

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

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## **Abstract**

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

#### **1.0 Introduction**

Education is the most essential instrument for changing society. It is crucial to any country's social, economic, and political development. Educated people have a greater chance to contribute to their community, and their decisions influence globalization. The progress of any country is dependent on its educational system. The Education Commission (1964-66) also considered education as an instrument in national development through self-sufficiency, economic growth, political development, and social and national integration. A teacher is the backbone of the education system, the maker of humankind, and the architect of society. The Curriculum Framework for Quality Teacher Education (CFQTE, 1998) also stated that the teacher is the most essential element in any educational programme. It is the teacher who is mainly responsible for the implementation of the educational process at any stage. It shows that preparing teachers to be skilled and competent is imperative. Good teachers can be produced with a sound teacher-education system and dedicated and efficient teacher-educators. Teacher educators play multiple roles such as teaching, evaluating, communicating, guiding, and counselling the students; organizing co-curricular activities; encouraging students to participate in community programmes; and providing diagnosis and remediation. It presents a holistic picture of the responsibilities that a student teacher has to learn to be a teacher. If student teachers can be given the proper training to become teachers, the nation can be developed. So, the teacher education programme should be strengthened.

#### **1.1 Teacher Education**

The National Council for Teacher Education (NCTE) has defined teacher education as A programme of education, research, and training of persons to teach from pre-primary to higher education levels. Teacher education encompasses teaching skills, sound pedagogical theory, and professional skills. Through foundation courses, student teachers understand education's philosophical, sociological, and psychological background. The pedagogical approach explains the art and science of teaching through principles of curriculum development, organization of co-curricular activities, and guidance programme for improving classroom practices. Student teachers apply the pedagogies in an actual field and develop professional skills. Thus, teacher education programme develops teacher proficiency and competence.

## **1.2 Need and Importance of Teacher Education**

Teacher education is essential for teachers to plan and organize learning resources. Teacher education helps the student teachers to use teaching-learning resources from the environment, community, and media. It makes them to understand the psychology of their students in schools and accordingly identify the suitable teaching methods for the students, such as projects, discussion, and assignment methods. Student teachers can learn to interact effectively during classroom teaching to promote individual and group learning.

There are many things to be taught to teachers, such as teachers' responsibilities and duties, classroom management, administrative work, and skills 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. Thus, the primary focus is now on the two-year B.Ed. programme where the internship duration has been made of twenty weeks. The twenty-week 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 period. The NCFTE (2009), Justice Verma Commission (2012), and Poonam Batra Committee (2014) focused mainly on teacher education curriculum and duration for school-related practical training. All the commissions and committees identified the following loopholes.

1. The repeated 'practice' in teaching a specified number of isolated lessons was a sufficient condition for professional development.
2. There was no opportunity for teachers to examine their biases and beliefs and reflect on their experiences as part of classroom discourse and inquiry.
3. Theory courses had no clear articulation with practical work and ground realities.
4. The evaluation protocol was too theoretical, excessively quantitative, and lacked comprehensiveness.
5. Student teachers spent hours decorating their lesson plans rather than reading and reflecting on what to teach, why, and how to teach.

As a result, most products of teacher education programmes neither imparted proficiency in general pedagogic skills nor helped in reflecting on the subject content of school texts. So, all

the above commissions and committee recommended that the duration of teacher education should be increased and redesign the entire teacher education programme. Due to the recommendation of many commissions and policies, NCTE (2014) changed the structure of the teacher education programme, added new subjects, and introduced the new concept of 'internship.'

#### **1.4 School Internship Programme**

School Internship is an integral part of the 'Field Engagement' and is designed to facilitate the development of professional competencies, teacher sensitivities, and skills. The term 'internship' has been borrowed directly from medical education, which applies the word to the hospital experiences where the medical doctor must have experience under the guidance of veteran practitioners before he/she 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."

The NCERT, in its handbook, states that internship places the student teacher in the school situation as a full-time apprentice for eight to twelve weeks, in which he/she is initiated into the art of teaching. The student teacher works in the practicing school, a better-called cooperation school, as a full-time teacher and participates in other activities of the school because it is felt that teacher training can never become effective unless the schools become active partners in teacher education and student teachers in these schools made to feel as regular teachers for, at least, the duration of his stay there. The cooperating schools link laboratory conditions (teacher-education institutes) and actual conditions (schools or colleges).

#### **1.5 School Internship Framework (2016)**

The School Internship Framework provided the following guidelines for the School Internship Programme:

School Internship should be a minimum duration of 20 weeks for a two-year programme. Out of 20 weeks, the initial phase of two weeks in the second semester of B.Ed. is to be for a school visit, classroom observation, and individual and group assignments, and 18 weeks in the third semester of B.Ed. The full-time school internship, which is for two weeks, shall be for community work. The student teacher should be required to undertake tasks as regular school teachers perform. They should be provided opportunities to observe, participate, and contribute to all school activities in all curricular and co-curricular activities. 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 to a mentor-teacher, keeping in view his /her

subject specialization. School Internship programme should be done 80% of the time in government and 20% in private schools. The schools identified for hosting the internship ought to be treated as lab schools of TEIs to enable the faculty and the student teachers to engage with the school students, teachers, and the local community in a sustained manner, which may lead to the understanding of the education system, self, students, community. These schools should be available to the faculty and students throughout the year for observation, experimentation, interaction, and information gathering. Initial teacher preparation, including the organization of school internship, shall be a joint responsibility of the Teacher Education Regulator at the Central level, State Education Departments, Affiliating Bodies, Teacher Education Institutions, and Internship or host schools. The assessment of the student teacher's performance and achievements at different stages during the school internship will be required for certification purpose as per the scheme of evaluation prescribed by the affiliating body. The assessment of student teachers' performance in schools should be done jointly by the teacher education faculty, school principals, and mentor teachers.

#### **1.5.1 Role of Teacher Education Institutions**

Teacher education institutions should give orientation to the school principals and mentors about their roles, and the activities that student teachers will carry out in schools. TEIs should conduct follow-up meetings after every 15 days with school principals, mentors, and student teachers, monitor the progress of the student teachers, and also assess the student teachers jointly with mentors during the school internship programme. Supervisors should also provide feedback and guidance to the student teachers.

#### **1.5.2 Role of Internship/Lab Schools**

The school internship framework (2016) emphasizes that internship schools should identify mentors for providing feedback and guidance, monitoring, and assessing the student teachers, and allow mentors to attend the internship orientation in TEIs. Internship schools should also ensure the availability of school facilities to the student teachers and involve student teachers in all activities.

#### **1.5.3 Student Teachers' Tasks during Internship**

A few such activities such as understanding the internship school and the community around it, analysis of school syllabus and textbooks, observing the classroom teaching of regular teachers, observation of classroom teaching of fellow students, preparation of a case study of the internship school and the innovative activities that the school undertakes, preparation of lesson plans and unit plans, teaching the units of the prescribed syllabus in two subjects

currently being taught in the school, teaching as a substitute teacher, mobilization and development of teaching-learning resources, preparation of question papers and other assessment tools, preparation of diagnostic tests and organization of remedial teaching, undertake a case study of a child, undertake action research project on at least one problem area of schooling, community work, community survey, maintenance of a reflective diary or journal to record day-to-day happenings and reflections, writing a term paper on a selected theme.

### **1.6 Rationale of the Study**

School Internship is the heart of the Teacher Education Programme. Due to the increased duration of the school internship programme, student teachers can use the educational theories taught in their theory classes at 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 the school's curricular, co-curricular, and administrative activities. The long internship period also provides opportunities to the student teachers to deal with parents and the community. Student teachers can learn how to deal with students as they observe the classes of school teachers.

Student teachers may enhance their subject knowledge during their training period. However, the duration of practice teaching was only four weeks in one year B.Ed. Programme. 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 to that, the duration of the internship in teacher education was much less. The quality of the practice teaching was poor and not helpful in achieving the objective of practice teaching. Cooperative teachers did not go to classes of student teachers. 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, 2012). Student teachers could not get an opportunity to work with schools. During the short period, student teachers could not understand the schools' administrative work, examination system, and planning related to teaching-learning and other co-curricular activities. Ultimately, the quality of practice teaching was not satisfactory. Due to this, many commissions and committees (National Curriculum Framework, 2009; Justice Verma Commission, 2012; Poonam Batra Committee, 2014) recommended the duration of the

B.Ed. Programme should be two years, and more focus should be given to the school Internship. Thus, NCTE (2014) changed the structure of the teacher education programme and increased the duration of practice teaching, providing a concept of 'Internship' and guidelines for teacher education programme.

Now, the question was how all these teacher education institutions implement the NCTE (2014) guidelines related to the school internship. A researcher could see the need to study the School Internship Programme in a two-year B.Ed. Programme in particular concerning its school internship program since it is an essential part of the two-year B.Ed. Programme and researcher could not find any comprehensive study related to the school internship programme. So, the researcher was interested in studying which practices the teacher education institutions are conducting in school internship programme across Gujarat.

Additionally, the School Internship Framework (2016) provided details for implementing school internship, and the roles and responsibilities of school principals and mentors. The student teachers spend more time with them in school during the internship. It shows that school principals and mentors are key in preparing future teachers. So, the researcher wanted to find out to what extent school principals and mentors were aware of their roles and performed their duties. Apart from this, the researcher was also interested in studying their expectations and experience during the internship.

Moreover, there were problems faced by student teachers, supervisors, and school principals during the practice teaching. Student teachers were exploited by school teachers, and they also faced problems related to classroom management (Alkhawaldeh, 2011), whereas school principals faced issues related to the organization of the internship as it was not organized at their convenient time, student teachers did not complete their lessons, a more significant number of student teachers with the same subject assigned their school during the practice teaching (Dekhtawala. Kothari, Patankar & Pradhan, 1991). Since, the duration of the internship increased, and student teachers were assigned different activities that were to be carried out in school, it was essential to understand the problems faced by supervisors, school principals, mentors, and student teachers. In this regard, a researcher was curious to find out whether the objective of the internship was achieved.

## **2.0 Review of Related Literature**

The researcher has reviewed a total of 57 studies for the present study. A researcher reviewed studies from the Survey of Research in Education (CASE) Library, Elsevier Science, Education

Resources Information Centre (ERIC), Taylor and Francis, Doctoral Thesis. The reviewed studies are categorized as follows:

2.1 Studies related to Evaluation of Practice Teaching and School Internship

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

2.3 Studies related to Experience and Expectations of student teachers

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

2.5 Studies related Problems faced by student teachers during SIP

## **2.1 Implication of the study**

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

studies focused on student teachers. As we know, supervisors, school principals, and mentors do have an essential place in the school internship programme, and NCTE (2014) introduced a new concept of mentor and community-related activities, so it was also important to study the roles of supervisors, School principals, and mentors and which type of community-related activities were done by student teachers.

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

### **3.0 Research Methodology**

#### **3.1 Research Question**

1. How do teacher education institutions execute school internship in B.Ed. Programme?
2. What opportunities are given to student teachers through different activities during the School Internship programme?
3. How can the school internship programme be improved?

#### **3.2 Statement of the Study**

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

#### **3.3 Objectives of the Study**

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

### **3.4 Explanation of the Terms**

#### **□ Current Practices**

Current practices comprised the activities prescribed by NCTE (2014) guidelines, 2014 viz., Structure, Planning, and Organization of preschool 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.

#### **□ Pre-School Internship**

It was the first phase of the School Internship Programme. Student teachers were involved in activities like school visits, classroom observation, and individual and group assignments considered Preschool Internship.

#### **□ 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 student teacher to build a repertoire of professional understanding, competencies, and skills and a positive attitude to schooling and teaching.

### **3.5 Delimitation of the Study**

The study was delimited to the state universities with affiliated secondary teacher education institutions, which conducted two-year B.Ed. Programme for secondary school teachers.

### **3.6 Research Design**

A descriptive survey was used for the present study. The researcher surveyed to find out the implementation of school internship programme in different Teacher Education Institutions in Gujarat state.

### **3.7 Population and Sample of the Research Study**

All the student teachers studying in B.Ed. and their teachers teaching in all teacher education institutions affiliated with the nine state universities formed the population, and all the school principals and mentors of the internship schools which were associated with all teacher education institutions also constituted the population for the present study.

A multistage Sampling technique was employed for the present study. The researcher randomly selected five state universities using a lottery method. A researcher considered five universities, so a total of 512 student teachers, 10 conveners of school internship, 40 supervisors, 40

mentors, and 20 school principals were randomly selected and considered as the sample for this study.

### **3.8 Tools for Data Collection**

A researcher prepared the research tools such as an information schedule for convener of the school internship, questionnaire for supervisors, student teachers, and mentors, and a semi-structured interview for school principals for data collection.

### **3.9 The Procedure of Tool Construction**

The researcher reviewed research studies and policy documents related to practice teaching and school internship and school internship framework (2016). Based on the reviewed documents and 57 research studies, the researcher identified the components of school internship based on the research objectives. The researcher prepared the first draft of the tools based on the components of a school internship programme. The researcher presented the first draft of tools in the Researchers' Forum at the Department of Education, The Maharaja Sayajirao University of Baroda. The researcher sent the research tools to the experts through the mail for validation and also discussed the research tools with a few experts face-to-face for validation. After that researcher conducted pre-pilot testing and pilot study. Based on a pilot study, the researcher prepared the final drafts of the research tools.

### **3.10 Data Collection Procedure**

A researcher took permission from the head of the Department of Education, The Maharaja Sayajirao University of Baroda, for data collection. The researcher personally visited every sampled teacher education institution and school for data collection. A researcher asked the teacher education institutions regarding the internship schools where student teachers went for internship. Among these internship schools, the researcher selected two randomly and received information about school principals, mentors, and their mobile numbers. The researcher personally visited the internship schools. Permission was sought from the school principals, and a permission letter was forwarded to the school principals for data collection. The researcher also conducted telephonic interviews due to COVID-19

### **3.11 Data Analysis**

The data was collected through an information schedule, questionnaire, and semi-structured interviews, which were analyzed quantitatively and qualitatively. Frequencies and percentages were computed for the close-ended items, while content analysis was employed for the open-ended questions. All the quantitative data was entered and analyzed in Microsoft Excel, and qualitative data was analyzed through the Qualitative Data Analysis software, QDA Miner Lite.

## **4.0 Major Findings of the Study**

### **❖ Current Practices of School Internship**

#### **□ Structure of the School Internship Programme**

1. The majority of teacher education institutions emphasized microteaching, bridge lessons, and stray lessons during the preschool internship in 1<sup>st</sup> semester. Four teacher education institutions conducted block teaching in 2<sup>nd</sup> semester, while other teacher education institutions conducted it across the different semesters.

#### **□ Microteaching**

1. All the teacher education institutions conducted microteaching in 1<sup>st</sup> semester for duration varied from one week to one month and all TEIs emphasized on teaching skills such as introduction, questioning, reinforcement, illustrating with examples, blackboard work, and stimulus variation. Two institutions also focused on the skill of probing and audio-visual aids during the microteaching.

#### **□ Bridge Lessons**

1. The majority of six teacher education institutions (TEIs) organized bridge lessons after completion of microteaching during the 1<sup>st</sup> semester of the B.Ed. Programme.
2. The duration of bridge lessons ranged from one day to one week, teaching duration varied from 12 minutes to 35 minutes, and number of lessons varied from 2 to 4. Student teachers integrated all the teaching skills and prepared the lesson plans.

#### **□ Stray Lessons**

1. Six teacher education institutions focused on stray lessons after the completion of microteaching and bridge lessons in the 1<sup>st</sup> and 2<sup>nd</sup> semesters of the B.Ed. Programme.
2. Student teachers were required to integrate all the teaching skills; the duration of teaching was 35 minutes, and the number of lessons varied from 5-10.

#### **□ Block Teaching**

1. All the teacher education institutions organized block teaching in different semesters of B.Ed. programme in schools and schools were allotted by supervisors.
2. The duration of block teaching varied between 7 to 12 days across institutions, the duration of teaching was 35 minutes, and the number of lessons prepared by student teachers varied from 8 to 10.
3. In all the teacher education institutions, supervisors visited schools daily, observed classes of student teachers, provided feedback and assessed the student teachers.

□ **Activities performed by student teachers during the Block Teaching**

1. The majority of the teacher education institutions allotted different activities to student teachers during block teaching.
2. Four TEIs were assigned to prepare a blueprint, while two of these four TEIs also assigned classroom observation to the student teachers, while the other four TEIs assigned tasks like organizing assemblies, co-curricular activities, and preparation of bulletin boards. Among these, two TEIs also focused on cultural programme, and two on psychology tests, diagnostic tests, and remedial teaching.

□ **School Internship**

1. Six TEIs conducted school internship in 3<sup>rd</sup> semester, and four TEIs conducted school internship in 3<sup>rd</sup> and 4<sup>th</sup> semester of B.Ed. programme, the duration of internship varied from twelve weeks to sixteen weeks, and the number of lessons prepared by student teachers varied from 5 to 60.
2. Both supervisors and mentors assessed the student teachers during the school internship in eight teacher education institutions whereas in the other two teacher education institutions, only supervisors assessed the student teachers during the internship.
3. In eight TEIs, student teachers selected the school for school internship, while in two TEIs, the District Education Officer (DEO) allotted the schools to the student teachers.

□ **Activities performed by Student teachers during the SIP**

1. All the teacher education institutions assigned diverse tasks to student teachers during the school internship. The majority of eight teacher education institutions assigned activities such as action research and school teachers' classroom observation to the student teachers during the school internship.
2. Six teacher education institutions assigned various activities to student teachers, including preparing teaching-learning materials (TLM), maintaining log books, creating school calendars and reports, preparing blueprints, organizing co-curricular and community-related activities, and conducting case studies.
3. Four teacher education institutions assigned activities such as conducting psychology tests, organizing cultural programme, maintaining reflective diaries, and continuing comprehensive evaluation of students.
4. Two teacher education institutions emphasized organizing assembly programme, conducting interviews with management authorities, performing diagnostic tests and remedial teaching, attending parents' meetings, yoga sessions, and club activities,

managing school libraries and laboratories, preparing bulletin boards, and engaging in project work.

□ **Distribution of marks of School Internship**

1. Four TEIs assigned more weightage to the school internship activities than the remaining six institutions. Four TEIs assigned less than 30% weightage for the school internship programme.
2. Six TEIs assigned lower marks to the annual lessons, while the other four TEIs assigned 100 marks to the annual lessons. Six TEIs assigned more weightage to school internship viva than the other four teacher education institutions.

□ **Assigned marks by different personnel to school internship activities**

1. Supervisors had more weightage for assessing the student teachers in eight TEIs, while in two TEIs, supervisors and mentors had more weightage for assessing the student teachers.
2. Mentors assessed activities that were carried out by the student teachers in schools during the internship in six TEIs, while mentors assessed student teachers' performance in annual test lessons only in four TEIs.

□ **School internship-related orientation to the student teachers**

1. All the student teachers received the orientation related to the school internship, such as the duration and objectives of the internship, activities that had to be performed by student teachers, and submission work.
2. They also oriented about basic information about the school, teaching method, and the number of lesson plans to prepare during the internship.

□ **Selection of schools during the School Internship Programme**

1. 79.49% of student teachers selected schools themselves for an internship, while 12.30% of student teachers responded that TEIs were allotted to them, and only 8.20% mentioned that the government allotted the schools to them.

□ **Types of Internship Schools**

1. 57.22% of student teachers had completed the internship in government schools. 14.45% of student teachers completed in grant-in-aid schools, while another 14.45% completed in government and private schools. Only 2.55% of student teachers experienced all three different types of schools

□ **Internship of student teachers across various school levels**

1. 25.98% of student teachers taught secondary and higher secondary classes, 22.27% of student teachers taught upper primary and secondary classes, whereas 29.29% did not get

opportunities to teach in secondary and higher secondary classes. 12.5% of student teachers taught in secondary classes, while 9.96% only taught in higher secondary classes.

□ **School-related orientation to the student teachers**

1. 73.05% of student teachers were oriented about the school, while 26.95% were not oriented during the school internship programme. 63.10% of student teachers were oriented about the schools by school principals, and 14.70% and 12.57% were oriented by mentors and supervisors, respectively.
2. They were oriented on basic information about schools, rules, and regulations of schools, the nature of school students, and school staff. They also oriented about teaching method of schools and presentation of lesson plans.

□ **Supervisors visit to schools during the school internship**

1. Only 23.24% of student teachers responded that supervisors visited the school, but 35.29% responded that they came only once throughout the school internship, while 49.58% of student teachers responded that they visited monthly.

□ **Meeting with supervisors during the Internship**

1. 69.75% of student teachers met with the supervisors during the internship, while 30.25% responded that supervisors came only for attendance.
2. They discussed problems faced by student teachers during the internship and submission work. They also discussed the school principals' and teachers' support and experience with students and during the teaching.

□ **Observation of classes of student teachers**

1. Only 6.64% of student teachers responded that supervisors observed the classes of student teachers during the school internship, 22.66% of student teachers responded that school principals observed, and 54.49% of student teachers responded that mentors observed.

□ **Feedback to the student teachers**

1. Only 6.64% of student teachers responded that supervisors provided feedback to them during the school internship, while 37.06% of student teachers responded that school principals provided feedback, and 70.97% responded that mentors provided feedback.
2. They provided feedback related to the method of teaching, lesson plans, classroom management, skills of teaching, and use of teaching aids during the teaching.
3. All the supervisors provided feedback in both written and oral format. At the same time, 72.09% of student teachers responded that school principals provided feedback only in oral form, and 27.91% of student teachers responded that they provided feedback in both forms.

73.02% of student teachers responded that mentors provided feedback in both forms, and 26.98% responded that mentors provided feedback only in oral form.

**□ Examine the Documents**

1. 93.17% of student teachers responded that the journal was examined; however, from those respondents, 53.06% of student teachers responded that the journal was examined after the completion of the school internship. 4.88% of student teachers responded that the journal was not examined.
2. 82.22% of student teachers responded that the observation book examined. From these respondents, 50.35% of student teachers responded that the observation book was examined after completing the school internship. 9.98% of student teachers only get signed it, and 8.40% responded that the observation book was not examined.
3. 50.98% of student teachers responded that the reflective diary was examined. From these respondents, 72.80% of student teachers responded that a reflective diary was examined after completing the school internship. 14.06% responded that the observation book was not examined and 3.71% of student teachers only get signed.

**❖ Role of Supervisors during the School Internship**

**□ School internship-related orientation to the student teachers**

1. All the supervisors responded that they provided orientation related to internship to the student teachers. They oriented about the duration of the internship, general guidelines, and academic and administrative tasks that student teachers had to perform in schools.

**□ School internship-related orientation to the school principals**

1. Only 15% of supervisors responded that they provided orientation related to the overall purpose of the internship and the role of school principals and mentors, and internship activities that performed by student teachers to the school principals.

**□ Supervisors visit schools during the school internship**

1. 72.50% of supervisors visited the internship schools nearer to the teacher education institutions during the school internship programme whereas 27.50% of supervisors did not visit schools. 32.50% of supervisors visited the school once a week, 15% of supervisors visited once within fifteen days, and 20.69% visited once a month.

**□ Meeting with School Principals during the school internship**

1. 72.50% of supervisors met with the school principal during the internship programme. Among them, 44.83% of supervisors met with the school principal weekly, while 34.48% met once within 15 days and 20.69% of supervisors met with the principal once a month.

2. 40% of the supervisors discussed the preparation of files and the regularity and progress of student teachers. Meanwhile, 25% of supervisors focused on whether student teachers carried out their work properly, attended classes, and actively participated in activities. The remaining 7.50% of supervisors discussed student-teacher performance and provided support for their school internship work, including teaching them about the functions of a clerk.

□ **Meeting with student teachers during the internship**

1. 72.50% of supervisors responded that they conducted meeting with the student teachers during the school internship programme. They discussed the submission work, their experience related to the school and students, and the progress of their work with the student teachers.

□ **Observation of Student Teachers**

1. 50% of supervisors observed the classes of student teachers during the school internship, while 50% of supervisors did not observe. 20% of supervisors observed student teachers' classes for 15 minutes. 17.50% of supervisors observed for 5-7 minutes, and 12.50% observed the entire class.
2. 15% of supervisors observed 2-3 classes, while 35% observed 5-6 classes of student teachers during the school internship programme.

□ **Feedback to the student teachers**

1. 50% of supervisors provided feedback to the student teachers during the school internship, while 50% of supervisors did not provide it. 27.50% of supervisors provide feedback orally, while 22.50% provide it in both written and oral formats.
2. 32.50% of supervisors provided feedback related to teaching methods, teaching skills, and logical sequence of teaching, and 17.50% of supervisors provided on classroom management.

□ **Examine the Documents**

1. 60% of supervisors examined the documents after completion of the school internship, 22.50% of supervisors examined weekly, and 17.50% of supervisors examined within 15 days during the internship.

□ **Assessment of student teachers**

1. All supervisors responded that they assessed the student teachers during the internship. They assessed the lesson plans and various activities, such as conducting action research,

psychological tests, case studies, and co-curricular activities. They also assessed different reports such as school reports, school records, and administrative work.

### ❖ **Role of School Principals during the School Internship**

#### □ **Awareness about the school Internship Programme**

1. 90% of school principals received information about the School Internship Programme through letters from the teacher education institution. All school principals were informed about the duration of the school internship programme, the number of student teachers, and the subjects of student teachers.
2. Only 10% of school principals received information about the duration of the internship programme, the role of the school, and the activities that student teachers had to perform in school through meetings organized by the teacher education institutions.

#### □ **Visit the Teacher Education Institutions**

1. 80% of school principals had not visited teacher education institutions for meetings or orientations related to the school internship programme. Only 10% of school principals visited for meetings related to internship, and 10% of school principals visited as supervisors invited them for functions or personal friendships with supervisors.

#### □ **School Principals meeting with supervisors**

1. 60% of school principals met with supervisors weekly during the school internship programme. They discussed punctuality and regularity of student teachers, implementation of lessons and activities, teaching quality, and both positive and negative aspects of student teachers, while 40% of school principals did not meet with supervisors during the internship programme.

#### □ **School principals meeting with student teachers**

1. All school principals conducted meetings with student teachers during the school internship programme. 40% of school principals held weekly meetings, 25% of school principals conducted monthly, 20% of school principals had meetings every fifteen days, and 15% of school principals conducted daily meetings.
2. School principals discuss the teaching method, lesson plans, classroom management, and participation in school activities.

#### □ **Orientation related to schools to student teachers**

1. 65% of school principals provided comprehensive information about their schools to student teachers, including historical background, establishment date, class and student

numbers, facilities, curriculum, co-curricular activities, timetable structure, register maintenance, and administrative details.

2. 25% of school principals provided the details that the teacher education institute had instructed the students to get specific details from their schools.
3. 10% of school principals did not provide information as they believed student teachers were already familiar with the school.

☐ **Student teachers' attendance sheet**

1. 45% of school principals maintained attendance records for student teachers during the school internship, while 55% did not maintain attendance registers.

☐ **Observation of student teachers**

1. 55% of school principals observed classes of student teachers, while 45% did not observe the classes.
2. 25% of school principals observed classes of student teachers for 10 to 15 minutes, 20% of school principals observed for 2 to 3 minutes, and 10% observed the entire duration of student teachers' classes.
3. 20% of school principals observed 5-10 classes of student teachers during the school internship, while another 20% of school principals observed five classes, and 15% of school principals observed 2-3 classes.

☐ **Feedback to Student teachers**

1. 35% of school principals provided feedback to the student teachers during the school internship, while 20% did not provide any feedback.
2. 25% of school principals gave oral feedback only, and 10% of school principals provided feedback in both written and oral formats. They provide feedback related to classroom management and methods of teaching.

☐ **Examine the student teachers' documents**

1. 55% of school principals examined documents such as journals, observation books, and reflective diaries of student teachers during the school internship programme, while 45% did not.
2. 45% of school principals examined documents weekly, while 10% reviewed them after completing the internship.

☐ **Assessment of the student teachers**

1. 65% of school principals assessed the student teachers during the school internship programme, whereas 35% of school principals did not assess them.

2. They assessed lesson plans and reports that student teachers prepared during the internship. They assessed school reports, logbooks, portfolios of students, school records, and the preparation of teaching-learning material.

#### ❖ **Role of Mentors during the School Internship**

##### ☐ **Awareness about the school Internship Programme**

1. All mentors received information about the school internship programme verbally from school principals. School Principals conveyed details, including the duration of a school internship programme, the list of student teachers, and the subjects assigned to them.

##### ☐ **Mentors visit the Teacher Education Institution**

1. None of the mentors attended any orientation programme or meetings related to the school internship programme at teacher education institutions. Only 10% of mentors visited teacher education institutions for training purposes only.

##### ☐ **Mentors meeting with Supervisor**

1. 52.50% of mentors had meetings with supervisors during the school internship, while 47.50% did not. 27.50% of mentors met once within fifteen days, 15% of mentors met once a month, and 10% of mentors met once a week.
2. They discussed student teachers' regularity, internship quality, overall performance, improvements, and behaviour and encountered challenges during the school internship.

##### ☐ **Facilities to the student teachers**

1. 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.

##### ☐ **Orientation related to schools to the student teachers**

1. 95% of mentors provided orientation related to academic aspects, administrative work, and school facilities with student teachers, while 5% of mentors provided information based on specific requests from student teachers.

##### ☐ **Observation of student teachers**

1. All mentors observed student-teacher classes during the school internship programme whereas among these, 10% of mentors responded that they did not observe student-teacher classes when they were occupied with their school work, and 5% were occupied with their school tasks during the observation.
2. 57.50% of mentors observed 15 classes of student teachers during the school internship, 22.50% of mentors observed 15-20, and 20% of mentors observed classes daily. 57.50% of

mentors dedicated the entire class duration (35 minutes) to observation, 22.50% of mentors spent 5-10 minutes, and 20% spent 15-20 minutes.

**□ Feedback to the student teachers**

1. All mentors provided feedback to student teachers on teaching methods, blackboard skills, explanation skills, content, classroom and time management, and both positive and negative points.
2. 57.50% of mentors provided daily feedback, 30% provided feedback once a week and 12.50% provided feedback twice a week. 55% of mentors provided feedback in both oral and written forms, while 45% of mentors provided orally.

**□ Examine the Documents**

1. 40% of mentors examined lesson plans, observation books, and reflective diaries of student teachers, while 60% of mentors only signed these documents. 56.25% of mentors examined weekly, 31.25% examined daily, and 12.50% four times weekly.

**□ Assessment of the student teachers**

1. 32.50% of mentors assessed student teachers during the school internship programme using assessment formats provided by teacher education institutions, while 67.50% of mentors did not assess.

**❖ Role of Student Teachers during the School Internship**

**□ Observation of school teachers during the school internship**

1. All student teachers responded that they observed the classes of school teachers. The majority, 57.81%, of student teachers responded that they observed the ten classes of school teachers, while 36.65% observed the thirty lessons of school teachers.

**□ Analysis of Syllabus and Textbook**

1. 38.48% of student teachers analyzed the textbook and syllabi during the school internship, while 61.52% did not.
2. 41.12% of student teachers analyzed textbook and syllabi based on students' abilities, interests, and intellectual levels, while 31.47% of student teachers focused on real-life examples and content, figures, and image appropriateness. 18.78% of student teachers considered internal and external textbook characteristics, while 8.63% emphasized specific times in which content could be covered.

**□ Meeting with School Principals**

1. 83.40% of student teachers had meetings with the school principal during their school internship, while 16.60% of student teachers did not.

2. 24.12% of student teachers met with the school principal once a month, 19.43% of student teachers had meetings once within fifteen days, 14.52% of student teachers responded that school principals conducted meetings weekly, and 6.32% of student teachers had meetings daily. 1.89% of student teachers mentioned that *“the school principal came to school twice a week”*.
3. 33.72% of student teachers met school principals only for signature and stamp, permission for leave, and organize activities; 27.56% of student teachers discussed the annual function and celebration of festivals, and 18.73% of student teachers discussed curriculum implementation, course completion, and lesson plans. 13.43% of student teachers discussed related to the school students.

□ **Observation of fellow students**

1. All student teachers observed classes of fellow students. A majority, 54.30% of student teachers, responded that they observed ten classes, while 25% of student teachers observed twenty-five classes.

□ **Case Study**

1. 77.73% of student teachers conducted case studies during the school internship, while 22.27% did not. 83.42% of student teachers selected students' performance, disinterest in studies, mischievous behaviour, and feelings of loneliness, while 9.04% of student teachers focused on disabled students, emphasizing inclusive education.
2. 7.54% of student teachers explored diverse institutions such as meditation centers, healthcare hospitals, NGOs, and women's home industries, highlighting a comprehensive approach to educational research.

□ **Preparation of the lesson plans**

1. All student teachers prepared one unit plan for each teaching method during the block teaching and 66.41% of student teachers prepared at least fifteen lesson plans during the school internship programme, while 33.59% prepared at least sixty lesson plans.

□ **Preparation of the Blueprint**

1. 93.75% of student teachers prepared the question papers during the school internship, while 6.25% of student teachers did not.
2. 33.75% of student teachers followed a prescribed blueprint for preparing question papers, while 9.17% of student teachers followed the blueprint but lacked knowledge about its components, and 57.08% did not follow it.

□ **Preparation of the Assessment tool**

1. 23.05% of student teachers prepared assessment tools for various school competitions, such as patriotic songs and costume competitions. 76.95% of student teachers did not prepare.

□ **Preparation of the Diagnostic test**

1. 30.66% of student teachers prepared diagnostic tests during their school internship programme, while 69.34% of student teachers did not prepare.

□ **Conduct remedial classes**

1. 48.24% of student teachers conducted remedial teaching to school students during their school internship, while 51.76% of student teachers did not conduct it.
2. 32.39% of student teachers addressed subject-specific doubts, 24.70% of student teachers focused on basic skills like reading, writing, and counting, and 16.19% of student teachers conducted as part of their action research.
3. 10.12% of student teachers addressed difficulties in reading and writing in the English subject, while 8.5% of student teachers participated in the Mission Vidhya initiative. 8.10% of student teachers focused on students who lacked basic skills, including subtraction and alphabet knowledge.

□ **Action research**

1. 76.76% of student teachers conducted action research during their school internship programme, while 23.24% of student teachers did not. 58.02% of student teachers had a proper understanding of the process of action research, while 41.98% of student teachers lacked knowledge of it.
2. 45.80% of student teachers spent one week completing the action research, 35.37% dedicated two weeks, 9.92% spent twenty-five days, and 8.91% completed their action research within a single class.

□ **Term paper**

1. Only 8.59% of student teachers wrote term papers as part of their school internship programme, while 91.41% of student teachers did not write.
2. Among 8.59% of student teachers who wrote term papers, 4.30% of student teachers had written on specific subjects for teaching like Hindi, Gujarati, English, Science, Mathematics, and Sanskrit and 4.30% of student teachers explored broader topics related to Gandhian principles and their application in education, covering diverse subjects such as cleanliness, unemployment, moral value education, and the challenges in present education systems.

#### □ **Reflective Dairy**

1. 68.75% of student teachers maintained reflective diaries during their school internship programme, while 31.25% did not.
2. 51.14% of student teachers recorded daily activities and completed tasks, 25.85% documented teaching work experiences, activity planning, and classroom interactions, and 5.40% reflected on the emotional aspects of their teaching roles.

#### □ **Cultural Programme**

1. 86.72% of student teachers actively organized cultural programs in the schools where they completed their internship, while 13.28% did not.

#### □ **Community-related activities**

1. 72.85% of student teachers organized community-related activities during the school internship, while 27.15% did not organize.
2. They conducted different activities, including plantation, cleanliness campaigns, rallies on save girls, save waters, women empowerment, T.B. free India and other topics, environment awareness programme, blood donation camps, parent contact activities, and initiatives addressing social issues.
3. 45.31% organized community activities for one week, 37.53% of student teachers spent ten days, and 17.16% dedicated fifteen days.

#### □ **Administrative activities**

1. 16.21% of student teachers did not meet non-teaching staff and had not done any administrative work.
2. 83.79% of student teachers had done administrative work, but 50.58% of student teachers had done only the work assigned by the teacher education institutions, while 49.42% of student teachers filled up online attendance, maintained different registers, involved in the distribution of bicycles, and prepared leaving certificates, students' ID cards and certificates.

#### ❖ **Experience of School Principals during the school internship**

1. School principals shared the experience that student teachers lacked the content mastery and did not use teaching learning material during the teaching. Student teachers had no idea about the reference book, used the blackboard inappropriately, and did not manage the classroom appropriately.
2. They were not serious about the internship and lack of clarity about their responsibilities. They came only to complete their internship work; they did not think about students'

learning outcome. Student teachers came to the school, and the school planning was disturbed because school teachers had no time for revision.

3. School principals were also concerned about them because they felt that student teachers were being exploited as they were not provided stipends.
4. The school principal did not give permission if they had enough staff, and they did not observe the classes and gave the certificates to the student teachers. Even one principal said that observation of classes is not our duty and they observed only when student teachers teach very well.
5. Few school principals responded that student teachers did well in schools and schools get support because sometimes few school teachers have BLO (Booth level officer) work, and few teachers go for training; at that time, student teachers managed classes very well.

#### ❖ **Experience of Mentors during the school internship**

1. Mentors described the experience that school students knew that student teachers came for a few days, so they misbehaved in the classroom.
2. Student teachers were hard-working in schools and learned during the internship. Sometimes, staff was absent, so the schools got benefits from student teachers.
3. Mentors observed the classes only for 5-10 minutes. If student teachers taught innovatively, then they observed the whole class. They also told student teachers that they had to show their lectures, so they could not sit in all classes.
4. Student teachers were not serious and just came for a certificate, lacked content mastery, did not come with the preparation for the lecture, had no idea how to prepare the lesson plans, and a few student teachers just copied from YouTube. Student teachers focused more on marks. Sometimes, supervisors came just for the shake and did superficial work.

#### ❖ **Experience of Student teachers during the school internship**

##### □ **Learning During a School Internship**

1. 49.02% of student teachers had a favourable experience during the internship as they developed professional growth, administrative skills, teaching skills, classroom management skills, organization skills, professionalism, and communication skills.
2. They also understood the role of the teacher, enhanced their confidence in collaborative learning, and gradually adjusted to a school environment.

□ **Experience with School Principals**

1. 63.35% of student teachers shared their favourable experience with the school principals as they responded that school principals were supportive, involved in school activities, and even school principals oriented about schools.
2. 36.65% described their unfavourable experiences with school principals. They responded that they were not supportive, sometimes isolated the student teachers, assigned work forcefully, lacked encouragement and biased behaviour by the school principal, and even regular classes were not assigned to them.

□ **Experience with Mentors**

1. 73.25% of student teachers had favourable experiences with school teachers. They mentioned that school teachers were supportive and cooperative. They guided the student teachers during the school internship.
2. 26.75% of student teachers had unfavourable experiences with school teachers because sometimes school teachers' behaviour was not appropriate, not supportive, and inefficient mentors were there.

□ **Experience with schools**

1. 33.33% of student teachers had favourable experiences with the schools. They responded that they got an opportunity to teach again where they studied. So, they were already familiar with the school. The schools celebrated different days and organized different competitions.
2. 66.67% of student teachers had unfavourable experiences with the school. They reported that there was a lack of school teachers, lack of discipline, and lack of facilities. They also said that school principals were assigned to teach lower classes, and the school environment was unorganized.

□ **Experience with school students**

1. 65.97% of student teachers had favourable experiences with school students. They described that students were cooperative and actively participated in all activities. Students respected the student teachers, and they formed emotional bonds with school students. Even students cried when they left the school. Students were disciplined and also interested in learning.
2. 34.03% of student teachers had unfavourable experiences with school students during the school internship. They responded that some schools' students could not even read and write. They did not even do the basic mathematical operations. Even students' behaviour

was not appropriate and notorious. Students did not participate in different co-curricular activities and were not supportive. Students were not interested in learning and did not complete their assignments. Students were irregular in the schools, which affected their learning.

□ **Experience with Supervisors**

1. 71.05% of student teachers had favourable experiences. They described that supervisors were very encouraging and supportive.
2. Moreover, 28.95% of student teachers had unfavourable experiences with their supervisors because they were not satisfied with their marks.

□ **Memorable Experience**

1. 27.93% of student teachers had memorable experiences during the school internship programme. Many programmes such as cultural programs, annual functions, and competitions were organized in school. So, student teachers were involved in all the activities, guided the students, and built a bond. Even school principals and teachers praised them.
2. Student teachers felt like they were permanent teachers in school. They felt happy when students provided good compliments related to their teaching. Student teachers enjoyed the internship and learned with fun.

□ **Experience related to teaching**

1. 10.55% of student teachers expressed their experience while teaching in the classroom. Student teachers had fears initially, but gradually, reduced the stage of fear and students were also cooperative. Sometimes, student teachers were assigned more subjects and proxy lectures to engage the students.
2. Student teachers faced problems related to time management as they were assigned many tasks and limited time for teaching. They faced challenges to engage the students in learning. They faced classroom management problems as there were 80-90 students in class, and 9<sup>th</sup> standard students could not do basic calculations, so they faced difficulty in teaching the further concepts.
3. They felt that the duration was less, so it was difficult to complete the assigned tasks, and sometimes, they could not focus on school internship work.

#### **□ Experience with Parents**

1. 3.13% of student teachers shared their unpleasant experiences with school parents as teachers scolded the students; parents came the next day and misbehaved with those teachers.

#### **□ Experience with fellow students**

1. 2.92% of student teachers had an unfavourable experience with fellow students. There was a lack of communication among the student teachers, and few student teachers did not take regular classes in the school. So, they were fighting with each other.

#### **❖ Expectations of Supervisors during the School Internship**

##### **□ Duration of School Internship Programme**

1. 65% of supervisors expected that the duration of the school internship should be five months. They believed that this allows comprehensive training for the student teachers; they can develop personal growth, teaching skills, and an in-depth understanding of school functioning. Student teachers can also improve their confidence levels and acquire a realistic understanding of classroom dynamics.
2. 35% of supervisors preferred a shorter school internship period of one month as they mentioned issues related to school selection and student teachers' dedication. They also believed that the required work could be accomplished within one month. They said that if the duration of an internship is long, a situation may arise where some student teachers do not attend school regularly.

##### **□ When School Internship to be organized?**

1. 57.50% of supervisors expressed that the school internship should be in the 4<sup>th</sup> semester. They argued that by this stage, student teachers would have acquired theoretical knowledge up to the 3<sup>rd</sup> semester, making the 4<sup>th</sup> semester an ideal time for practical application. It provides a smooth transition between the internship and academic studies, allows continuous practice, and prepares the future teaching role.
2. 42.50% of supervisors responded that the internship should be conducted in the 3<sup>rd</sup> and 4<sup>th</sup> semesters. They argued that the foundational knowledge acquired in the first two semesters would provide a strong theoretical background before practical experiences and improved mistakes as they have done in 3<sup>rd</sup> semester in schools during the school internship.

##### **□ Selection of Schools for internship**

1. 42.50% of supervisors expected that teacher education institutions should allot schools to student teachers for internship as they allot schools where they can implement knowledge

and teaching skills. They also responded that some student teachers choose schools based on personal connections and nearer to their residence area which is challenging for monitoring and observation of student teachers.

2. 50% of supervisors expected student teachers should have the autonomy to select their schools; due to this, student teachers' commuting difficulties were reduced, increased dedication towards schools' duties.
3. One supervisor expected that student teachers should select schools in government settings, while teacher education institutions should select the schools when the schools are private.

#### **□ Organizing internship in various types of Schools**

1. 35% of supervisors expected the school internship to be conducted in government schools because student teachers can learn effectively and know the rules and regulations of the schools. They also believed that private schools provide certificates to the student teachers without performing activities and do not give the student teachers permission for internship and regular classes.
2. 42.50% of supervisors expected that school internship should be conducted in all types of schools, including government, grant-in-aid, and private so that they can acquire valuable experience from all three schools. 7.50% of supervisors responded that internship should be conducted in government and private schools. Their reasoning emphasized that student teachers can understand the functioning of both school types and learning from different environments.
3. 5.00% of supervisors expected internship to be in private schools. They responded that student teachers benefit from facilities, regular teaching staff, and the availability of resources. 5.00% mentioned internship should be in government and grant-in-aid schools as these schools provide facilities and opportunities to the student teachers.

#### **□ A number of student teachers in schools**

1. 60% of supervisors expected that three to four student teachers should be allocated to each school for the internship programme, while 40% of supervisors anticipated that a minimum of two student teachers should be allocated to a single school for the internship programme.

#### **□ Internship orientation to School Principals and teachers**

1. 67.50% of supervisors expected that orientation should be provided to the school principals and school teachers related to school internship as they opined that it could help newly joined teachers in task allocation, preparation of school timetable, and ensuring that student teachers' activities align with the objectives and goals of the internship. Student teachers

can organize activities effectively and receive support from the schools during the internship, whereas 13 (32.50%) supervisors responded that it was unnecessary to provide orientation to school principals and teachers.

2. 67.50% of supervisors mentioned that the duration of internship, activities that student teachers have to perform in schools, information related to student teachers and their subjects, observing and assessing the student teachers, and involving them in school activities should be oriented.

□ **School-related orientation to the student teachers**

1. 85% of supervisors expected that information related to schools should be provided to the student teachers. So that they can be aware of the culture, values, and environment of the schools, it can be helpful to prepare lesson plans accordingly and understand the policies and characteristics of the schools.
2. 15% of supervisors responded that some student teachers have already adequate knowledge of the schools due to prior experiences, so it is unnecessary to provide information to them.
3. 88.24% of supervisors expected that school principals should provide information related to schools to the student teachers. They expected that school principals should provide details about the intellectual level of students, the school's staff (both teaching and non-teaching), infrastructure, curriculum, and teaching methods to the student teachers.
4. 11.76% of supervisors expressed the expectation that teacher education institutions should be responsible for providing school-related information, focusing on the school environment and the teachers at the school.

□ **Preparation of Lesson Plans during the school internship**

1. 85% of supervisors expected that student teachers should prepare the lesson plans during the school internship to develop the habit of preparing it, get an in-depth understanding of a concept, implement lessons effectively, and manage time properly.
2. 15% of supervisors expected that lesson planning is unnecessary. They had concerns about the workload and the belief that student teachers have sufficient knowledge from previous experiences, such as microteaching and stray lessons.

□ **Number of Lesson Plans prepared by student teachers**

1. 50% of supervisors expected that student teachers should prepare thirty lesson plans during the school internship, while 32.50% of supervisors anticipated that student teachers should prepare lesson plans for all the classes. 17.50% of supervisors expected that a minimum of ten lesson plans should be prepared by student teachers during the internship.

□ **Supervisors visit schools during a school internship programme**

1. 45% of supervisors expected that supervisors should visit the schools once a week, while 27.5% of supervisors expected they should visit within fifteen days. 15% of supervisors expected that they should visit twice a week, while 12.5% of supervisors mentioned they should visit monthly.

□ **Observation of the fellow students' classes**

1. 50% of supervisors expected method teachers should observe the classes taught by student teachers, while 25% of supervisors expected that school teachers and principals should observe the classes of student teachers. 15% supervisors expected that only school principals should observe the classes.
2. Only 10% of supervisors expected that school principals, school teachers, and supervisors should collectively conduct observations of the classes taught by student teachers during the school internship programme.

□ **Feedback to the student teachers**

1. 50% of supervisors expected method teachers should provide feedback to student teachers, while 25% of supervisors expected that school teachers and principals should provide, 15% of supervisors specifically expected that school principals should provide, and 10% of supervisors expected that school principals, school teachers, and supervisors should collectively provide feedback to student teachers.

□ **Assessment of student teachers during the school internship**

1. 32.50% of supervisors expected that student teachers should be assessed by multiple stakeholders, including supervisors, school principals, and school teachers, and 22.50% of supervisors expected that both supervisors and mentors should do an assessment. 17.50% of supervisors expected that only supervisors should be responsible for assessment, 15% of supervisors expected that mentors should assess, and only 10% of supervisors specifically expected that school principals should be involved in assessment.
2. Only one supervisor expressed the expectation that supervisors and school principals should be responsible for assessing student teachers during the school internship programme.

□ **Stipends to the student teachers**

1. 72.50% of supervisors expected that student teachers should be provided stipends during the school internship. It reduces financial stress, covers expenses associated with internship, and acts as a motivational factor.

2. 27.50% of supervisors considered it was not necessary to provide stipends to the student teachers, as they believed student teachers should be motivated by their dedication to the profession rather than financial stipends. They also emphasized that student teachers are not fully qualified and should not expect stipends during their internship.
3. 62.07% of supervisors expected the government should provide stipends to student teachers during the school internship, while 24.14% expected that teacher education institutions should provide stipends. 13.79% of supervisors expected that schools should provide stipends to student teachers during their internship.

#### ❖ **Expectations of School Principals during the School Internship**

##### □ **Duration of the school internship programme**

1. 60% of school principals expected that the duration of the school internship should be one month only as they opined that student teachers trained and developed teaching skills in a short period. Even supervisors can not monitor them as they select nearer schools for internship.
2. 35% of school principals favoured five months for school internship. They responded that student teachers get proper training, comprehensive practical experience, develop teaching and organization skills, and know administrative work.
3. One school principal mentioned that the duration of the internship, whether short or long, might not significantly impact the learning outcomes of student teachers.

##### □ **When School Internship to be Organized?**

1. 40% of school principals expected that internship should be conducted in the 4<sup>th</sup> semester because student teachers can only focus on an internship after completion of theory coursework, and school principals are occupied in the 3<sup>rd</sup> semester, so they can guide them very well and assign classes properly to the student teachers.
2. 40% of school principals mentioned that internship should be in 3<sup>rd</sup> semester. They responded that there is a shortage of teachers in schools after July, and new students are enrolled in school, so student teachers clarify the concept, and schools also benefited from them.
3. 20% school internship expected internship should be in both the 3<sup>rd</sup> and 4<sup>th</sup> semesters. They emphasized that during the 3<sup>rd</sup> semester, student teachers can assist in teaching, and in the 4<sup>th</sup> semester, they can assist 10<sup>th</sup> class students in revising the concept.

□ **Internship orientation to the school principals**

1. 70% of school principals expected that teacher education institutions should provide information related to school internship to the school principals, while 30% of principals expected orientation should be given to them related to the internship.
2. All school principals expected that the internship duration, total number and subject of student teachers, and activities they are expected to undertake during their internship should be informed.

□ **School-related orientation to the student teachers**

1. All School principals anticipated that school information should be provided to the student teachers. All school principals expected that student teachers should be well-informed about their schools' educational and administrative aspects. It includes the school's establishment, staff, number of classes and students, preparation of leaving certificate, attendance sheet, timetable, co-curricular activities, admission form processes, maintenance registers, government regulations, smart board usage, and daily diary preparation.

□ **Preparation of Lesson plan**

1. 80% of school principals expected that student teachers should prepare lesson plans during the school internship; due to this, student teachers can teach and work systematically. Student teachers understand how to teach and present the content.
2. 20% of school principals responded that student teachers don't need to prepare lesson plans during the internship as they believed that effective teaching depends on the natural delivery of content. Student teachers already planned during the microteaching and block teaching, and they play the role of real teachers during the internship.

□ **Observations of school teachers**

1. 95% of school principals expected that student teachers should observe school teachers' classes. They believed this practice would help student teachers understand teaching methods, learn effective classroom management and communication skills, and gain inspiration from experienced educators.
2. Only one school principal stated that student teachers already interacted with subject teachers and could learn effectively from them.

□ **Supervisors visit schools during school internship**

1. 35% of school principals expected that supervisors should visit schools weekly, while another 35% of school principals anticipated that supervisors should visit 2-3 times per

week, 20% of school principals expected to visit daily, and 10% expected to visit once every 15 days.

□ **Observation of Student teachers' classes**

1. 50% of school principals expected that supervisors should observe student teachers' classes, while 30% anticipated that mentors should observe. 20% expected that supervisors, mentors, and school principals should observe student-teacher classes.

□ **Feedback to the student teachers**

1. 50% of school principals expected that supervisors should give feedback to student teachers, while 30% expected that mentors should provide. 20% of school principals expected that feedback should be provided by supervisors, mentors, and school principals.
2. All the school principals expected that supervisors, school principals, and mentors should provide feedback in both oral and written forms.

□ **Assessment of Student teachers during the school internship**

1. 40% of school principals expected that supervisors should assess the student teachers during the internship, while 40% expected all personnel, including supervisors, mentors, and school principals should assess. Only 20% of school principals anticipated that school teachers and school principals should assess the student teachers.

□ **Stipends to the student teachers**

1. 85% of school principals expected that student teachers should be provided the stipends because student teachers play the role of teachers in school. In other professions, students also get the stipends. Student teachers can bear commuting costs and are motivated to give their best.
2. Their reasons included the student teachers' significant role during an internship, potential commuting expenses, motivation to perform better, encouragement of enthusiasm, alignment with professional norms, and recognition of financial difficulties.
3. 15% of school principals responded that student teachers should not be given stipends. They believed that internship is a part of learning, and such expectations should not be kept in the teaching profession.
4. 65% of school principals expected that the government should provide stipends to student teachers during the school internship programme, while 23.53% expected teacher education institutions should provide them.

## ❖ **Expectations of Mentors during the school internship**

### □ **Duration of School Internship Programme**

1. 55% of mentors preferred a one-month duration for the school internship. Their reasons included concerns about disrupting school teacher planning, financial considerations for student teachers, difficulties in completing the school syllabus, and the issue of guidance and regularity if student teachers have a long internship duration.
2. 45% of mentors expected the duration of the school internship should be 20 weeks. They highlighted the benefits of gaining valuable, in-depth experience, shaping student teachers more effectively, understanding school dynamics and student behaviour, becoming familiar with the school environment, and having enough time for learning and skill development in teaching and administrative tasks.

### □ **When School Internship to be Organized?**

1. 22.50% of mentors expected that the internship should be conducted in 3<sup>rd</sup> semester. They mentioned the benefits such as relieving school teachers during board exams and allowing for extensive engagement with the syllabus.
2. 10% of mentors expected that internship should be conducted in the 4<sup>th</sup> semester because various activities and admission processes take place in the initial session of schools. One mentor expected that the internship should be organized in the 3<sup>rd</sup> and 4<sup>th</sup> semesters.

### □ **Internship Orientation to the School Principals and Mentors**

1. 75% of mentors responded that it is appropriate that teacher education institutions provide information related to school internship through written letters, while 25% of mentors expected that orientation should be provided to the school.
2. They believed that details about the objectives of school internship, lesson planning, teaching methods, and tasks assigned to student teachers should be informed.

### □ **School-related orientation to the student teachers**

1. All mentors expected that student teachers should be provided comprehensive information regarding the school's academic and administrative aspects.
2. It includes details such as the number of students, classes, and teachers, syllabus, academic performance, students' financial status, the school's atmosphere, physical facilities, co-curricular activities, leaving certificate procedures, and classroom management strategies.

### □ **Observation of school teachers' classes**

1. All mentors expected that student teachers should observe the classes of school teachers, as they believed that this practice helps them understand how teachers manage classrooms,

how they motivate and respond to students, and how they conduct their teaching. Furthermore, they responded that student teachers can identify weaknesses in their teaching and work towards improvement.

2. 60% of mentors expected that student teachers should observe 15 classes of school teachers, 22.50% of mentors anticipated that student teachers should observe 10 classes and 17.50% of mentors expected that student teachers should observe 20 classes during the internship.

□ **Preparation of Lesson Plans during the school internship**

1. 92.50% of mentors expected that student teachers should prepare lesson plans for their classes. They believed this practice would help student teachers improve their classroom management, learn effective teaching strategies, and develop time management skills.
2. 7.50% of mentors felt that it was sufficient for student teachers to write only key points of the topic and that there was no requirement for detailed lesson plans during the internship.
3. 81.08% of mentors expected that student teachers should prepare lesson plans for all classes, and 18.92% expected that student teachers should prepare 20 lesson plans.

□ **Supervisors visit schools during school internship**

1. 77.50% of mentors expected that supervisors should visit the school once a week, 12.50% of mentors anticipated supervisors should visit once every fifteen days, and 10% of mentors responded that supervisors should visit twice a week during the school internship programme.

□ **Observation of student teachers' classes**

1. 27.50% of mentors expected that all supervisors, school principals, and mentors should collectively observe the classes of student teachers during the school internship, while 22.50% expected that supervisors and mentors should observe.
2. 17.50% of mentors expected that only supervisors should observe, while the other 17.50% of mentors expected only mentors should observe. Only 12.50% of mentors expected both school principals and mentors should observe.

□ **Feedback to the student teachers**

1. 27.50% of mentors expected that all supervisors, school principals, and mentors should collectively provide feedback to the student teachers during the school internship, while 22.50% expected that supervisors and mentors should provide.
2. 17.50% of mentors expected that only supervisors should provide, while the other 17.50% of mentors expected that only mentors should provide. 12.50% of mentors expected that both school principals and mentors should provide.

□ **Assessment of student teachers**

1. 47.50% of mentors expected that all supervisors, school principals, and mentors should assess student teachers during their internship, 20% expected that supervisors and mentors should assess, and 17.50% expected that only mentors should assess. 12.50% of mentors expected that school principals and mentors should assess.

□ **Stipends to the student teachers**

1. 52.50% of mentors expected that student teachers should be provided stipends during their internship. They believed it fosters a positive attitude toward teaching, assists with travel expenses, aligns with practices in other professions, boosts enthusiasm, and supports student teachers from disadvantaged backgrounds.
2. 47.50% of mentors responded that it is not necessary to provide stipends to the student teachers during their internship. Their reasons included the internship as a part of learning and training; they are still studying, are not fully qualified teachers, and have limited teaching responsibilities during the internship.
3. 80.95% of mentors expected that the government should provide stipends to student teachers during their school internship, while 19.05% of mentors believed that teacher education institutions should provide them.

❖ **Expectations of Student Teachers during the school internship**

□ **Duration of the School Internship Programme**

1. 61.33 % of student teachers expected the school internship duration should be six months or more. Among these, 53.50% of student teachers believed that school internship allowed them to learn, gain experience, develop teaching and classroom management skills, and build confidence; 20.06% of student teachers found that they developed administrative skills and adjusted to the school environment during the six-month internship.
2. 16.56% thought that the extended internship allowed them to understand the actual classroom situation and complete the syllabus within a timeframe. 9.87% of student teachers highlighted the benefit of improved understanding of school students and overcoming fears.
3. 38.67% of student teachers expected that the duration of the school internship should be of two months or less due to boredom, and they believed that it was enough time; in some schools, teachers repeat the syllabus, which shows a waste of time.

#### **□ When School Internship to be Organized?**

1. 75.78% of student teachers expected that the internship should be conducted in the 4<sup>th</sup> semester of their B.Ed. Programme. They provided reasons that they get a job immediately, continue their teaching practice, and implement teaching skills that learned in 3<sup>rd</sup> semester. They also responded that they get bored to study again after completing the internship.
2. 24.22% of student teachers expected that internship should be conducted in both the 3<sup>rd</sup> and 4<sup>th</sup> semesters. Student teachers believed that they can avoid mistakes they make in 3<sup>rd</sup> semester; it also reduces the burden and gives them valuable experiences from different schools.

#### **□ Selection of schools for internship**

1. 55.47% of student teachers expected that student teachers should have the freedom to select the schools for their internship. They believed that schools near the residence area and familiarity with the school environment leads to a better experience.
2. 33.79% of student teachers expected that the teacher education institutions should allot the schools to them for internship. They believed the institutions knew about the school, providing valuable experience and equal opportunity.
3. 6.05% of student teachers expressed concerns that if student teachers selected schools themselves, they might choose based on familiarity or convenience, potentially leading to a lack of accountability. They believed that institution-allotted schools would enable better monitoring of student-teacher progress.
4. 4.69% of student teachers expected that both student teachers and teacher education institutions should assign the schools to them jointly. Hence, they gain better experience in familiar schools and learn from different school environments, which teacher education institutions assign.

#### **□ Organizing internship in various types of schools**

1. 62.70% of student teachers expected that school internship should be conducted in government schools because 44.55% of student teachers believed that they understood the policies, rules, and regulations of government schools, and 24.92% of student teachers felt that there was a shortage of teachers in government school. Hence, they can help both students and teachers. 13.08% of student teachers believed private schools do not provide adequate opportunities and guidance. 11.53% of student teachers believed that government teachers are well-qualified and supportive.

2. 11.52% of student teachers expected that internship should be organized in all three Government, Grant-in-aid, and Private types of schools, while 8.20% of student teachers expected that internship should be organized in government and grant-in-aid schools as they believed that both schools have good facilities, and assign regular classes to the student teachers.
3. 6.06% of student teachers expected that internship should be organized in government and private schools as they understand the rules of both schools. 5.86% of student teachers expected that internship should be organized in private schools only because they felt that the teaching staff is enough, all facilities are available, organize the activities properly, and they get a better experience.
4. 5.66% of student teachers expected in grant-in-aid schools, and 58.62% of students believed that teachers are not supportive in private schools and have fewer learning opportunities in government schools. 41.38% of student teachers believed that grant-in-aid schools provide adequate classes and that the education level of students is good.

☐ **Internship orientation to the school principals and mentors**

1. 71.09% of student teachers expected that teacher education institutions should provide orientation to school principals about the school internship programme. So, they can inform the school teachers and students, understand the objective of the internship, and student teachers also get support in completing the tasks and organizing the activities.
2. 28.91% of student teachers responded that there was no need to provide orientation to the school principals as they believed that they already possessed sufficient knowledge and capabilities to manage the internship programme.

☐ **Internship-related information related to the school principals**

1. 38.67% of student teachers expected that orientation should be provided to school principals regarding the specific activities performed by the student teachers during the school internship programme, while 22.27% of student teachers expected the duration of the school internship programme. 16.41% of student teachers expected a number and subject of student teachers, 14.06% of student teachers expected the purpose of the internship, and 8.59% of student teachers expected the evaluation process should be oriented to the school principals.

☐ **School-related information to the student teachers**

1. 80.86% of student teachers expected that orientation related to schools should be provided to the student teachers during the internship programme as they believed that they

understand the school's environment, culture, policies, and procedures and teach students effectively.

2. 34.03% of student teachers responded that there was no need to provide orientation as they felt they had prior teaching experience and abilities to adapt to the new school environment without orientation.
3. The majority, 70.29% of student teachers, expected that the school should provide orientation about school to the student teachers during the internship. Among these, 85.91% of student teachers expected that the school principal should provide orientation, 14.09% expected that mentors should provide orientation, and 29.72% expected that supervisors should provide.
4. 71.26% of student teachers expected that the school's location, rules, regulations, facilities, culture, administration, and management related information should be provided to them during the school internship programme, while 16.67% of student teachers expected that the information related to number and subject of teachers should be provided so they could plan lessons accordingly. 12.07% of student teachers expected that inform them about school students' IQ levels and interests so that they can prepare the lesson.

#### ☐ **Observation of classes of School teachers**

1. 85.55% of student teachers expected that they should observe the classes of school teachers, and 71.23% believed that observing teachers allowed them to learn teaching skills, techniques, and management of classrooms. 19.41% of student teachers responded that they understand students' behaviour and learn to create a positive environment. 9.36% of student teachers emphasized mastering subject content and understanding the school curriculum.
2. 14.45% of student teachers did not consider it necessary to observe school teachers, as 36.49% believed school teachers were already qualified, experienced, and well-trained. 20.27% felt they were still in the learning phase and were not qualified to evaluate experienced teachers. 16.22% said that few school teachers used outdated teaching methods. 22.97% expressed that teachers are defensiveness if they identify weaknesses in their performance. 1.35% mentioned concerns about lacking basic skills among some school teachers and viewed observation as a mere formality.
3. 42.57% of student teachers expected that they should observe five classes of school teachers during the school internship, 35.93% of student teachers expected that they should observe ten classes, and 7.03% of student teachers expected that they should observe 20 classes.

#### **□ Preparation of Lesson Plan**

1. 76.95% of student teachers expected that student teachers should prepare lesson plans during their school internship programme, 68.78% of student teachers felt that preparing lesson plans help them be well-prepared for classes, sequence lessons effectively, and maintain the flow of the class, and 31.22% believed that lesson planning improved their understanding of the subject, plan their class in structured and organized way.
2. 21.88% of student teachers believed there was no need to prepare lesson plans during the school internship programme. 70.54% of student teachers felt that lesson plans are unnatural and do not work in real classrooms. 16.07% of student teachers responded that they had already prepared for block teaching and found it time-consuming, and 13.39% believed that limiting writing is required. Lesson plans may take up unnecessary time.
3. 1.17% of student teachers provided mixed responses that the necessity for lesson plans should depend on the student's level of understanding, with the flexibility to adapt to the actual classroom situation. They emphasized that a rigid adherence to lesson plans may not always be adequate.

#### **□ Number of Lesson plans**

1. 26.37% of student teachers expected that student teachers should prepare only five lesson plans during the school internship, while 20.31% of student teachers expected that they should prepare fifteen lesson plans. 13.20%, 10.15%, 8.12%, 3.55%, and 3.30% of student teachers expected that they should prepare twenty, ten, thirty, twenty-five, and forty lesson plans, respectively.

#### **□ Supervisors visit schools during School Internship**

1. 57.23% of student teachers expected that supervisors should visit the schools weekly during the school internship, 24.80% of student teachers anticipated that visit should be every fifteen days, 11.33% of student teachers expected visit should be once a month, and 6.64% of student teachers expected visit should be twice a week.

#### **□ Observation of Student teachers' classes**

1. 53.32% of student teachers expected that a mentor should observe the classes of student teachers, while 18.55% of student teachers expected that supervisors should observe, 11.34% expected that supervisors and school principals should observe jointly, 8.59% expected supervisors and mentors should observe, and 8.20% expected that school principals should observe.

□ **Observation of the number of classes of fellow students**

1. 34.18% of student teachers expected that they should observe fifteen classes of fellow students during the school internship programme, while 29.88% mentioned that they had to observe a minimum of five classes, 26.76% stated that student teachers were required to observe more than thirty classes, and 9.18% reported that they had to observe a minimum of ten classes.

□ **Feedback to the student teachers**

1. 34.77% of student teachers expected that mentors should provide feedback to them, and 32.23% of student teachers expected that school principals, mentors, and supervisors should provide feedback to them during the school internship programme.
2. Additionally, 16.02% of student teachers expected that both school principals and mentors should provide, whereas 7.61% expected that supervisors and mentors should provide. Moreover, 5.47% expected that only supervisors should provide feedback, and 3.90% of student teachers expected that both supervisors and school principals should provide feedback

□ **Guide the student teachers**

1. 24.02% of student teachers expected that all supervisors, school principals, and supervisors should guide the student teachers during the school internship, while 21.48% of student teachers expected that mentors should provide.
2. 22.27% of student teachers expected guidance from supervisors and mentors, 20.31% of student teachers expected from supervisors, and 6.25% anticipated guidance from school principals.

□ **For which topics to provide guidance**

1. 63.68% of student teachers expected that the guidance related to the teaching method, preparation of lesson plans, strategies for management of the classroom, and engagement of students should be provided to them.
2. 22.07% of student teachers expected guidance related to the organization of activities, while 6.64% of student teachers expected guidance related to handle and solve the problems of students should be provided.
3. 6.05% of student teachers expected guidance related to the type of tasks they need to perform in school, whereas 1.56% of student teachers expected guidance to be provided related to the Teacher Eligibility Test (TET) and Teacher Aptitude Test (TAT) exams, as well as career orientation.

□ **Assessment of student teachers during the school internship**

1. 31.64% of student teachers expected that mentors should assess them, 21.88% of student teachers expected that school principals should assess them, and 20.51% responded that supervisors should assess them.
2. Only 12.11% of student teachers expected that all supervisors, school principals, and mentors should assess the student teachers jointly.

□ **Stipends to the student teachers**

1. 69.92% of student teachers expected that they should be provided stipends during the school internship programme. They cited that they worked as real teachers in school, spent money on activities and transportation, and also believed that stipends motivate them to perform better.
2. 30.08% of student teachers responded that they should not be paid during the school internship programme as they believed internship provides learning and training opportunities, emphasizing that its purpose is to gain experience and obtain their degree, not earn money.
3. 45.70% of student teachers expected that teacher education institutions should provide stipends to student teachers during the school internship, 32.03% of student teachers expected the school to provide, 17.19% of student teachers expected the government to provide, and 5.08% of student teachers expected both teacher education institutions and schools should provide stipends.

❖ **Problems Faced by Supervisors during the School Internship**

1. Supervisors faced problems during the school internship related to discipline and irregularity of school students, selection of schools for internship, and school support. They also noted that few school teachers assigned student teachers to teach the whole syllabus, and inadequate guidance was received from schools.
2. They also faced problems related to the communication gap between schools and teacher education institutions. Many student teachers had limited opportunities to teach students, sometimes they merely sat without active involvement. Some student teachers did not submit documents on time, which delayed entering marks.

❖ **Problems Faced by School Principals during the School Internship**

1. 20% of School principals faced several challenges related to task assignment, provided facilities to the student teachers, and encountered classroom management problems during the school internship.

2. They also faced problems related to the completion of the syllabus and larger number of student teachers who had the same subjects coming to the same school, making it difficult to assign classes.
3. They also responded that there was a lack of content mastery among the student teachers.

#### ❖ **Problems Faced by Mentors during the School Internship**

1. 35% of mentors faced several challenges related to classroom management during the school internship programme; sometimes, they had to repeat the syllabus, and the routine was disturbed.
2. They also faced problems allocating classes to the student teachers, and during the activities, school students participated, so it was difficult for teachers to teach the next topic.

#### ❖ **Problems faced by student teachers during the School Internship**

##### □ **Preparation of lesson plans**

1. 76.17% of student teachers faced problems with the skill of introduction, time management, content comprehension, writing lesson plans, selecting teaching aids, connecting topics, providing appropriate examples, and finding supplementary materials.
2. They also faced difficulties in the selection of teaching methods, assessment of students, lack of resources, taking into account the intelligence level of their students while preparing the questions and writing objectives, and use of blackboard effectively.

##### □ **Lack of resources**

1. During the internship, 32.61% of student teachers encountered various challenges related to inadequate human and physical resources in the allotted schools. They faced problems such as, lack of proper drinking water facilities, classrooms, sports grounds, washrooms and toilets, ICT facilities, and teaching staff. Even schools lacked the equipment for sports, libraries, and laboratories.
2. 9.77% of student teachers faced transportation problems during the internship as internship schools were far from the residence area of students. The bus or vehicle facilities were not available for transportation, so it was time-consuming to reach schools.

##### □ **Reflective Diary**

1. 17.58% of student teachers encountered challenges in writing their reflective diary during the school internship. They initially faced problems with what to write and how to express their experiences, mainly where they had free classes.

2. Sometimes, they did not have enough time to write, and bored to write repetitive questions. Sometimes, it was difficult for them to remember everything, and they could not express their thoughts.

□ **School Principal-related Problems**

1. 18.16% of student teachers reported that school principals assigned to organise activities instead of classes, they were assigned lower classes, and even classes were not running as per timetable.
2. They faced problems related to lack of staff, lack of cooperation from school principals, lack of facilities, and involvement of local authorities in schools. Student teachers had to teach subjects other than their disciplined subjects. Student teachers reported that they were not adequately informed about various school programs and activities and felt they were not respected during the school programme.

□ **Mentors related problems**

1. 14.65% of student teachers faced challenges related to lack of support, guidance, and encouragement from school teachers, who were focused on completing the syllabus and often assigned personal work.
2. Supervisors did not come for observation, and mentors disturbed the class during the teaching; there was no unity among the school staff, Mentors did not involve student teachers in school activities, and teachers had already been told that they should teach students using the school's teaching method.

□ **CCA related Problems**

1. 11.13% of student teachers reported that limited time was allocated for CCA, activities were done just for the sake, and not allowed for permission to organise it. Schools gave more emphasis on academic achievement.
2. Sometimes, school principals did not support them, and sometimes, students did not participate in CCA activities.

□ **Fellow students related Problems**

1. 7.03% of student teachers encountered difficulties related to their fellow students during their internship because some student teachers were unwilling to take teaching responsibilities and lacked cooperation among fellow students during the organization of activities. Sometimes, they felt isolated from the group leader, and conflicts arose among the student teachers.

□ **Evaluation related Problems**

1. 33.33% of student teachers believed that the evaluation was not conducted fairly, and supervisors gave less marks to them. Even school teachers were not assessing them; sometimes, they felt stressed about their marks.

□ **TEI-related Problems and Submission-related Problems**

1. 3.32% of student teachers encountered submission-related challenges during their internship. They mentioned that there was excessive written work, which diverted from their studies. They also faced difficulties in expressing their experiences and reflections.

□ **College Supervisor-related Problems**

1. 1.75% of student teachers encountered issues related to supervisors who did not come for observation in schools.

□ **Feedback related Problems**

1. 1.37% of student teachers reported that they did not receive adequate feedback during their school internship.

□ **Teaching Related Problems**

1. Student teachers faced problems related to time management while teaching innovative lessons; sometimes, students did not understand the topic and student teachers did not complete the syllabus within the time frame.
2. Student teachers faced problems related to classroom management as students were making noise and fighting in the classroom. Even though students were not serious about their studies; students were not cooperative, misbehaved, disrespectful towards the teachers, not bringing their homework.
3. Students did not understand the English language, faced difficulties in mathematics and science, and were not educated according to their age level. Student teachers faced difficulties in using different teaching skills, such as the skill of introduction, the skill of probing, the skill of questioning, and the skill of blackboard work. They also faced problems to explain concepts, time management, and difficulties in using teaching aids effectively.
4. Student teachers faced problems related to lesson planning as they could not always follow it in class, sometimes forgot essential points, and faced difficulties in using different approaches during teaching.

### ❖ **Suggestions provided by supervisors for improvement of SIP**

#### □ **Suggestions for TEIs**

1. The internship should be conducted in the 4<sup>th</sup> semester; supervisors should visit schools and communicate with school principals once a week, monitor continuously lessons digitally, and assign research work to the student teachers.
2. Student teachers should prepare a minimum of 30 lessons, and it should be based on a constructive approach and integrated with ICT. It should not be considered if student teachers did not attend the school regularly and not complete their work. Student teachers should visit teacher education institutions so they can solve their problems.
3. TEIs should allot different schools to the student teachers so they gain a better experience. The school internship should have been made compulsory for all student teachers. The university should assess student teachers, and student teachers should be provided stipends for internship.

#### □ **Suggestions for Schools**

1. School principals should report accurately regarding student teachers' performance and support them in organizing the activities.
2. Subject teachers should observe and guide them, assign subjects based on the discipline subject of student teachers, and collect feedback from school students. School principals should be aware of their responsibilities.

#### □ **Suggestions for Student teachers**

1. Student teachers should have maintained honesty, performed their tasks appropriately, and prepared lesson plans based on different approaches.

### ❖ **Suggestions Provided by School Principals for improvement of SIP**

1. The school internship programme should be conducted in the 4<sup>th</sup> semester. Student teachers should be sent to the schools where specific subject teachers are not available and sent to the different types of schools, and the same subject of students should not be allotted to same schools.
2. Supervisors should visit schools regularly, observe student teachers' classes, provide feedback, and conduct meetings with school principals.
3. Student teachers should visit the schools before the internship to get information about the syllabus and give more examples to the students in the classroom.

❖ **Suggestions Provided by Mentors for improvement of SIP**

1. There should be an entrance exam and interview for students seeking admission to the B.Ed. programme. During the internship, student teachers should be involved in the assessment process, and they should be sent in groups to schools. They should come to schools during the intervening period for the internship and come with subject preparation.
2. Teacher education institutions should provide orientation related to school internship to the student teachers, school principals, and mentors; supervisors should visit schools and observe the student teachers weekly. Strict rules such as wearing sari should not be kept. TEIs should provide teaching learning materials and stipends to the student teachers. School teachers should assess them.

❖ **Suggestions provided by Student teachers for improvement of SIP**

1. The school internship should be conducted in the 4<sup>th</sup> semester and the rules and regulations of internship should be standardized for all TEIs.
2. TEIs should allot the schools for internship to the student teachers. TEIs should allot schools that are best and nearer to home, assign 6<sup>th</sup> to 10<sup>th</sup> standard classes for teaching, provide stipends to them, provide school internship orientation to the school principals and mentors, and provide orientation related to school to the student teachers.
3. There should not be too much emphasis on activities during the internship, and the activities and submission work should be reduced.
4. The supervisor should visit the schools twice a week and assess student teachers to prevent any biases. Student teachers should be sent to different schools, and in groups, only one student teacher of a specific subject should be sent to schools and certificates should be provided.

❖ **Suggestions Provided by Researcher for improvement of SIP**

1. School internship should be for the duration of six months.
2. School internship should be conducted in 4<sup>th</sup> semester.
3. All the TEIs should provide one school internship hand book and list of activities which student teachers have to perform in schools and objectives of those activities.
4. During the school internship, first two weeks student teachers and school teachers should teach together in one class. Co-teaching should be there. Mentors should sit together with student teachers and prepare lesson plans according to the level of school students.
5. School teachers and supervisors should monitor the progress of the student teachers regularly.

6. Supervisors should conduct meeting with school principals and mentors and discuss the progress of the student teachers.

## 5.0 Discussion of Findings

The present research aimed to study the B.Ed. school internship programme in Gujarat. The National Council for Teacher Education in 2014 revised the curriculum of the B.Ed. programme, introducing the new concept of "School Internship" in place of "Practice Teaching" and increasing the duration of the school internship. The school internship is considered the core component of the teacher education programme (NEP, 2020). Teacher education institutions and schools play crucial roles in implementing the school internship. Therefore, the research focused on studying the current practices of school internship in teacher education institutions and schools.

The research focused on the implementation of a school internship programme in various teacher education institutions affiliated to state universities in Gujarat. Additionally, it examined other aspects such as the roles of supervisors, school principals, mentors, and student-teachers. Studying the expectations of supervisors, school principals, mentors, and student-teachers constituted significant research components. The research also focused on the experiences of school principals, mentors, and student-teachers during the school internship programme. Supervisors, school principals, mentors, and student-teachers are the significant components in implementing the internship so the study aimed to identify the challenges faced by them during the internship. Recognizing them as the main pillars of the school internship program, the research also took up suggestions from supervisors, school principals, mentors, and student-teachers based on their experiences.

The discussion of the findings of the different objectives is as follows.

The findings of **objective I** revealed that the overall organization and administration of the school internship were diverse in nature in all the TEIs; the same result was found in a study by **Raj (1984)**. All the teacher education institutions focused on microteaching and block teaching during the pre-school internship. This indicates that all teacher education institutions considered microteaching as the foundation of the school internship. They might believe that if student-teachers are not engaged in microteaching, they might lack confidence and experience fear during classroom teaching or microteaching has been practiced for years, so they may have an attitude to do it which is in contrast to the constructivist approach and even school internship framework (2016) has not mentioned about microteaching. All the TEIs focused only on a few teaching skills. The researcher felt that other important skills such as the

skill of recognizing attentive behaviour, the skill of silence and non-verbal clues, the skill of explanation, the skill of probing, the skill of achieving closure, and the use of ICT should also be given importance. The school internship was conducted in the 3<sup>rd</sup> semester in four TEIs. This raises a question about the relevance of the subjects learned in the 4<sup>th</sup> semester. The overall distribution of weightage of marks was different across the ten TEIs. This finding also supports the findings revealed by the study of **Shah (1986)**. Supervisors had more weightage to assess student-teachers in eight teacher education institutions than mentors. This indicates that the role of the mentor is very limited in assessing student-teachers. Furthermore, the findings also revealed that the majority of student-teachers did not get opportunities to do internship in different types of schools and teach in secondary schools, similar types of findings were arrived at by **Sharma (1973)** and **Mtika (2008)**, respectively. This might be due to either the selection of schools done by student teachers or the lack of awareness among the supervisors regarding the school internship framework (2016), in which it is mentioned that school internship should be conducted in two types of schools.

The findings of **objective II** showed that the teacher education institutions provided orientation to student-teachers. However, they did not provide orientation related to lesson plans, including guidance on modifying the lesson plan according to the intellectual level of the students. School principals and mentors were not orientated related to the internship. This was also confirmed by 90% of school principals and all mentors. These findings were also revealed by studies by **Khan (2017)** and **Najmudddeen & Areekkuzhiyil (2019)**. Supervisors visited only those schools which are nearer to their TEIs and some of the supervisors, school principals, mentors, and student teachers had no meetings with each other which is also found in studies by **Mohanty (1984)**; **Mtika (2008)**; and **Parveen & Mirza (2012)**. There was a lack of observation of student-teachers which is similar to the studies by **Mohanty (1984)**; **Akbar (2001)**; **Azeem (2011)** and **Singh, Ahmad, Pandey & Singh (2012)**, and a lack of feedback mechanism during the school internship. The reason could be the majority of student-teachers selected schools on their own for an internship. It might be possible that they select schools nearer to their residence areas and it might be possible that each student-teacher would select a different school. This leads to difficulty for supervisors to visit the school, identify mentors, and observe the student-teachers. This can also raise the question of monitoring. This might result in reducing the quality of school internship. Some of the supervisors, school principals, and mentors examined documents after the completion of the school internship and only once a week or month. This indicates that this practice is not meaningful because student-teachers do not get the opportunity to correct their mistakes. If documents are examined during the

internship, the mistakes of the student-teachers can be corrected. This indicates that the roles of all personnel are significant during the internship, but the reality is different. The findings also showed that the majority of student-teachers did not analyze the textbook and syllabus, did not conduct case study, remedial classes, and action research, did not prepare question papers, diagnostic tests, and assessment tools, did not follow the components of the blueprint while making question papers, and did not write a term paper. Furthermore, they had written only daily activities instead of reflection, did not perform administrative activities, or performed only assigned tasks given by the teacher education institutions, which described similar findings by **Sharma (1973)**. The reason could be that student-teachers may not be attending school internship regularly, or there is a lack of orientation related to school internship and a lack of monitoring of student-teachers in schools. These could hinder the ability of future teachers to deliver effective teaching and might impact the learning of school students. This could impact in quality of education in classrooms. To address these challenges, student-teachers should be monitored by all the personnel regularly.

It was found from **objective III** that few school principals and mentors responded that student-teachers were not serious, they had no concern about the learning outcomes of the school students during the school internship. These responses raise the question of whether the student-teachers are not inclined towards pursuing a career in the teaching profession. The findings also revealed that student-teachers had favourable and unfavourable experiences during the school internship. Many student teachers shared favourable experiences that school principals and mentors were supportive and involved them in the activities of schools. This reflects that student-teachers had a good bond with them. Some student teachers responded that school principals and mentors were not supportive, did not encourage them and sometimes they felt isolated by the staff. They also responded that schools lacked proper facilities. Some students' behaviour was inappropriate, similar to the studies by **Heeralal & Bayaga (2011)** and **Kirbulut et al. (2012)**. This indicates the impact of school internship on the student-teachers in different ways. It shows that students face challenges but also gain positive experiences, demonstrating their ability to handle various aspects of education.

The findings of **objective IV** highlighted that the majority of supervisors, school principals, mentors, and student-teachers expected that the school internship framework (2016) guidelines should be followed. However, a few of them responded that the duration of the internship should be two months only, lesson plans should not be prepared during the internship, and orientation regarding the internship should not be provided to the student teachers. This leads to the question of whether their attitude was such that they saw the internship as merely a

requirement to complete their degree. School principals and supervisors expected each other to observe the student teachers but if they both performed their duties well, the student-teachers would benefit as supervisors know about teaching skills and mentors have subject knowledge. Hence, if the student-teachers are given feedback and monitoring by both of them, they will be able to teach effectively in the classroom.

From the findings of **objective V**, it was found that school principals and mentors faced issues related to the completion of the syllabus which is similar to the study by **Rai (1995)**, stating that the long duration of the internship disrupted the planning of schools. Often, Mentors had to be re-taught the concepts. This situation can be avoided if the mentor and student-teachers do co-teaching. During the internship, student-teachers encountered problems related to the preparation of lesson plans, similar to the findings in the study by **Gafoor and Farooque (2010)**. They faced challenges in using various teaching skills, including the skills of introduction, probing, blackboard work, and the selection of teaching aids which is similar to the study by **Tok (2010)**, and time management issues that are similar to the study by **Panda & Nayak (2014) and Gupta (2019)**. They also faced problems related to classroom management as school students being mischievous, making noise, and lacking discipline. which is similar to the studies by **Alkhawaldeh (2011); Boz & Kutucu (2012); Gupta (2019); Heeralal & Bayaga (2011); Kirbulut, Mudzielwana & Maphosa (2014); Panda & Nayak (2014) and Ranjan (2013)**. All these problems occurred due to a lack of teaching practice and lack of communication. So, it could be said that these problems were hindrances to the effective learning of student-teachers. Student-teachers faced problems related to the submission work as they responded that they had to devote more time in preparing reports than teaching which is similar to the study by **Heerala & Bayaga (2011)**. Student-teachers highlighted issues related to lack of cooperation from school principals which is similar to the study by **Parveen & Saeed (2014)**, school teachers which is similar to the studies by **Heeralal & Bayaga (2011) and Gupta (2019)**, and fellow students. Student-teachers expressed teaching-related problems such as inadequate school resources, including the lack of libraries, laboratories, and sports equipment which is similar to the studies by **Shah (1986); Kirbulut, Boz & Kutucu (2012); Khan (2017) and Gupta (2019)**. These responses do not seem correct. During the data collection, the researcher herself observed that a few of the student teachers did not attend the institution regularly, and due to COVID-19, the researcher could not go for observation. If triangulation of the same data had been done, the result could have been different. Even supervisors also mentioned the irregularity and lack of discipline among student-teachers during the internship.

Overall, the implementation of the school internship was varying in different TEIs. The recommendations are given by JVC (2012), PBC (2014), and NCFTE (2009) that the mentors should monitor the classes, provide support to the student-teachers, focusing on “how to think” rather than “what to think”, and involve student-teachers in all activities of the schools, conduct a meeting with school principals. These recommendations were not implemented in practice. The reasons could be the selection of schools for internship by student-teachers, lack of orientation, monitoring, and communication. So, there is a need to implement the guidelines to improve the quality of the school internship programme. TEIs should select the schools for student-teachers and continuously monitor them during the internship.

### **5.1 Suggestions for further Researches**

1. There can be a comparative study of school internship programme between the government, grant-in-aid, and private teacher education institutions of different state universities.
2. A case study can be conducted for the specific Teacher Education Institution.
3. The School Internship in 4 years Integrated B.Ed. Programme can be studied.
4. Similar study can be conducted for the M.Ed. programme.

### **6.0 Conclusion**

The study investigated school internship practices in Gujarat across ten teacher education institutions, revealing variations in structure, duration, and weightage assignment. Most student-teachers selected only one school for internship and lacked opportunities to teach in secondary schools. Orientation was provided to student-teachers but not extended to school principals and mentors. Supervisors and mentors occasionally observed and provided feedback on student-teachers' classes, affecting the implementation of the School Internship Framework (2016) guidelines. Problems identified encompassed lesson plan preparation, resource shortages, inadequate feedback, and insufficient observation during internships. Issues of school selection, lack of orientation, and monitoring deficiencies were underscored. In conclusion, the study strongly recommends standardized internship practices, orientation for principals and mentors, monitoring the student-teachers, school selection by TEIs, and enhanced collaboration to reinforce the pivotal role of internships in shaping future educators' professional development.

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