly, 17 (22.97%) student-teachers expressed concern that, if they identify weaknesses in the teaching of school teachers during observations, the teachers will argue and become defensive. They believed that school teachers may see student-teachers as not experienced and not qualified to evaluate their performance, which can create conflict.

☐ Fifthly, one (1.35%) student teacher claimed that some school teachers lack basic skills such as reading and writing and are only in the profession to earn a salary.

☐ Additionally, one (1.35%) student teacher believed that observation of school teachers was a mere formality rather than a meaningful learning experience.

☐ Lastly, one (1.35%) student teacher claimed they use observation periods to complete their work, such as preparing lesson plans, rather than focusing on the teachers' performance.

In this study, a total of 218 (42.57%) student-teachers expected that they should observe a minimum of five classes of school teachers during the school internship, whereas 184 (35.93%) student-teachers reported that they should observe a minimum

of ten classes of school teachers. Furthermore, 36 (7.03%) student-teachers expected that they should observe 20 classes of school teachers during the internship.

4.4.4.9 Preparation of Lesson Plans

Preparation of Lesson Plans

- Prepare the Lesson Plans
- No need to prepare Lesson Plans
- Mixed response

1%
22%
77%
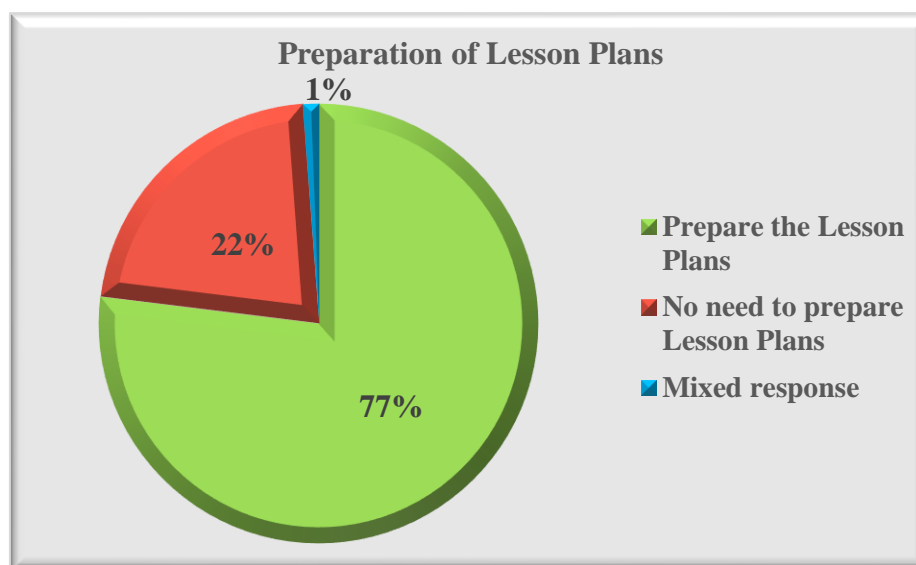
Graph 4.26: Expectation of Student-teachers regarding Preparation of Lesson Plans

From the above graph 4.26, it can be observed that 394 (76.95%) student-teachers expected that they should prepare the lesson plans, while 112 (21.88%) student-teachers responded that they should not prepare lesson plans. Furthermore, 6 (1.17%) student-teachers provided mixed responses regarding preparing lesson plans during the school internship programme. Out of 512 student-teachers, 394 (76.95%) student-teachers responded that student-teachers should prepare the lesson plans during the school internship programme. Among these 394 student-teachers, 271 (68.78%) student-teachers responded that preparing lesson plans before teaching helps them to be well-prepared for their classes. They can also plan how to teach the concepts, which activities to include, and how to sequence the lesson. They mentioned that lesson plans help them deliver the content appropriately and maintain the class flow. Furthermore, they also stated that preparing lesson plans helps them to learn new things and develop their teaching skills, allowing them to teach more concepts in less time. In addition, 123 (31.22%) student-teachers stated that they can understand the subject better, and it helps them to remember the concepts taught in class. They also mentioned that preparing lesson plans helps them to plan their class in a structured and organized way, which makes teaching more effective and efficient. This planning

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helps them to understand what to teach, how to teach, and when to teach, allowing them to manage their time better.

On the other hand, 112 (21.88%) student-teachers believed that lesson plans should not be prepared during the school internship programme. 79 (70.54%) student-teachers mentioned that lesson plans do not work in real classroom situations, and the actual situation differs from what is planned. They stated that the lesson plans felt forced and unnatural. They also mentioned that lesson plans may cause student-teachers to become bound. Furthermore, 18 (16.07%) student-teachers responded that lesson plans are already prepared during block teaching and training in the pre-school internship, so there is no need to make it during the school internship. They believed that lesson planning takes too much time. Lastly, 15 (13.39%) student-teachers believed that limited writing is required and that 5-6 lessons are enough. They stated that reading a lesson without a plan may be just as effective, and preparing lesson plans may take up unnecessary time.

6 (1.17%) student-teachers who responded with mixed responses, expected that student-teachers should first identify the students and their level of understanding and then decide whether to make lesson plans. According to them, preparing detailed lesson plans is not mandatory, but student-teachers should at least outline the topics and examples they will teach in the classroom. They also mentioned that the lesson plans should not be followed strictly as the situation in the class is often different.

4.4.4.11 Number of Lesson plans

Out of 512 student-teachers, 394 (76.95%) student-teachers expected that student-teachers should prepare lesson plans during the school internship programme. Among the respondents, 139 (35.28%) student-teachers opined that five lesson plans should be prepared during the school internship programme, while 104 (26.40%) student-teachers believed that fifteen lesson plans should be prepared. 52 (13.20%) student-teachers responded that twenty lesson plans should be prepared. Additionally, 40 (10.15%) student-teachers stated that ten lesson plans should be prepared, whereas 32 (8.12%) responded that thirty lesson plans should be prepared. 14 (3.55%) student-teachers believed that twenty-five lesson plans should be prepared, while 13 (3.30%) responded that 40 lesson plans should be prepared.

4.4.4.12 Supervisors visit Schools during School Internship

A total of 512 student-teachers were asked how frequently supervisors should visit the schools during their internship period. Among them, 293 (57.23%) student-teachers

responded that supervisors should visit the schools weekly, while 127 (24.80%) student-teachers opined that the supervisors should visit the schools once every fifteen days. 58 (11.33%) student-teachers reported that supervisors should visit the schools monthly, and 34 (6.64%) student-teachers responded that supervisors should visit the schools twice a week.

4.4.4.13 Observation of Student-teachers' Classes

Out of 512 student-teachers, 273 (53.32%) student-teachers expected that mentors should observe their classes, while 95 (18.55%) student-teachers responded that only supervisors should observe their classes. In addition, 58 (11.34%) student-teachers responded that supervisors and school principals should observe their classes, while 44 (8.59%) student-teachers believed that supervisors and mentors should observe their classes. Lastly, 42 (8.20%) student-teachers responded that only school principals should observe their classes.

4.4.4.14 Observation of the number of Classes of Fellow students

In the research, 512 student-teachers were asked about the number of classes they had to observe during their school internship programme. Out of these, 175 (34.18%) student-teachers responded that they should observe fifteen classes of the fellow students during the school internship programme. Moreover, 153 (29.88%) student-teachers responded that they should observe a minimum five classes of the fellow students during the school internship programme. 137 (26.76%) student-teachers responded that they should observe more than thirty classes of fellow students during the school internship programme. Lastly, 47 (9.18%) student-teachers responded that they should observe a minimum of ten classes of fellow students during the school internship programme.

4.4.4.15 Feedback to the Student-teachers

In the research study, 178 (34.77%) student-teachers expected that mentors should provide feedback, and 165 (32.23%) student-teachers responded that supervisors, school principals, and mentors should provide feedback. Additionally, 82 (16.02%) student-teachers expected that school principals and mentors should provide feedback during the school internship programme, whereas 39 (7.61%) student-teachers expected that supervisors and mentors should provide feedback. Moreover, 28 (5.47%) student-teachers expected that supervisors should provide feedback, while 20 (3.90%) student-teachers expected supervisors and school principals should provide feedback to the student-teachers during the school internship programme.

4.4.4.16 Guide the Student-teachers

In the research study, 123 (24.02%) student-teachers expected guidance from supervisors, school principals, and mentors, while 110 (21.48%) expected guidance specifically from mentors. Additionally, 114 (22.27%) student-teachers expected guidance from supervisors and mentors during the school internship programme, and 104 (20.31%) stated that only supervisors should provide guidance during the school internship programme. Furthermore, 32 (6.25%) student-teachers expected that school principals should provide guidance. Moreover, 29 (5.67%) student-teachers expected supervisors and school principals should provide guidance.

### 4.4.4.17 For which topics to provide guidance

In the study, 326 (63.68%) student-teachers expressed their expectation to receive guidance related to their subjects and teaching. Specifically, they expected guidance on the course material and effective teaching techniques, suitable activities to engage students, appropriate teaching methods, classroom management, and lesson plan preparation. Additionally, 113 (22.07%) student-teachers expected guidance on how to carry out their internship work effectively and what precautions to take during the internship programme. Another 34 (6.64%) student-teachers expected guidance on handling and resolving problems of school students. 31 (6.05%) student-teachers expected guidance on what tasks they should perform in the school and how to execute them. Lastly, 8 (1.56%) student-teachers expected guidance related to the Teacher Eligibility Test (TET) and Teacher Aptitude Test (TAT) exams, as well as career orientation.

4.4.4.18 Assessment of Student-teachers during the school internship

In the study, 162 (31.64%) student-teachers responded that mentors should assess their performance during the school internship programme. They responded that mentors were assigned to them to provide guidance, support, and feedback on the teaching process. Therefore, they were considered the most appropriate people to assess the student-teachers' performance. They were considered experts in their respective fields and could provide better feedback on teaching specific subjects. They also mentioned that mentors interact more with the students and thus can provide better feedback on the teaching process. 112 (21.88%) student-teachers responded that they believe the School Principal should be responsible for assessing their performance. The School Principal is the most experienced person. They also believed that the school principal guides administrative work.

On the other hand, 105 (20.51%) student-teachers responded that supervisors should be responsible for assessing their performance during the school internship programme. It is because supervisors are aware of the entire internship process and are best to provide feedback on the overall performance of the student-teachers. They can also guide how to improve and develop the necessary teaching skills. Moreover, 62 (12.11%) student-teachers responded that all the supervisors, school principals, and mentors jointly assess the student-teachers, 40 (7.81%) student-teachers expected that supervisors and mentors should assess them, and 31 (6.05%) student-teachers expected that chool principals and mentors should assess them.

4.4.4.19 Stipends to the Student-teachers
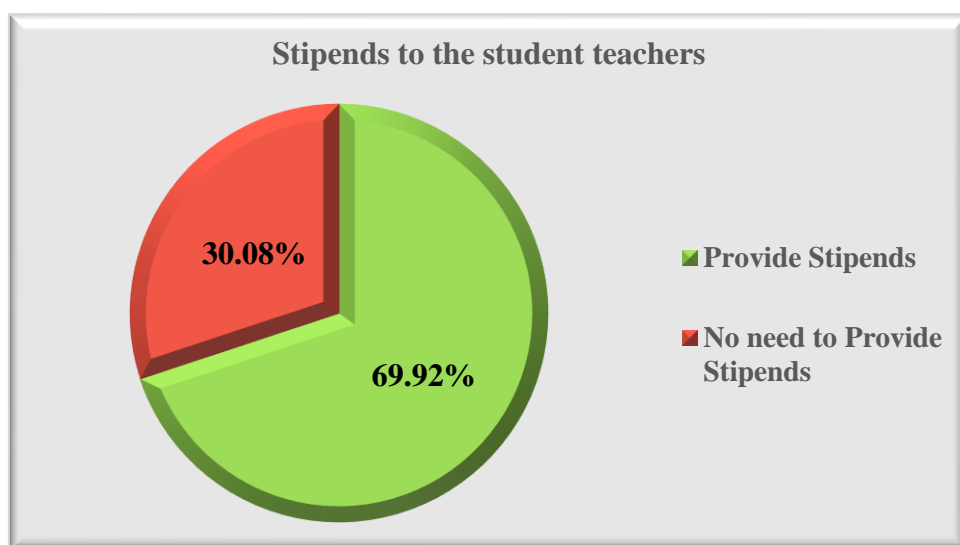
Graph 4.27: Expectation of Student-teachers regarding Stipends to the Student-teachers

From the above graph 4.27, it can be observed that 358 (69.92%) student-teachers expected that they should be provided stipends, while 154 (30.08%) of student-teachers responded that there is no need to provide stipends to the student-teachers during the school internship programme.

➢ 358 (69.92%) student-teachers expected that they should be provided stipends, they provided the following reasons.

  ☐ Since they work as teachers for three months in schools, and the school internship is also longer, it will be better financially if they are compensated for their work.

☐ Expenses they had to spend while doing activities in schools and preparing Teaching Learning Material, and they felt they must be compensated for the same.

☐ It will motivate them to perform better and be more committed to their work.

☐ Since they act as full-time school teachers, they should be given stipends like other professionals.

☐ They will be motivated to work harder if stipends are provided, resulting in better performance.

☐ Since some schools are far from their villages, it will be helpful if they receive compensation for transportation, especially for those financially weak.

➢ On the other hand, 154 (30.08%) student-teachers responded that they should not be paid during the school internship programme, as they provided the following reasons.

☐ The internship is meant for learning and training, not earning money.

☐ Their internship aims to gain experience and obtain their degree, not to get a job or earn money.

☐ Since the internship is a part of their training, they should not be paid for it.

☐ Student-teachers may drop out if they are tempted to earn money during the internship.

Out of 512 student-teachers, 234 (45.70%) student-teachers expected that teacher education institutions should provide stipends to student-teachers during their school internship. Additionally, 164 (32.03%) expected that schools should offer stipends to student-teachers. Meanwhile, 88 (17.19%) expected that the government should provide stipends to them. Lastly, 26 (5.08%) student-teachers expected that both teacher education institutions and schools should jointly provide stipends during the school internship programme.

4.4.4.20 Major Observations

The study revealed that 65% of supervisors and 61.33% of student-teachers expected that the duration of the school internship should be five months or more as they believed that student-teachers get better training. On the other hand, 60% of school principals and 55% of mentors expected that a school internship should be organized only for one month, as they responded that one month was enough to develop

teaching skills, however, during the one-year B.Ed. Programme, the duration of practice teaching was 40 days, and NCFTE (2009) and JVC (2012) identified the loopholes in the one-year B.Ed. Programme and recommended to increase the duration of practice teaching. So, it will benefit the student-teachers. The situation of this kind raises a question about their level of awareness. There seems to be a need for better communication between the TEIs and Schools. 57.50% of supervisors, 40% of school principals, and 75.78% of student-teachers expected that school internship should be conducted in the 4th semester as they believed student-teachers could continue to practice the teaching skills. However, six TEIs conducted internship in 3rd semester, does it mean there is no relevance and implication of the subjects taught in 4th semester on SIP.

50% of supervisors and 55.47% of student-teachers expected that the student-teachers should select the schools during the school internship because they said that student-teachers could select the schools nearer to their residence area, so they gave their best, whereas 42.50% of supervisors and 33.79% of student-teachers expected that TEIs should select the schools for internship. So, it may reduce the irregularity of student-teachers, and supervisors can monitor them if they allotted the schools nearer to the TEIs.

The majority, 50%, of supervisors expected that school internship should be conducted in all types of schools, which is also mentioned in the School Internship Framework (2016) as supervisors believed that student-teachers could get experiences in all types of schools whereas the majority 62.70% of student-teachers expected that school internship should be organized in government schools as they believed that they could understand the rules and regulations and policies of government schools.

67.50% of supervisors and 71.09% of student-teachers expected that orientation related to school internship should be provided to the school principals and mentors as they believed that they could support and monitor the student-teachers if orientation was provided. However, 70% of school principals and 75% of mentors responded that information given by TEIs through a formal letter was enough.

95% of supervisors, 85.55% of student-teachers, and all mentors expected that student-teachers should observe the classes of school teachers as they believed that student-teachers could learn teaching methods and classroom management. However, 8.20% of student-teachers responded that they should not observe the classes of school teachers as they believed they were less experienced. This shows that student-

teachers had misconceptions regarding the observation of school teachers and lack of orientation. It might be possibile that TEIs may not clear the objectives of observation of classes of school teachers.

All supervisors, mentors, school principals, and student-teachers expected that supervisors should visit the schools during the school internship programme. 85% of supervisors, 80% of school principals, 92.50% of mentors, and 76.95% of student-teachers responded that student-teachers should prepare the lesson plans during the school internship as they believed that due to this, student-teachers could teach effectively and systematically.

50% of supervisors and 53.32% of student-teachers expected that mentors should observe the classes of student-teachers, whereas 50% of school principals expected that supervisors should observe, and 22.50% of mentors expected that all the supervisors, school principals, and mentors should observe the classes and provide the feedback to the student-teachers. 32.50% of supervisors, 40% of school principals, and 47.50% of mentors expected that all the supervisors, school principals, and mentors should assess the student-teachers during the school internship. This indicates that both supervisors and school principals might not be willing to take responsibilities. This also shows that school principals and mentors were unaware of their responsibilities due to the lack of orientation and communication.

72.50% of supervisors, 85% of school principals, 52.50% mentors, and 69.92% of student-teachers expected that stipends should be provided to the student-teachers during the school internship as they believed that it would benefit them for traveling expenses.

4.5 Problems faced by supervisors, school principals, mentors, and student-teachers during the school internship programme

4.5.1 Problems faced by Supervisors during the School Internship

The problems faced by supervisors are as follows:

☐ The school students' behaviour was undesirable, and there was a lack of discipline.

☐ Some student-teachers did not visit the school regularly; they only attended in the morning and left school.

☐ There was a communication gap with the school principals.

- The schools' support was inconsistent. Many times, the schools allowed for exams but later rejected it.

- Mentors occasionally assign personal work to the student-teachers, burdening them with teaching entire chapters and proxy classes.

- Supervisors encountered difficulties in school selection as some schools did not allow for the school internship programme.

- Student-teachers did not adequately prepare lesson plans and they lacked knowledge.

- Mentors did not provide sufficient help, which led to challenges in assessing the student-teachers.

- After completing the school internship, a few student-teachers showed a lack of discipline after returning to the teacher education institution.

- Student-teachers often had limited opportunities to work in the school and fewer teaching periods. In some cases, they only sat in the school without active involvement.

- Some student-teachers failed to complete their submissions on time that led to delay entering the marks.

- Often, student-teachers did not get proper guidance from mentors and school principals during school internship.

4.5.2 Problems faced by School Principals during the School Internship

The following problems were faced by 8 (20%) school principals.

- Many student-teachers came to school for internship simultaneously, and due to this, problems arose during task assignments.

- Separate seating arrangements needed to be made for student-teachers'

- The student-teachers could not control the class, so at least one teacher had to be assigned to manage the classroom.

- The syllabus remained incomplete by the time the examination period arrived.

- Few student-teachers could not do full justice to the subject matter.

- Sometimes, disruption occurred in the curriculum.

- If more number of student-teachers of the same subject came together, assigning classes became challenging.

- Among all the student-teachers who came for an internship, only 30% of student-teachers had content mastery.

☐ The syllabus could not be taught as it should have been according to the structure.

4.5.3 Problems faced by Mentors during the School Internship

14 (35%) mentors faced the following challenges during the school internship.

☐ The student-teachers often could not manage the classroom, thus it disturbed other students in the neighboring classrooms.

☐ Often, the same topic taught by the student-teachers had to be re-taught by school teachers in extra classes.

☐ A weekly unit test was organized in the schools, and the school routine was disrupted when student-teachers came for their internship. Additionally, 10-15 students participated when student-teachers organized activities, making it challenging to teach the next topic.

☐ Frequently, when the student-teachers taught in the class without a mentor, students misbehaved, made much noise, and disrupted other classes. The students of the school considered the student-teachers as friends and did not feel fear, so they did more mischief.

☐ Student-teachers faced challenges in managing the classroom effectively, resulting in mentors needed to be present in the class continuously.

☐ School teachers had regular classes, and there was a problem in adjusting schedules when student-teachers were present.

4.5.4 Problems faced by Student-teachers during the School Internship

4.5.4.1 Preparation of Lesson plans

Out of 512 student-teachers, 390 (76.17%) student-teachers faced problems while preparing the lesson plans. Student-teachers faced problems related to the skill of Introduction. They were unsure of how to introduce the lesson effectively. They faced problems with time management as they responded that they had concerns about completing the content on time. They found it challenging to allocate time according to the school curriculum and determine how much content to include in lesson planning. Student-teachers expressed difficulty in determining what to write when they did not understand the meaning of words in lesson planning and how to write lesson plans. Student-teachers also faced problems selecting and preparing teaching aids and were unsure whether their students would comprehend the material. They had difficulty in connecting two topics in their teaching and struggled with finding extra information related to the topic because the material was not readily available.

Student-teachers responded that they had difficulty in deciding which teaching method to use for a particular subject. They were unsure about the most effective way to teach the subjects so students could better understand it. They also faced difficulty in deciding which teaching method would make the students learn effectively. They responded that they were unsure about how to give examples while teaching. They faced confusion about which examples would be most suitable to make the students understand the lesson effectively. They found it challenging to come up with questions that would keep the students interested and engaged during the evaluation. They struggled with repeating questions and were unsure about the type and timing of questions to ask. They also faced difficulty in assessing the students and were unsure whether they would answer as planned. Additionally, they found it challenging to think of supplementary questions quickly. They reported a lack of knowledge about the appropriate activities related to the concept and a lack of skills to use during teaching. Student-teachers experienced difficulty while preparing the questions according to the intelligence level of the students. They faced challenges in making their lessons interesting and catering to the students' level of understanding. Additionally, they struggled with writing the objectives of their lessons. There was confusion among student-teachers about what points to write on the blackboard during lessons. School facilities were lacking, so they could not teach effectively. They responded that preparing lessons based on different approaches was difficult due to the vast syllabus.

One student teacher reported that,

> *"Although they had planned their lessons, they had not adequately practiced the lesson plans."*

4.5.4.2 Lack of resources

A total of 167 (32.61%) student-teachers were found to have faced various problems related to the human resources and physical resources of the schools where they went for internship. It was observed that these schools lacked proper drinking water facilities. Additionally, the schools did not have a dedicated staff room, forcing the student-teachers to use the lobby as a staffroom. There was a lack of fans in the staff room. Sometimes, the student-teachers had to conduct classes under a tree due to inadequate facilities. It was also observed that the schools did not have enough equipment for various activities such as sports, library, and laboratory work. The sports ground was not available, and even sports equipment was not provided. The

schools were also found to have insufficient classrooms for students in the first, second, and third standards. As a result, students from different standards were sometimes forced to share the same room.

Furthermore, students sometimes had to use the principal office as a classroom. There was a lack of proper facilities, such as basic amenities, washrooms, and toilets, in the premises of schools. Lunchtime was challenging for the students as they had to use the prayer room as a dining area. Additionally, local people often used the playground for buffalo grazing, which further limited the space available for students. It was also noted that the schools lacked adequate ICT facilities, which could have helped enhance students' learning experience. It was found that student-teachers faced issues related to the library. The schools had libraries, but the teachers had no authority to take the students there. The teachers were restricted from using the library despite its availability in the schools. This issue significantly impacted the students' access to resources and overall learning experience. It was also found that student-teachers faced issues related to the use of equipment. The equipment was available, but the principals did not permit it. In addition, the library was available, but it was closed, and sports equipment was not available despite the availability of a playground. The school building was donated, and the local public used the compound and classrooms of the schools for marriage functions and memorial services.

Student-teachers also reported that English subject teachers was not available and insufficient teachers in the schools. They also faced difficulties while teaching in English medium school. Student-teachers reported experiencing fear; classes were often not taken on time, and the school bell did not always ring. Sometimes, a different teacher would take the class during the student teacher's class. One student teacher reported,

> *"I taught using the B.Ed. Teaching method only when the college supervisor was present".*

Transportation-related problems faced by 50 (9.77%) student-teachers during the school internship. It was found that the schools were allotted to the student-teachers and situated far away from their homes, which made transportation a major issue. The absence of bus and other vehicle facilities in the area meant that the student-teachers had to rely on alternative modes of transportation, which were often costly and time-consuming. As a result, the student-teachers had to spend significant money on transportation to reach the schools.

4.5.4.3 Reflective Diary

90 (17.58%) student-teachers faced problems in writing reflective journals during their teaching practice. Student-teachers reported that they had to do much thinking to write their reflective journals. They initially found it challenging to write but gradually found it easy. They had difficulty figuring out what and how to write it initially. They were unsure about what experience to write about and did not know what to write when they had free time, and if they missed a class, they found it challenging to write about it. Student-teachers reported that they did not have enough time to write their reflective journals, which was getting tedious. Writing personal and group reports and collecting and pasting photos increased the workload. Student-teachers found writing it tedious, and some questions were repetitive in a diary. They found writing two good sentences a day challenging and could not remember everything; some points were left out. They found it difficult to answer questions about experiences they heard that day or the work they could not do properly. Student-teachers found that particular reflections were repeated frequently, making it challenging to think, and they could not express their thoughts fully. Student-teachers felt anxious if someone read their negative comments about the school and were unsure whether to write about games or teaching work during classes that involved games. Student-teachers found insufficient space to write and did not know what to write if they had not learned anything new the whole day. They found it painful to remember some experiences and thought marks would be deducted if a mistake occurred. They found it difficult to write class-wise because the bell was not ringing. Three student-teachers responded, "*They did not write their journals daily*."

4.5.4.4 School Principal-related Problems

93 (18.16%) student-teachers encountered problems related to school principals. Firstly, student-teachers reported that various Government programs in the schools were handed over to student-teachers, and the school principals did not give a single class free and sent them to all proxy classes. Furthermore, student-teachers stated that they were not given classes for teaching but would grab the opportunity when the teachers were absent. Additionally, they were assigned lower classes, such as first, second, and third, instead of upper primary classes, six, seven, and eight.

Moreover, student-teachers reported that classes were not taken as per the timetable. The timetable was not arranged, and there was difficulty in ringing the bell on time. Furthermore, the timetable was not given to the student-teachers in the school. They

experienced having to take more classes due to the lack of teachers. Student-teachers encountered a lack of cooperation from the principals. They reported that the principals were not giving time for observation and faced difficulties in teaching subjects other than their own as the subject teachers were not available in the schools. Students did not have a basic knowledge of that subject.

Additionally, school principals were not informed about school programs to the student-teachers. They stated that it was difficult to allocate time as the student-teachers from another institution also came to the schools for internship, and subject hours were not allocated keeping in mind the structure of the schools. Student-teachers reported that they were not given a proper place to sit, and a class was assigned to sit, but if the class of the students was taken there, the students and the student-teachers were disturbed.

Lastly, one student teacher reported that,

> "*The village had a school where the sarpanch, named Bapu, decided the outline of the school program. Even some students brought their parents to school to fight with the teachers*"

One student teacher reported, *"If there was any program in the school, student-teachers were not respected."*

4.5.4.5 Mentors related Problems

A total of 75 (14.65%) student-teachers faced problems related to mentors. They reported a lack of support and guidance from mentors, as well as a lack of encouragement. They responded that mentors were focused on completing the syllabus and assigned personal work. They faced difficulties cooperating with mentors, as no supervisors came from college for observation, and it was not clear whom to ask for help, as different teachers had different experiences in schools. One student teacher reported that,

> *'Mentor continuously gave suggestions during class, which was disruptive.'*

One student teacher also mentioned that,

> *'There was no unity among the staff; even if the student-teachers worked, they were scolded.'*

One student teacher reported,

> *'Some teachers would arrange activities themselves without involving student-teachers.'*

Additionally, one student teacher mentioned, 'They were seated in the library, so there was no discussion, and the mentors had already told them *they should teach students using the school's teaching method instead of the B.Ed. Teaching method.* '

4.5.4.6 CCA related Problems

57 (11.13%) student-teachers faced problems related to co-curricular activities (CCA). They reported that less time was allotted for CCA, so the assignments were not completed properly. They felt that the activities were done just for the sake of it, and schools were more focused on the students' academic achievements. Another group of student-teachers also reported that the school principal did not permit them to organize CCA, making them anxious about submission. Sometimes, the principals felt that a few CCA activities were a waste of students' time and did not give permission to organize them. Student-teachers also responded that sometimes the school principals did not support activities. In addition, sometimes, school students were not ready to participate in CCA activities.

4.5.4.7 Fellow students related Problems

36 (7.03%) student-teachers faced problems related to their fellow students. One of the major issues was the problem between student-teachers and the group leaders. Some student-teachers were not willing to take classes. There was also a lack of cooperation among the student-teachers regarding the planning program. Student-teachers felt isolated by the group leaders. There were conflicts among student-teachers if fellow students did not take classes. Each student teacher had their personality and preferred to do their work without caring about other fellow students.

4.5.4.8 Evaluation related Problems

It was found that 24 (4.68%) student-teachers had issues related to evaluation. These student-teachers felt that the evaluation was not done correctly and that the supervisor had given them less marks. Moreover, they observed that some student-teachers who did not perform activities during school internship received good marks, which they considered unfair. Student-teachers responded that the evaluation process was partial, and despite completing their work, they received very few marks. Furthermore, student-teachers were not evaluated by the mentors. In addition, one student teacher reported feeling stressed about their marks and expressed concern about whether they would get the essential marks.

4.5.4.9 TEI-related Problems and Submission related Problems

17 (3.32%) student-teachers reported facing challenges related to submission during their teaching practice. They mentioned that there was excessive written work required for submission. They also mentioned that they had to devote more attention to completing the documentation than focusing on their studies. On the other hand, student-teachers mentioned difficulties writing reflective diaries, which were a part of their submission requirements. They found it challenging to express their experiences and reflections in writing.

4.5.4.10 College Supervisor-related Problems

9 (1.75%) student-teachers reported problems related to observation during their teaching practice. Specifically, they mentioned that the supervisors did not come for observation in the schools.

4.5.4.11 Feedback related Problems

It was found that 7 (1.37%) student-teachers had issues related to feedback during their school internship. These student-teachers reported that they did not receive adequate feedback during their internship.

4.5.4.12 Teaching related Problems

Out of 512 student-teachers, 429 (83.78%) faced problems related to teaching. Student-teachers reported problems related to time management during their teaching practice. They also faced time constraints while teaching lessons using various activities and teaching methods of B.Ed. They found that teaching took longer when students were learning something new. Additionally, if students did not understand a particular concept, more time was needed to explain it. Moreover, in the schools where the student-teachers were placed for their teaching practice, there was a mandate to complete the syllabus within a specific time frame. As a result, some classes were completed quickly, while others went on for a long time, depending on the topic's complexity and the students' understanding. Student-teachers had insufficient time to implement innovative lesson plans, which led to time management issues during their teaching. Student-teachers struggled with time management, as they could not complete the content within the allocated time. In some cases, the content was either finished before the end of the class or the class ended, but the content was not finished. Student-teachers faced uncertainty about how much content to cover. One student teacher reported,

"Mentor was not even given clear instructions on which lessons to teach."

4.5.4.13 School students related Problems

46.09% of student-teachers reported facing various problems related to school students. The student-teachers perceived that the students lacked discipline and were not obedient in the classrooms. They reported that the support from the students was insufficient, and the students made a lot of noise and fought in the classrooms. As more students were available in the classrooms, it was difficult for the student-teachers to control the classes. The students were also found not paying attention during the lessons.

Furthermore, the students were naughty, laughed at the student-teachers' language, and did not take education seriously. They did not pay attention during lesson and were more interested in joining other activities. The student-teachers faced the challenge of students' irregularity, and students did not come to class on time. In addition, when the student-teachers taught through activities or experiments, the noise among the students increased. The students were found to be joking too much among themselves, and keeping them calm in classes was found to be a waste of time. Student-teachers noted that sometimes students were not cooperative, misbehaved, and were disrespectful towards the teacher, and made fun of them. Student-teachers observed that students did not stand up to answer questions or could not answer the questions posed to them.

Additionally, they reported that students were not bringing their homework and faced difficulty in managing co-curricular activities, especially related to student participation. Student-teachers faced challenges related to student participation because of the smaller number of students in the classes. Often, the school principals refused to allow such activities, and student-teachers had to seek permission.

Student-teachers reported that the students were not educated at their age level and lacked prior knowledge of the subjects. The students in the 9th standard could not read or understand basic concepts, such as multiplication tables in mathematics. As a result, student-teachers had to spend more time explaining fundamental concepts to students. Additionally, they had difficulty in understanding the English language, which required teachers to translate each line for better comprehension. Also, they found it challenging to answer questions in English, even if the class was conducted in English. The content that was supposed to be covered within a class was not completed due to students' lack of understanding. Weak students who struggled with reading also had difficulty in understanding mathematics and science. Student-

teachers reported that students had difficulty in speaking Hindi during Hindi classes. If students did not speak the language, it was challenging to communicate effectively. Some weak students who could not read, and had difficulty in mathematics and science subjects. Student-teachers reported that students often struggled due to their low level of study, leading to a lack of cooperation and difficulty in answering higher-order thinking questions. The foundation of students' knowledge was not strong enough to implement the lessons effectively, and some students were not familiar with the textbook material.

4.5.4.14 Teaching Skills

Student-teachers found it difficult to use skills of introduction and questioning, especially when the topic was not interesting. Student-teachers reported that they faced problems in using probing skills to encourage students to answer questions or ask follow-up questions when students provided unexpected responses. They found it difficult to ask questions sequentially; even student-teachers reported that they had forgotten some questions while teaching, while other student-teachers noted difficulty pronouncing certain words correctly. Student-teachers reported issues with the blackboard, such as forgetting to write important information or running out of space. They also reported difficulties in using teaching aids effectively. They reported a lack of skill in explaining concepts, specifically in determining which points to focus on during explanations, and found it challenging to explain specific topics. Student-teachers reported that using teaching skills while completing the course on time was difficult. Student-teachers responded that they were not interested in learning through the teaching method that student-teachers practiced in B.Ed., and students were bored with those methods.

4.6 Suggestions for improvement of the School Internship Programme

4.6.1 Suggestions for improvement of SIP given by Supervisors

The following suggestions were given by supervisors regarding the school internship programme:

4.6.1.1 Suggestions for Teacher Education Institutions

☐ The school internship should be organized in the 4th semester.

☐ Supervisors should continuously monitor the student-teachers during the internship.

☐ Student-teachers should prepare only 30 lesson plans during the school internship.

- Oral tests should be organized for student-teachers.

- Digitization should be implemented, allowing supervisors to view lessons digitally.

- The supervisor should take regular updates from the student-teachers.

- The supervisor should communicate with the school principal regularly.

- The supervisor should visit the schools on a daily or weekly basis. so that their problems can be solved, and if they make any mistakes, they can also be corrected; otherwise, the student-teachers continue the same mistake for two months.

- A dedicated library should be available for the student-teachers in Teacher Education Institutions.

- The format of the documents that are to be submitted should be uniform during the school internship.

- Student-teachers should work under the direct supervision of the supervisor.

- Research work should be assigned to student-teachers.

- Lesson planning should be based on the constructivist approach and integrated with ICT.

- Where student-teachers do not attend school for an internship or falsely claim to complete the required work, it should not be considered.

- Student-teachers should visit teacher education institutions once within fifteen days

- Student-teachers should be sent to schools where they can get diversified experiences. The student-teachers should be sent to two types of schools: 1. Schools of excellence and 2. The students of schools that need remedial. So, in the future, they can adjust if they get a job in any school.

- Student-teachers should be given a stipend as recognition for their excellent work.

- The staff of teacher education institutions should be increased by hiring more teachers. The number of teachers should not be dependent on the student intake. Having more teachers would facilitate better monitoring of students.

- The School Internship Programme should be made compulsory for all student-teachers.

- Training should be provided to the teacher educators.

- The university should supervise the student-teachers.

4.6.1.2 Suggestions for Schools

☐ School principals were often found to provide false information about the performance of student-teachers. So, the school principals should report accurately to the teacher educator.

☐ Schools should support student-teachers by assisting in teaching and organizing co-curricular activities.

☐ Mentors should observe student-teachers continuously and provide guidance.

☐ Student-teachers should not be burdened with excessive workload in school, and the subjects they teach should be relevant to their discipline subjects.

☐ Student-teachers should not be required to contribute money for the annual function.

☐ Feedback should be collected from the students of the school.

☐ School principals should be aware of their roles and responsibilities during the internship.

☐ If the student-teachers have a science method, their observation should be done by science teachers.

4.6.1.3 Suggestions for Student-teachers

☐ Student-teachers should have maintained honesty and performed their tasks properly.

☐ Student-teachers should prepare lesson plans based on different approaches.

4.6.2 Suggestions for improvement of SIP given by School Principals

School Principals provided following suggestion.

☐ The School Internship Programme should be in the 4th semester.

☐ Student-teachers of the same subject should not be allotted to the same school.

☐ Student-teachers should come for the school internship only when they are mature.

☐ Student-teachers should be sent to schools where the number of teachers is insufficient, benefiting both student-teachers and school students.

☐ Student-teachers should be sent to different schools for school internship.

☐ Student-teachers often visit for school internship only for signatures and stamps. Therefore, supervisors should visit schools regularly.

☐ Supervisors should observe lessons and provide comprehensive feedback to student-teachers during the school internship.

- When the student-teachers came to the school for an internship with their lesson plans, the school organized weekly unit tests, so often, the unit test was not similar to the lesson plans that the student-teachers prepared. So, the student-teachers should do the teaching work as per the instructions of a school principal or visit the school before the internship and get information about the sequence of the syllabus.

- The supervisor should conduct a meeting with the school principal when the student-teachers are allotted a school.

- Student-teachers should give examples based on the content rather than showing charts and models in the classroom because the student-teachers show the same charts and samples as in the textbook.

- Supervisors should visit the schools regularly because, in a few schools, regular principals are not available, and in-charge principals have teaching duties and other administrative duties. So, they face difficulties in supervising the student-teachers.

4.6.3 Suggestions for improvement of SIP given by mentors

Mentors gave the following suggestions:

- There should be an entrance exam and an interview for students for admission in the B.Ed. programme.

- The teacher education institution should provide orientation related to school internship to the student-teachers, school principals, and mentors so that they can discuss with the student-teachers.

- Teacher education institutions should provide necessary materials to the student-teachers, such as school internship diaries and teaching-learning materials.

- The student-teachers should be sent to the schools during the intervening period for the internship, as school teachers are busy with data entry and scholarship work at the beginning and focus more on improving results toward the end of the session.

- Student-teachers of different teaching methods should be sent to the same school.

- Student-teachers should be sent to schools in groups.

- During the school internship, the supervisor must accompany the student-teachers on the first and second days of schools.

- The supervisor should visit the school weekly so the student-teachers feel someone oversees their progress.

- Supervisors should regularly observe the classes of student-teachers.

- Student-teachers often have stricter rules than school teachers, such as dress code and wearing sarees. Student-teachers should have flexibility, and Strict rules should not be kept.

- Student-teachers should come to school with their subject preparation.

- The student-teachers should follow the instructions given by the mentors. Student-teachers should be given instructions such as not worrying about marks, focusing on performing tasks properly in school, and learning what is taught.

- The principal's office and the laboratory room should be separate.

- The fees for the B.Ed. programme are high, so they should be reduced, and student-teachers should benefit from scholarships.

- Student-teachers should be involved in the assessment.

- Mentors should also assess student-teachers.

- There should be a provision to provide stipends to the student-teachers during the school internship.

- School internship should be intermittent.

4.6.3.1 Suggestions for improvement of SIP given by student-teachers

Student-teachers gave the following suggestions.

- School Internship should be conducted in 4th Semester.

- Student-teachers should not be assigned schools away from home.

- Student-teachers should be sent for an internship in the best and most talented schools. The teachers should not be sent to school with less than 30% results and where teachers are not available.

- Student-teachers should be sent for an internship after seeing the environment of the school and its surroundings. Student-teachers should be sent to schools that gives classes because, often, student-teachers are given proxy classes only.

- Only one student teacher of a particular teaching method should be sent to a school.

- The school should be informed about the internship by the teacher education institution because sometimes schools treat the student-teachers unequally and do not cooperate enough to do the work.

- Student-teachers should be informed about the schools before going to school.

- Student-teachers should be sent to teach only in 6th to 10th standard.

- During the school internship programme, student-teachers were given many activities. However, some schools were not cooperating to do the activities, as they could not complete their syllabus due to the activities. So, there should not be too much emphasis on activities during an internship, and the activities must be reduced.

- File work was too much, so more attention was given to file work instead of interacting with children. Some reports and submissions were found meaningless and a waste of time. So, submission work should be reduced, and some submission work should be done online to reduce paper waste.

- Supervisors should visit the schools twice a week during the school internship programme to address the issues faced by student-teachers and share their experiences.

- Student-teachers should be given stipends.

- Internship should be made compulsory, and only government schools should be chosen for internship as some Student-teachers did not go for internship. They also suggested that strict rules and regulations should be implemented for student-teachers.

- Student-teachers should be evaluated according to their work to prevent any bias during the internship, as many student-teachers take off and post photos as proof without doing actual work.

- A group should have more than two student-teachers and send them to the school so that the student-teachers can learn to work in groups.

- The teacher education institutions should have their own school.

- Student-teachers should be sent to different schools during the school internship program to gain a broader range of experiences.

- An experience certificate should be given to student-teachers for completion of their internship.

- It should not be that one student teacher does all the work while others get the benefit.

- Student-teachers should be sent for internship wherever required in the school.

- A dress code should be implemented for student-teachers to ensure impartiality during the internship.

- Each student teacher should be given feedback.

- Assignment submission work need to be changed because it was challenging to complete a specific task, such as teaching illiterate people to read and write and finding illiterate people in the area was difficult, as they were laborers who had no time to spare.

- The rules should be the same for each teacher education institution.

- The internship should be standardized across all teacher education institutions.

- In government TEIs, attendance was compulsory for student-teachers until completion of the B.Ed. Programme, whereas in private colleges, attendance was less strictly enforced. However, despite the differences in attendance requirements, both types of TEIs yielded similar types of results. Student-teachers from other teacher education institutions also attended schools but did not complete any internship work and still received more marks. So, rules and regulations should be the same in both types of TEIs.

- Some private TEIs even allowed students to cheat during exams, which was considered unfair. It should not be happened.