A Study of B.Ed. School Internship Programme in Gujarat

A Synopsis
of the Thesis to be submitted to
The Maharaja Sayajirao University of Baroda, Vadodara
for the degree of
Doctor of Philosophy
in
EDUCATION

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March, 2023

1.0 Introduction

Education is the key to increase economic efficiency and social consistency. It is a very important factor in any country's social, economic, and political development. Education Commission (1964-66) also considered education as an instrument in national development through self-sufficiency, economic growth, and political development, social and national integration. The American Commission on Teacher Education rightly observed, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively. However, in a critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher". It is also felt that teachers have a crucial role to play in providing education. NEP (2020) also said that teachers are the heart of the learning process. The success of any education system largely depends upon the quality of teachers available to it. Again, the quality of teachers depends upon the quality of the teacher education programme that moulds them. So for the country's development, it is very important to have good teachers. So if we prepare skillful and efficient teachers, it ultimately leads to develop the nation. In light of this perspective, teacher education programme should be strengthened.

1.1 Teacher Education

Teacher education encompasses teaching skills, sound pedagogical theory, and professional skills. Student teachers can understand education's philosophical, sociological, and psychological background through foundation courses. The pedagogical theory explains the art and science of teaching through principles of curriculum development, organization of co-curricular activities, and guidance programme for improving classroom practices. According to NCFTE (2009), the pre-service Teacher Education specific objectives are:

1. To enable the prospective teachers to understand the nature, purpose, and philosophy of secondary education, the psychology of pupils, and the process of socialization.
2. To develop skills for guidance and counselling and an aesthetic sense
3. To acquaint them with research in education, including action research.

From the above objectives, teacher education programme develop skills, communication skills, aesthetic sensibilities, and skills for using ICT. It enables student teachers to understand the philosophy of secondary education, the psychology of students, the socialization process, and

pedagogical subjects. It acquaints student teachers with the educational needs of special children, action research, and factors that affect the classroom and education.

1.2 Need and Importance of Teacher Education

Teacher education is essential for student teachers to plan and organize learning resources. Teacher education helps the student teachers orient about using teaching-learning resources from the environment, community, and media. They can develop management and social skills such as tolerance, concern for others, cooperation, and responsibility in the student. There are many things to be taught to teachers, such as teachers' responsibilities and duties, classroom management, administrative work, and skills and attitudes through systematic training. For systematic training, teaching skills require more practice. The practice is possible when the student teachers are experienced in real classroom situations. This is now the major focus in the two-year B.Ed. programme where the internship duration has been made of twenty weeks. The twenty weeks internship in two years B.Ed. programme has been made due to recommendations given by various commissions and committees on education. The recommendations were about the duration of B.Ed. programme, duration of practice teaching, and quality of training programme.

1.3 Recommendations of Different Commissions and Policies on Teacher Education

Over a period of time, many commissions and policies have given recommendations for increasing the training periods. NCFTE (2009), Justice Verma Commission (2012), and Poonam Batra Committee (2014) identified the loopholes in practice teaching and focused mainly on teacher education curriculum and duration for school-related practical training.

1.3.1 National Curriculum Framework for Teacher Education (2009)

NCFTE identified drawbacks of the practice teaching, and the following are recommendations for the School Internship programme.

The duration of the school internship should be 6-10 weeks for a two-year B.Ed. programme. The first week of the internship should be for observing a regular classroom with a regular teacher. Student teachers should develop unit plans and classroom-based research projects, maintain reflective journals and create teaching-learning resources in the Internship schools. The internship was recommended to be worked as a partnership model with the school rather than a model of practice teaching during which the trainees merely 'use' the school for their formal degree requirements.

1.3.2 Justice Verma Commission (2012)

The Teacher Education programme curriculum did not effectively engage student-teachers with subject knowledge. School experience, based on the model of 'practice teaching', provided piece-meal experiences of functioning as a teacher because teaching was 'practised' as a mechanical delivery of a given number of lessons rather than reflective practice. Student-teachers spent hours decorating their lesson plans rather than reading and reflecting on what to teach, why, and how to teach. This commission recommended enhancing the duration of teacher education and redesigning the entire teacher education programme. It recommended that teacher education institutions may have a dedicated school attached to them as a laboratory.

1.3.3 Poonam Batra Committee (2014)

It recommended that the duration of the School Internship should be 16 weeks for a two-year B.Ed. programme. The first year would include four weeks of orientation, one week dedicated to classroom observations, one week for community experiences, and two weeks for unit planning and teaching in opted-teaching subjects. During the second year of school internship, student teachers have to spend 12 weeks teaching at the secondary and senior secondary levels in the school. Due to the recommendation of many commissions and policies, NCTE (2014) has changed the structure of the teacher education programme and added new subjects and given the new concept of 'internship'. The norms and standards laid by NCTE (2014) for two years B.Ed. are followed. Programme.

1.3.4 National Education Policy (2020)

National Education Policy (2020) identified that "the quality of teacher education, recruitment, deployment, service conditions, and empowerment of teachers is not where it should be, and consequently the quality and motivation of teachers does not reach the desired standards" It recommended that "all stand-alone TEIs will be required to convert to multidisciplinary institutions by 2030 since they will have to offer the 4-year integrated teacher preparation programme". The HEI offering the 4-year integrated B.Ed. may also run a 2-year B.Ed. for students who have already received a Bachelor's degree in a specialized subject. A 1-year B.Ed. may also be offered for candidates with a 4-year undergraduate degree in a specialized subject. In order to maintain uniform standards for teacher education, admission to pre-service teacher preparation programmes shall be through suitable subject and aptitude tests conducted by the

National Testing Agency. It shall be standardized, keeping in view the linguistic and cultural diversity of the country.

Due to the recommendation of many commissions and policies, NCTE (2014) has changed the structure of the teacher education programme and added new subjects and given the new concept of 'internship'. The norms and standards laid by NCTE (2014) for two years B.Ed. Programme are followed.

1.4 NCTE (2014) – Norms and standards for School Internship Programme

The followings are the norms and standards of the school internship programme.

1.4.1 School Internship

School Internship is considered an 'Engagement with the field' and shall be designed to lead the development of professional capacities, teacher sensibilities, and skills. Students-teachers shall be equipped to cater to the diverse needs of learners in schools by teaching organizing in upper primary, secondary and senior secondary classes in the final year of B.Ed. programme. School internship will be for a minimum duration of 20 weeks for two years B.Ed. programme (four weeks in the first year and sixteen weeks in the second year). In the first year, the initial phase of one week for observing a regular classroom with a regular teacher would also include peer observations, teacher observations, and faculty observations of practice lessons. NCTE (2014) did not specify the sixteen weeks of internship practices in the second year. However, the overall activities to be done in the schools in the first year and the second year were given in the programme implementation section, and separate specification for the first-year and second-year internship phase was lacking—the overall activities to be done in the two-year B.Ed. Programme, as per NCTE (2014), is mentioned below.

1.5 Programme Implementation

The institutions have to meet the following specific demands of implementing this professional programme of study:

1. Prepare a calendar for all activities, including school internship.
2. Arrange with at least ten schools for the internship and other school-based activities of the programme.
3. Transaction of the perspectives in Education and Curriculum and Pedagogic studies courses should be done using a multiple and variety of approaches such as case studies, problem-solving, discussions on the reflective journal, and observations of children in multiple socio-

cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.

4. School teachers shall be invited to teacher education institutions for feedback to student-teachers and extension/guest lectures.

For school internship, the TEIs and the participating schools are to set up a mutually agreed mechanism for mentoring, supervising, tracking, and assessing the student teachers.

1.5.1 Assessment

For perspectives in Education and Curriculum and Pedagogic Studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% for external examination. The bases of internal assessment may include individual or group assignments, observation records, student portfolios, diaries, and journals.

NCTE (2014) has changed the curriculum of the Teacher Education Programme. It has modified the name of 'practice teaching' to 'School Internship Programme'.

1.6 School Internship Programme

The term 'internship' has been borrowed directly from Medical education which applies the word to the hospital experiences where the medical doctor is required to have experience under the guidance of veteran practitioners before he is allowed to start a practice of his own. Thus, an internship is an integral part of the preparation of an individual and professional (Sharma, 2012). It can be conceptualized that "An intern spends a period of training in their field". 'Internship' is defined in the Teacher Education Programme as a "School Internship". Interns are aware of the school atmosphere and understand the role of teachers. The sustained engagement with the school over a period of time is known as a 'school internship', which equips the prospective teacher to build professional understandings, competencies, and skills and a positive attitude to schooling and teaching. (School Internship Framework, 2016)

The following objectives of the School Internship are:

1. To develop a functional understanding of educational psychology and methodology among interns, skills in planning lessons and skills for preparation of teaching aid.

2. To develop a positive attitude for continuous learning and a constructivist and cooperative attitude towards students and the community

3. To understand and practice professional sincerity and professional ethics.

4. To prepare student teachers for performing professional duties towards school, parents and community.

5. To acquaint student teachers with problems related to actual school situations and possible ways of dealing with them effectively.

6. To develop the ability of student teachers to identify the high, average and low-achieving students and how to assist them in meeting their needs.

It can be observed from the objectives that student teachers get an opportunity to face real situations and deal with different students. Student teachers can develop teaching skills and a positive attitude toward their profession, and they can understand the psychology of interns, the duties of teachers, and professional ethics.

NCFTE (2009) stated that the school internship programme provides a platform for student teachers to express their learning while planning and reflecting on their practices. As a result of the revised two-year B.Ed. programme, the total credits assigned were 80. Out of 80 credits, 20 were for school internships, showing that 25% weightage was given to the school internship programme. In NCTE (2014), the year-specific activities were not prescribed for school internship, through a list of activities for both years was given. However, in the School Internship Framework (2016) main focus was on the school internship programme, which is discussed as follows:

1.7 School Internship Framework (2016)

School Internship is for a minimum duration of 20 weeks for a two-year B.Ed. programme. Out of 20 weeks, the Initial phase of two weeks in the second semester of B.Ed. is for a school visit, classroom observation, and individual and group assignments—out of 18 weeks in the third semester of B.Ed. Full-time school internship, two weeks, shall be for community work. The student teacher should be required to undertake all tasks as regular school teachers perform. Some competent and willing teachers of the 'internship schools' could be designated as "Mentor Teachers". In an academic session, 3-4 student-teachers could be attached with a mentor-teacher keeping in view his /her subject specialization. School Internship programme should be done 80% of the time in government schools and 20% in private schools. The schools identified for hosting the internship ought to be treated as lab schools of a TEI. The assessment of student teachers' performance in schools should be done jointly by the teacher education faculty, school principals, and mentor teachers.

1.7.1 Roles and Responsibilities of Teacher Education Institutions

The Teacher Education Institution should give one orientation to the mentors about their roles, the activities that student teachers have to do in schools, and ways to assess the student teachers. Teacher education institutions should also arrange follow-up meetings after every 15 days during the school internship programme.

1.7.2 Roles and Responsibilities of Internship /Lab School

Internship schools cooperate with all student teachers and identify mentors for guiding and assessing the student teachers. It also aims that the schools should involve all the student teachers in all school activities.

1.7.3 Student Teachers' Tasks during Internship

There are a few activities suggested below:

1. Understanding the Internship School and the community around.
2. Analysis of school syllabus and textbooks.
3. Observing the classroom teaching of regular teachers.
4. Observation of classroom teaching of peer student-teachers.
5. Preparation of case study of the internship school and the innovative activities that the school Undertakes.
6. Preparation of lesson plans and unit plans.
7. Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.
8. Teaching as a substitute teacher.
9. Mobilization and development of teaching-learning resources.
10. Preparation of question papers and other assessment tools.
11. Preparation of diagnostic tests and organization of remedial teaching.
12. Undertake a case study of a child.
13. Undertake action research project on at least one problem area of schooling.
14. Community work, community survey
15. Maintenance of a reflective diary or journal to record day-to-day happenings and reflections thereon.
16. Writing a term paper on a selected theme.

According to NCFTE (2009), when the duration of a B.Ed. programme was one year, and the working days were 180 exclusives of a period of examination and admission. The duration of the practice teaching was of 40 days and student teachers had to complete forty lessons in schools, observations of twenty lessons taught by other student teachers, observation of two demonstration lessons, preparation of two teaching aid, and had to conduct one test by making a question paper in each method of the two subjects they taught as per pattern prescribed by the state board of secondary education duration of Practice teaching. Life skill-related lessons and multiple intelligence-related activities had to be done by the student-teacher during the practice teaching.

NCTE (2014) has not prescribed the total number of lessons to be given by student teachers, the number of demo lessons to be observed, the number of peer observations to be done and the number of teaching aids to be made, and the number of tests/exams to be conducted in school but it has introduced the concept of mentor, roles and responsibilities of mentor, the concept of full-day work of student teacher, conducting a community-related activity, case study, observation of teachers, organization co-curricular activities and making reflective diary and observing subject teachers in the classroom. NCTE (2014) changed the curriculum and added these components. So the researcher wanted to study how teacher education institutions follow these practices.

2.0 Review of related Literature

The review of related literature gives a clear idea to the researcher for carrying out her investigation. The researcher has reviewed a total of 55 studies for the present study. A researcher reviewed studies from the Survey of Research in Education (CASE) Library, Elsevier Science, Education Resources Information Centre (ERIC), Taylor and Francis, Doctoral Thesis. The reviewed studies are categorized as follows: 1) Studies related Evaluation of Practice Teaching and School Internship. 2) Studies related to Roles and Responsibilities of Teacher Education Institutions and Schools. 3) Studies related to the Experience and Expectations of student teachers. 4) Studies related to Evaluation Method of Practice Teaching and School Internship. 5) Studies related to Problems faced by student teachers, supervisors, school principals and mentors during SIP

2.1 Implication of the study

NCTE (2014) has changed the curriculum of the Teacher Education Programme. The school internship programme is an important component of the Teacher Education Programme, and the

School Internship framework (2016) has described the norms for the school internship programme. Now the question arises of how far and in what manner the Teacher Education Institutes implement these guidelines for B.Ed. Programme in general and for a school internship programme in particular. From the reviewed studies, the researcher observed that only some studies were done related to administrative practices, duties of supervisors, cooperative school teachers, and supervisors' effectiveness; only one study talked about the role of supervisors and mentors. Still, the researcher could not find any study that included school principals who played an important role during the school internship. So it was significant to find out the role of the school principal during the school internship. In the reviewed studies, feedback was the only element covered in some studies, whereas two studies highlighted the distribution of marks; however, those studies were done on one year B.Ed. Programme. A researcher could not find any study which attempted to determine how many credits were assigned to the different activities of school internship and how they evaluated the student teachers. Therefore, it became important to find out how school internship assessment practices were going. Most of the studies focused on problems faced by student teachers during the school internship; only a few (Four) studies focused on problems faced by school principals and Teacher education institutions. So it was significant to find out what problems school principals and mentors faced during the school Internship. It was also needed to see how school allotment was done to student teachers and in which schools they are going for school internship. From the review of research studies, the researcher observed that most of the studies focused on student teachers. As we know, supervisors, school principals, and mentors do have an important place in the school internship programme and NCTE (2014) has also introduced a new concept of mentor and community-related activities, so it was also important to study the roles of supervisors, School principals, and mentors and which type of community-related activities were done by student teachers.

Moreover, it was also observed from the reviewed studies that though all these studies were concerned with the School Internship Programme, they all focused on a few components and considered various personnel in parts. However, none of them conducted a comprehensive study touching all or major components of the School Internship Programme, which involved all the personnel concerned with the Programme. Hence researcher identifies a dire need to conduct research that attempted to study various practices being carried out under the school internship programme, which considers multiple facets of the Programme; and involves different personnel

engaged in the Programme. So researcher was interested to find out how the different teacher education institutions perceived it and how they followed these practices. How exactly did they implement the school internship programme?

2.2 Rationale

Teachers mould the students into responsible citizens of the country. The teacher's role is multi-dimensional and for the all-round development of the students. For this, teachers should be well-equipped. In this regard, teacher education has an essential role to play. So teacher education should have enough strength to develop student teachers' skills. In one year B.Ed. programme, the duration of practice teaching was only four weeks. If the internship programme for other professions, such as for doctors, it is for one year, and for engineers, it is for one semester, compared that, the duration of the internship in teacher education was very less. A teacher is a more important agent for bringing change in society, so the teacher has to be more skilful, so there was a need to increase the duration of the practice teaching phase in the form of an internship phase. The need to convert the short practice teaching phase into a long-duration internship was due to the loopholes observed in the practice teaching programme in one year B.Ed.

The quality of the practice teaching was poor and not helpful in achieving the objective of practice teaching. Cooperative teachers did not go to student-teacher classes. They did not check the lesson plans of student teachers or guide them. Supervisors did not stay at the school for a whole day (Akbar, 2001). Supervisors observed only a few lessons and gave grades without observing other things. The duration of the school experience programme was very short (Patil & Kumble, 2013). Student teachers spent hours decorating their lesson plans rather than reading and reflecting on what to teach, why, and how to teach. (Justice Verma Commission, 2013). Student teachers could not get an opportunity to work with schools. During the short period, student teachers could not understand the schools' work in terms of their administrative work, examination system, and planning related to teaching-learning and other co-curricular activities. Due to this, many commissions and committees recommended the duration of the B.Ed. programme should be two years, and more focus should be given to the school Internship.

School Internship Programme: - A sustained contact through internship would help teachers to choose, design, organize and conduct meaningful classroom activities, critically reflect upon their practices through observations, record keeping, and analysis and develop strategies for

evaluating students' learning for feedback into the curriculum and pedagogic practice. The school would benefit from such an alliance in witnessing the possibilities of unconventional pedagogies. In this process of internship, student teachers develop new materials for teaching-learning, which can become a valuable resource for the regular teachers of the school.

School Internship is the heart of the Teacher Education Programme. Due to the increase in the duration of the school internship programme, student-teacher gets an opportunity to use the educational theories taught in their theory classes at the teacher education institutions. The increased duration provides experiences to student teachers about teaching in real classroom situations and the opportunity to understand the planning and management of curricular, co-curricular, and administrative activities in the school. The long internship period also provides an opportunity for the student teachers to deal with parents and the community and observation of the classes of the school teachers so that they know how to deal with students. Student teachers can enhance their subject knowledge during their training period.

Now the question was how all these teacher education Institutions follow the NCTE (2014) guidelines. A Researcher could see the need for a study on the School Internship Programme in a two-year B.Ed. Programme in particular concerning its school internship programme since it is the most important part of the two-year B.Ed. programme and researcher could not find any comprehensive study related to the school internship programme. So researcher was interested to study which practices the teacher education institutions are conducting in school internship programme across Gujarat. NCTE introduced the concept of mentors in the schools under the school internship programme. Hence, the researcher wanted to study to what extent mentors and supervisors understand their roles and responsibilities and also wanted to explore the student teachers' activities during the pre and post-school internship programme.

3.0 Research Questions

1) How do Teacher Education Institutions execute School Internship in B.Ed. Programme?
2) What are the opportunities given to student teachers in form of different activities during the School Internship programme?
3) How can the school internship programme be improved?

3.1 Statement of the Problem

A Study of B.Ed. School Internship Programme in Gujarat.

3.2 Objectives of the Problem

(1) To study the current Practices of School Internship Programme.

(2) To study the role of Supervisors, School Principals and Mentors during the School Internship Programme.

(3) To Study the Experiences of Student-Teachers during the school internship.

(4) To Study the Expectations of Student-Teachers, Supervisors, School Principals and Mentors regarding 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 School Internship Programme.

3.3 Explanation of the terms

(1) Practices

Current practices comprised the activities prescribed by NCTE (2014) guidelines, 2014 viz., Structure, Planning and Organization of Pre School Internship, internship duration, distribution of internship credit, group formation, type of schools, number of lessons and format of the lesson plans, integration of prescribed activities (Curricular and Co-Curricular), assessment, feedback and guidance given by Supervisors, School Principals and Mentors.

(2) Pre School Internship

It was the first phase of the School Internship Programme in which student teachers were involved in various activities like school visits, classroom observation, and individual and group assignments considered as Pre-School Internship.

(3) Experiences

Student teachers gained knowledge or skills during the school internship programme. The evidence of knowledge or skills gained by the student teachers was obtained from the data related to the organization and planning of curricular activities, organization and planning of co-curricular activities and organization and planning of assessment of students.

(5) Integration of Prescribed Activities (curricular and co-curricular)

Activities such as ICT-based lesson Plans, Art and Drama based lessons, action research, case study and; co-curricular activities such as debate competitions, quiz competitions or others prescribed by Teacher Education Institutes for student-teachers to perform during School Internship Programme were considered here.

(6) Assessment

The Criteria for which grades/marks were allotted to student-teachers and the practices conducted by supervisors, school principals and mentors considered for assessment.

(7) Feedback

The comments given by supervisors and mentors for activities conducted by student teachers during the School Internship Programme were considered feedback for the present study.

(8) Guidance

The direction provided by Supervisors, School principals and Mentors to student teachers to conduct various activities and achieve their underlying objectives during school internship were considered as guidance.

(9) School Internship Programme

In the Teacher Education Programme, Field engagement involves engagement with the students and teachers in schools. The sustained engagement with the school over a period of time was known as a School Internship, which equipped the prospective teacher to build a repertoire of professional understanding, competencies and skills and a positive attitude to schooling and teaching.

(10) Internship Schools

The Schools were identified for hosting the internship treated as Lab Schools/ Internship Schools of Teacher Education Institutes.

(11) Mentor

Competent and willing teachers of the internship schools who were assigned duties for guiding and grading the student teachers during the school internship programme.

3.4 Delimitation of the Study

The study was delimited to the state universities which had affiliated Secondary Teacher Education institutions, which conducted two-year B.Ed. Programme for secondary school teachers.

4.0 Methodology of the Study

4.1 Design of the Study

Research design is a blueprint of a research study, and it provides the structure and framework of the research process. A descriptive survey was used for the present study. According to Creswell (1994), the descriptive research method gathers information about the present condition. The

focus of this research was to study the school Internship Programme, and therefore the descriptive survey method was appropriate.

4.2 Population

All the student teachers who were studying for B.Ed. and the teachers who were teaching in teacher education institutions which affiliated with the state university of Gujarat formed the population. All the school principals and mentors of the lab/internship schools associated with the different teacher education institutions constituted the population for the present study. There were nine state universities which had affiliated teacher education institutions. (Data source: NCTE 2014). There were nine universities named 1) Veer Narmad South Gujarat University. 2) Sardar Patel University. 3) Krantiguru Shyamji Krishna Verma Kachchh University. 4) Bhakta Kavi Narsinh Mehta University. 5) HNGU-Hemchandracharya North Gujarat University. 6) Maharaja Krishnakumarsinhji Bhavnagar University. 7) Gujarat University. 8) Saurashtra University. 9) Shri Govind Guru University.

4.3 Sample and Sampling Technique

Multistage Sampling technique was employed for the present Study. The researcher randomly selected five state universities using a lottery method. The selection process of the sample for data collection is shown below:

1st stage: Five State Universities out of a total of nine State Universities were selected randomly by lottery method.

2nd stage: One Government and One private Teacher education institution were selected from each University. So a Total of Ten Teacher Education Institutions, a total of 10 conveners of SIP, 512 Student teachers who studied in these teacher education institutions, and four supervisors from each teacher education institution, so a total of 40 supervisors constituted the sample.

3rd Stage: Two schools associated with each Teacher's Education institution were selected randomly. So, twenty school principals and forty school teachers who worked as mentors were randomly selected for the sample.
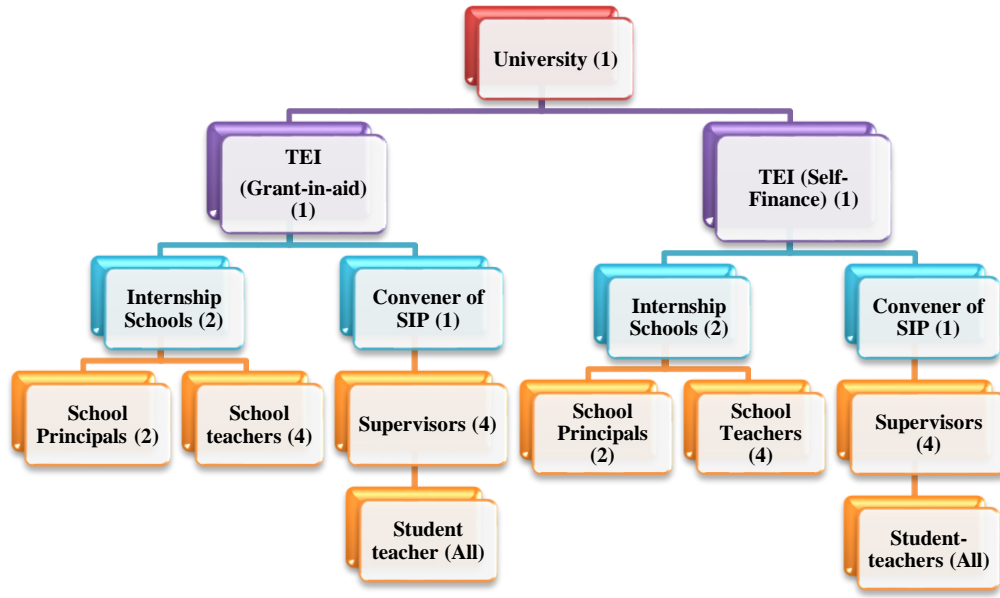
A researcher considered five universities, so a total of 512 student teachers, 10 conveners of SIP, 40 supervisors, 40 mentors, and 20 school principals were randomly selected and considered as the sample for this study.

Sr. No.	Name	Total Sample
1	Conveners of SIP	10
2	Student Teachers	512
3	Supervisors	40
4	School Principal	20
5	Mentors	40

4.4 Procedure for tool construction

The steps that were followed for the construction of the tools are as follows:

1. Reviewed Documents and Research Studies

The researcher reviewed research studies and policy documents related to practice teaching and school internship. The School Internship Framework (2016) document was studied thoroughly to understand the school internship programme. The organization of school internship, the role of different organizations, and the tasks of student teachers during the internship were studied to gather information about the school internship programme.

2. Identified the Components of School Internship

Based on the reviewed documents and 53 research studies, the researcher identified the components of school internship. The following components of the school internship were identified: Pre-school internship, such as microteaching, orientation given to student teachers, group formation, distribution of marks, lesson plan, observation and assessment of student teachers, feedback, guidance, student teachers' activities, experience, and expectations of different personnel regarding the school internship, and problems faced by different personnel during the school internship programme.

3. Presented the first draft of the Research Tool

The Researcher prepared the first draft of the tools based on the components of the school internship programme. The close-ended and open-ended questions were included in the research tools. The Researcher presented the first draft of tools in the Researchers' Forum at the Department of Education, The Maharaja Sayajirao University of Baroda. There were approximately 20 research scholars present in the forum. Research scholars gave appropriate suggestions. They suggested the sequence of the items and language of the research tool. The Researcher discussed suggestions given by research scholars with the guide and incorporated appropriate suggestions. The research tools were reframed accordingly.

4. Validation of the research tool by Experts

The researcher sent the research tools to the experts through the mail for validation, and a few experts were also consulted in person. The experts were from different universities, including The Maharaja Sayajirao University of Baroda, Veer Narmad South Gujarat University, Sardar Patel University, Shri Govind Guru University and Delhi University. They worked as Assistant professors, Associate Professors and Professors from different Teacher Education Institutions/Universities. The researcher also distributed research tools for validation to three School Principals and three mentors from the Vadodara district of Gujarat state. The following criteria were used to validate the tool:

1. Relevance of Components of the School Internship Programme.
2. Logical Sequence of each item in research tools.
3. The Language used in the preparation of research tools.
4. Understanding of each item of research tools.

Experts gave the following suggestions for improvement of the research tool.

1. They suggested the related to components of school internship.
2. Give options for a few items.
3. Use the proper terms in the research tool.
4. They corrected the Language and grammar of the research tools.
5. Avoid overlapping items.
6. Arranged items in logical Sequence.
7. Checked the level of complexity and ambiguity of items

Based on the comments given by experts, the researcher modified the research tool.

1. Pre pilot Testing

The research tool was administered to a group of only ten student teachers to examine how long student teachers took to fill out the questionnaire and whether the language was understood. The researcher instructed student teachers to ask queries related to questions if any doubts. Based on the pre-pilot study, the researcher slightly reframed the research tools.

2. Pilot Testing

The researcher conducted a pilot study on three different teacher education institutions. The researcher administered a questionnaire to 100 student teachers who studied for B.Ed., five supervisors who taught in teacher education institutions, four mentors from two schools of the Vadodara district of Gujarat state, who were not included in the sample. The researcher observed the time taken by student teachers, teacher educators and mentors to fill out the research tools and also solved the queries related to questions they did not understand. The researcher also interviewed two conveners of the school internship and school principals, who suggested adding a few components related to the school internship. The final draft of the research tools was prepared.

3. Final administration of the tool

Based on the pilot study, the researcher divided the research tool into four parts based on research objectives. The finalized draft of the research tool was administered. The first part was given to the student teachers, and after they filled it out, they were given the second part to the student teachers. The researcher explained the different terms, such as mentor and supervisor, to the student teachers.

4.5 Tools for data collection

Creswell (2014) defines a *tool* as "a systematic and standardized approach to collecting and analyzing data". The researcher used the following tools for the data collection.

1. Questionnaire for Student teachers
2. Questionnaire for Supervisors
3. Questionnaire for mentors
4. Semi-structured interview for Convener of School Internship
5. Semi-structured interview for School Principal

4.5.1 Questionnaire for Student teachers

The close-ended and open-ended questionnaire was developed to get information from student teachers. The close-ended questionnaire allowed student teachers to answer what they had done during the school internship and what the practices were going on during the school internship. The open-ended questionnaire allowed student teachers to answer based on their knowledge, understanding and experience. Different experts reviewed the first draft of the questionnaire. The appropriate comments given by experts were thoroughly studied and discussed with the guide. The researcher reframed a few items, and a few items were omitted and prepared the final draft of the questionnaire. The questionnaire contained the following components. The different components and number of items are shown below: school internship work, observation of teachers, feedback, guidance, lesson plan, administrative work, and community-related activities.

4.5.2 Questionnaire for Supervisors

The researcher prepared the questionnaire, which contained both close-ended and open-ended questions, to collect the data from the supervisors. The close-ended questionnaire allowed the supervisor to answer what they had done during the school internship and what practices were going on during the school internship. The open-ended questionnaire allowed supervisors to answer based on their knowledge, understanding and experience. Different experts reviewed the first draft of the questionnaire. The appropriate comments given by experts were thoroughly studied and discussed with the guide. The researcher reframed a few items, and a few items were omitted and prepared the final draft of the questionnaire.

4.5.3 Questionnaire for Mentors

The researcher prepared a questionnaire with closed-ended and open-ended questions to get information from the mentors. The close-ended questionnaire allowed mentors to answer what

they had done during the school internship. The open-ended questionnaire allowed mentors to answer based on their knowledge, understanding and experience. Different experts reviewed the first draft of the questionnaire. The appropriate comments given by experts were thoroughly studied and discussed with the guide. The researcher reframed a few items, and a few items were omitted and prepared the final draft of the questionnaire.

4.5.4 Semi Structured Interview for Convener of School Internship

The first draft of the interview schedule that was prepared for the convener of the school internship had different items. The first draft of the interview schedule was given to the experts in the teacher education field for validation. The appropriate suggestions had given by experts regarding components of school internship, the language of items, and ambiguity in items, improper terms used in the tool. The researcher reduced the items and reframed the few items of the tool. The researcher personally conducted the interview schedule.

4.5.5 Semi Structured Interview for School Principal

The first draft of the interview schedule that was made for school principals contained different items. The first draft of the interview schedule was given to the experts, who were school principals and school teachers of internship school. The researcher incorporated all the appropriate suggestions and prepared the final draft of the interview schedule. The researcher conducted interview personally with 20 school principals.

4.6 Sources of data

The researcher used primary and secondary sources to collect data for the present study.

4.6.1   Primary Sources

The primary data sources were questionnaires and Semi-structured interview in the present study. Data were collected through student teachers, mentors, school principals, supervisors and the convener of the school internship programme.

4.6.2   Secondary Sources

The secondary data source was the School Internship Framework (2016) document, which contained the guidelines for the school internship programme. The researcher also collected and thoroughly studied the Syllabi of all the sampled teacher education institutions.

4.7   Procedure for data collection

In the procedure for data collection, the researcher obtained permission from the Head, Department of Education, The Maharaja Sayajirao University of Baroda. The researcher

personally visited each sampled teacher education institution and school for data collection. Initially, the researcher contacted the heads/principals of all selected teacher education institutions via telephone and finalized the date for data collection. A researcher personally visited the sampled teacher education institution after finalizing the date with the heads/principals of the teacher education institutions. The researcher assured the head that the data would be used for research purpose only and kept confidential. All the teacher education institutions allowed the researcher to collect data except two teacher education institutions. Therefore, the researcher selected two teacher education institutions from the spare sample and collected data.

The heads/principals of the teacher education institutions introduced the researcher to the student teachers and teacher educators. The researcher briefly explained the research work and its purpose to the student teachers and teacher educators. The researcher gave the following instructions to the student teachers:

1. Consider a 'Mentor' as School Teacher.
2. Consider 'Supervisor' as College Teacher.
3. If there are any doubts, ask the researcher.
4. Complete the tools within a specific time for different parts of the tool.
5. There is no marking for questions.
6. Return the research tool after the completion of each part.

The researcher collected data through a questionnaire divided into four parts based on the research objectives. Student teachers were asked to clarify certain questions during the data collection, and the researcher solved the queries.

A researcher asked for the internship school where the student teachers were doing their internship. The researcher randomly selected two schools associated with each teacher education institutions. The head/principals of the teacher education institutions facilitated the engagement with school principals and teachers. The researcher personally visited the internship schools and sought permission from the principals of the schools. The permission letter was forwarded to the school principals for data collection. Before conducting the semi-structured interview, the researcher explained the research work and its purpose to the school principals and mentors.

The interviews were conducted in the Gujarati language based on the respondents' understanding. The researcher later translated the conducted interviews. As a few student

teachers were absent on the day of data collection, the researcher filled up the questionnaire through telephonic means due to Covid-19.

4.8 Data analysis

In the data analysis, the data were quantitative and qualitative. The present study was a descriptive survey, so the researcher used frequency and percentage for quantitative data. The data was related to the Pre-school internship, the role of supervisors, school principals and mentors, and the expectations of supervisors, school principals, mentors and student teachers. The qualitative data were analyzed by the Qualitative Data analysis software QDA miner lite. The data were the student teachers' experiences during the school internship programme. The analysis of the data is a work in progress.

4.8.1 Major Findings

➢ Majority of the teacher education institutions emphasized orientation of teaching skills, Microteaching, Block teaching, and stray lesson during the Pre-school internship programme.

➢ Majority of the teacher education institutions emphasized school internship activities such as co-curricular activities, Annual test lessons and Viva during the school internship.

➢ Majority of teacher education emphasized case study, Action research and community-related activities during the post-school internship.

Problem faced by student teachers during the school Internship

➢ Majority of the student teachers faced problems related to the school facility, such as a lack of staff room, drinking facilities and laboratory. There were not enough classrooms for first, second and third standards; they were set in the principal's office, and sometimes different standards students set together.

➢ Student teachers faced problems related to Co-Curricular Activities. Student teachers responded that the school principal was not permitted to organize the Co-Curricular Activities, so they felt anxious about submission.

➢ Few student teachers faced problems related to teaching in classrooms. They responded that they could not teach according to lesson plans and had less time to implement innovative lesson plans.

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