

ABSTRACT

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

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

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

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

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

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

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