

## **CHAPTER I**

### **1.0 Introduction**

The present study covers the part of Teacher Education. The major aim of this study is to know the school internship processes in the two-year B.Ed. Program conducted by B.Ed. Colleges under Gauhati University and Dibrugarh University of Assam. The study comes across different activities done by the student-teachers during the school internship and studies various issues and challenges they faced during that period.

### **1.1 Background of the Study**

#### **1.1.1 Teacher as the Nation Builder**

Teachers are the most indispensable part of our education system as well as the character builders of our nation. Teachers are key to imparting values, ethics, qualities, knowledge, skills and responsibilities to our nation's children. Teachers need to be outstanding to build our future and the next generation. A very high level of training, practice, education and multidisciplinary knowledge is required to make an outstanding teacher. Therefore, teacher education should be at the heart of multidisciplinary colleges and universities in our country (Draft National Education Policy, 2019) because teacher education provides training for teachers to develop various professional skills like technological skills, soft skills, management skills, interpersonal skills and including teaching skills such as classroom management skill, time management skills, communication skills.

#### **1.1.2 Meaning of Teacher Education**

Teacher education includes three phases. Firstly, 'initial teacher training/education' means a pre-training course; teachers must acquire properly recognized training before joining a teaching job. The second phase is 'induction,' which provides training after entering a school. The third is 'continuous professional development' (Nehru & Suryanarayana, 2013). Teacher education is a process that helps to build the manner, practice, qualities, knowledge, skills and abilities of a teacher (Ali, 2012).

National Policy on Education or NEP 1986 (As modified in 1992) with National

Policy on Education 1968 emphasized the importance of teacher education and its components like pre-service and in-service trainees. The teacher is the key to the socio-cultural reflection of a society. Keeping in mind the needs of the community and society, teachers can create new methods of communication. Teachers must take responsibility for formulating and implementing educational programs.

The report of the High-Powered Commission on Teacher Education Constituted by the Hon'ble Supreme Court of India (2012) highlighted various issues like the quality of beginner teachers, quality of school curriculum, teacher education curriculum, new pedagogical exercise for the lively classroom, the role of teacher educator and his/her competency, capabilities and responsibilities to make the quality of the interns. According to this report, "the quality of teacher education depends on the quality of entrants to the teacher education programs." In terms of Reference (ToRs), (b) and (e) of the commission visualized both the pre-service and in-service improving quality of teacher education and norms for teacher performance and audit. Various commissions and committees, like the Education Commission (1964-66) and the National Commission on Teachers (1983-85), recommended internships in teacher education. Mohan (2016) has written in her book about various innovative components of teacher education. Internship is one of the components of teacher education.

After the implementation of NCTE Regulation 2014, TEIs have been renovated and redesigned to build up the skilled competencies of student teachers. The B.Ed. program has shifted from one year to a two-year course (Sahoo & Sharma, 2018). Sing (2017) said that the Kothari Commission has a great role in building teacher education as the foremost learning course. Based on problems, observation and various recommendations on teacher education, the Kothari Commission emphasized formulating teaching as a dignified profession. Kothari Commission tried to make teacher education a self-regulating subject to remove the gap between theory and practice. The teacher has to be connected with the community, and he/she has to be up to date with this shifting world of technology regarding various aspects related to the learning process, like new teaching practices, curriculum, and time duration. Based on the recommendation of the Kothari Commission, the Resolution on NEP (1968) has determined a whole modification of educational structure due to the need for excellence in education in all the stages of education, which will go behind the

technological techniques and main beliefs of life like moral, social. National Commission on Teachers (I and II) (1985), the chairpersons of this commission Chattopadhyay and Rais Ahmed wrote some suggestions on the preparation of teachers, enrolment and situation of the school, college teachers and five years intergraded program which was not implemented. Furthermore, the National Policy on Education (NPE 1986) anticipated establishing new bodies like ASCs (at present known as Human Resource Development Centres (HRDCs) and National Council for Teacher Education or NCTE statutory body, DIETs, State Council of Educational and Research Training or SCERT for teacher education.

Teacher education is a process that helps prospective teachers improve skills, knowledge, attitudes and behaviors. It will help the teacher educators deal with various learners in the classroom. Teacher education also helps teachers to improve their digital competency. Some kinds of practical work or field-based activities need to be inculcated in the pre-service teacher training to evaluate the teacher's dedication, interests, abilities, and attitude toward his/her teaching profession. (Santhakumari, 2012).

### **1.1.3 Importance of Teacher Education Institutions**

In this 21<sup>st</sup>-century education system, teacher training is an emerging announcement to build a teacher's skills, knowledge, attitude, behaviors, and personality (Azmi and Kader, 2020). Teacher education Institutions are a fundamental part of the education system. The students' success also depends on the teachers' quality, personality, and character. Both the in-service and pre-service teacher training institutions are very important for the teachers to develop their quality and improve the quality of schools and the learning levels of the students. To improve the quality of the Bachelor of Education or B.Ed. program, the various Commissions and Committees in India suggested and recommended policy documents. NCTE also brought the National Curriculum Framework for Teacher Education in 1978, 1988, 1998 and 2009. Justice Verma Commission (2012) suggested a two-year B.Ed. program. Newly NCTE regulation 2014 also drastically changed from one year to a two-year B.Ed. course, including four months of school internship. As per NCTE regulation 2014, student-teachers would acquire all the skills and responsibilities to be independent teachers (Sao and Behera, 2016).

This program comprises three curricular areas: perspective in education, curriculum and pedagogic studies and engagement with the field. (Azmi and Kader,2020).

The quality of teacher training institutions depends on the quality of teacher educators. Sometimes, it can be noted that very few teachers have enthusiasm for their teaching job (Sattigeri, 2001). Managing the classroom is an indispensable part for a teacher while entering the teaching profession. Managing the classroom is more than the arrangement of material resources. It includes many practices like developing interpersonal relationships with parents and the community, creating a productive student environment according to the curriculum, time management, planning, and motivating the students towards learning. Apart from these, it also covers the child's aspects of development, such as social, emotional, character and moral development, and group effort (LePageet, 2005). Assam has both private and government institutions to run teacher education programs.

**1.1.4 History of Teacher Education in India:** The history of teacher education is very ancient alike the history of Indian education. The history of teacher education may be estranged into five parts such as Ancient and Medieval Period (2500 B.C. to 500 B.C.), Buddhist Period (500 B.C. to 1200 A.D.), Muslim Period (1200 A.D. to 1700 A.D.), British Period (1700 A.D. to 1947 A.D.) and Teacher Education in Independent India (Saxena et.al., 2015).

- **Ancient and Medieval Period (2500 B.C. to 500 B.C.):** In the starting stage of Hindu civilization, Vedas was the main concerned of teaching. Basically, Brahmins obliged as teachers to earn their livelihood. Method of teaching was very easy. Students have to recite the teacher's words.
- **Buddhist Period (500 B.C. to 1200 A.D.):** With the changing time, apart from Brahmins, any enlighten person from any class of the society can get the opportunity to offer the service as teachers. Consequently, the formal system of teacher's training developed during this retro. The method of training teachers during the Buddhist period was named as 'monitorial system'.
- **Muslim Period (1200 A.D. to 1700 A.D.):** There was not required any formal training or professional training for teachers in Muslim period. Educational institutions were called as Madrasah.
- **British Period (1700 A.D. to 1947 A.D.):** During this period the Britishers reformed the above mention system according to their needs and viewpoint. The

formal system of teacher education was started by the Britishers. As a first footstep, a formal teacher training center was set up at Serampur (West Bengal) in India. After that they opened normal schools for the teacher training in the different places such as Madras, Bombay and Calcutta.

- **Teacher Education in Independent India:** The idea of formal teacher training was originated from the indigenous technique called Monitorial System. After that, a number of government training schools were also set up in the first half of the nineteenth era. Hence, Woods despatch also started teacher training institutions and stipend for the teacher trainee for the first time. Stanley's despatch (1859), Educational Policy (1904), Calcutta University Commission, Hartog Committee (1929), Sargent Report (1944), etc. also mentioned about teacher training and its improvement (Saxena et.al., 2015).

### **1.1.5 Teacher Education Institutions in Assam**

SCERT offers a variety of programs to support the overall professional development of teachers. SCERT was set up in 1985 in Assam. Promoting and coordinating research in the fields of teacher education and education in schools, imparting preservice and in service training for the teachers, developing innovative educational techniques and practice is SCERT's primary goal. After establishment of SCERT the administration of primary teacher training institutions such as DIETs, BTCs and Normal Schools and secondary teacher training institutions such as B.Ed. and Hindi Teacher Training Colleges also came under the control of SCERT in the year 1991-92. SCERT, Assam covers District Institutes of Education and Training (DIETs), College of Teacher Education (CTEs), Institute of Advanced Studies in Education (IASEs), Basic Training Centers (BTCs), Normal Schools (NSs), Hindi Training Centre (HTC) etc. These Teacher Education Institutions offer pre-service and in-service training to the primary and secondary teachers of the state.

## Teacher Education Institutions under SCERT, Assam

There are 62 Teacher Education Institutions under SCERT, Assam at present.

These are-

Sl. No	Name of TEI	No of TEI
1	District Institute of Education and Training (DIET)	23
2	College of Teacher Education (CTE)	8
3	Institute of Advanced Studies in Education (IASE)	2
4	Basic Training Center (BTC)	19
5	Normal School (NS)	7
6	Hindi Teachers Training Centre (HTTC)	1
7	Pre-Primary Teachers Training Centre (PPTTC)	1
8	Hindi Training Centre (HTC)	1
	Total	62

(Source: Annual Report 2019-20 SCERT, Assam)

- **District Institute of Education and Training (DIET):** All the 23 DIETs offices 2-year diploma in Elementary Education Course to generate elementary teachers as per NCTE norms and standards. DIETs are district level academic institutions for enlightening eminence school education.
- **Colleges of Teacher Education (CTE):** CTEs are offering two-year Bachelor of Education (B.Ed.) programs to prepare future secondary educators. Furthermore, they are providing secondary teachers with in-service training to make clear them with current educational trends and boost classroom management for high-quality teaching.
- **Basic Training Centres (BTC):** Basic Training Centre were established in Assam in the year 1948 by the Government of Assam (Bonina & Singh, 2022). At

present there are 19 BTCs in Assam. To build future elementary school teachers, BTCs are offering a two-year Diploma in Elementary Education (D.El.Ed.) course. Moreover, they are offering a two-year D.El.Ed. course through Open and Distance Learning mode under SCERT.

- **Normal Schools:** Normal Schools provides teacher training programme for elementary school teachers. At present there are 7 NSs in Assam.
- **Pre and Primary Teacher Training Course (PPTTC):** The PPTTC of Assam is in Dibrugarh. They have applied to ERC, NCTE, Bhubaneswar for recognition of 2 years D.El. Ed. course.
- **Hindi Teacher Training College (HTTC):** Hindi Teacher Training College is in North Guwahati, Assam. HTTC is directing Hindi Sikshan Parangat (equal to B.Ed.) for the secondary Hindi teachers under Central Institute of Hindi, Agra.

#### **1.1.6 Challenges for Teacher Education Institutions in Assam**

There are several concerns in Teacher Education Institutions of Assam like a lack of suitable infrastructure and regular maintenance, adequate laboratory equipment, available competent staff, hostel facilities, and proper toilets with running water, among others, lack an I.C.T. laboratory, low academic backgrounds of student teachers and insufficient financial grants etc. (Bonia & Singh, 2022). Dwivedi (2012) also mentioned in his study that there are some of the problems concerning teacher education in India such as defects of small time provided for teacher's training, problems of practice teaching, problem of supervision of teaching, lack of proper facilities, poor academic background of student-teachers etc. There is lack of coordination between theory and practical courses in the curriculum of secondary level teacher education, insufficient financial grants, no systematic procedure for selection of the candidates, high fee structure taken by the private institutions etc. (Swain & Borah, 2016). There are various challenges that affect effectiveness and quality in Teacher Education Institutions (TEIs) in Assam. Here are some key issues:

- **Inadequate Infrastructure:** There are various TEIs that faces lack suitable infrastructure, proper maintenance and essential facilities such as laboratory equipment, hostel facilities, and adequate toilets with running water including ICT

laboratory or sufficient computers with internet access.

- **Policy Implementation Issues:** Even if policies are made for the accurate and smooth functioning of TEIs, their execution often fails. Its trouble in converting national education policies into real local practices.
- **Insufficient Financial Grants:** Financial constraints are a foremost concern, with many institutions lacking sufficient funding to uphold their programs and facilities.
- **Student Diversity and Inclusivity:** Challenges in encouraging inclusivity and helping the needs of students with disabilities.
- **Collaboration and Partnerships:** There are lack of partnerships with educational organizations and industries and insufficient partnership with schools, colleges, and universities for practical training and research opportunities.
- **Faculty Enhancement:** There is scarcity of qualified and experienced faculty members.it might be due to low incentive and job satisfaction among faculty, inadequate working conditions and remuneration.
- **Field Experience and Practical Training:** There are limited collaboration with schools for internships and practice teaching, influencing the hands-on training component.

### **1.1.7 Concept of Internship and School Internship Programme**

The internship program is offered to beginners in many other fields like social work, business, medicine, psychology (Jackel, 2011), nursing and teaching in countries like India, Pakistan, USA, UK, and Australia. Internship means formally doing practice in school as a teacher for some time without payment. It is for beginners who want to enter the teaching field.

The internship is when a student or new graduate receives practical experience in a job. It is work experience (Oxford Advanced Learner's Dictionary, 2010). An internship is a form of experiential learning (Rogers, 2017; Jogan 2019; Silva, 2013). Jackel, (2011) highlighted that an internship plan is an example of experiential education.



Internship synonyms exist, such as practice teaching (Barui, 2012). The internship integrates theory and practice, planning and delivering the lessons in teaching. The internship program provides a scope for the student-teacher to understand the various aspects of school and helps to improve teaching skills in real situations (Parveen, 2012; Jogan 2019). There are different types of internship programs: cooperative internships, paid and unpaid internships, independent and college-sponsored internships etc. (Bukaliya, 2012).

Internship in teaching-learning practice is a cooperative task of teacher training college, internship schools, student-teachers, supervisors and mentors related to the whole internship program (Kumar, 2016).

According to NCTE framework and guidelines (2016), a School internship is a combined task of schools and teacher education institutions in the two years B. Ed course, internship in schools is for 20 weeks, divided into two sections. The program includes four weeks for the first year's student-teachers and 16 weeks for the final year's student-teachers.

### **1.1.8 Importance of School Internship Programme**

School Internship is a preparation stage for gaining personal experiences in the school environment. In many countries, an internship is a part of teacher training programs like Israel, Rwanda. After participating in an internship program, the interns can develop various skills like communication, management, Critical judgment, original ideas, good manners, flexibility, etc. Through internships, interns will learn how to deal with real difficulties in the teaching profession (Mohanty, 2016).

According to NCTE Regulations (2014), the Bachelor of Education is a professional course. It prepares the teachers for VI-VIII classes, i.e., upper primary or middle stage; classes IX-X, i.e., secondary stages; and XI-XII classes' i.e., senior secondary level.

B.Ed. curriculum integrates a diversity of subject matter and blended theory and practical activities such as inclusive education, Information Communication Technology or ICT, yoga education, gender, practicum, practice teaching, community engagement, research, etc. Mainly, the curriculum highlights three components: theory, practicum and internship. This program shall help to build up

reflective thinking, understanding of the subject matter, communication skills, and instructive knowledge among the trainees. According to this regulation, the duration of the B.Ed. program is two academic years, which must be completed within three years from the date of admission. Furthermore, it highlights the school internship as part of the field engagement area, which will help the teachers expand their professional competency, proficiency and awareness.

Practicum highlighted the theory–the practice gap in teacher education (Allen & Wright 2014). Nisha, (2009) defines the alternative names of practice teaching such as internship, school teaching, in-school experience, teaching rounds etc. Besides "Internship in teaching as visualized in the Plan and Programme (NCERT 1963) for which an alternative terminology "School Experience Programme" (SEP) has also been used by Secondary Teacher Education Curriculum (NCERT, 1991) is to be designed to provide opportunities to develop a high level of competence in all aspects of the teacher's work" by Srivastava (2004).

"Preparation of quality teachers has been in great demand over the years. Teacher training programs must be properly designed to prepare a quality teacher. Practice teaching is one of pre-service teacher education's most important practical activities" (Srinivas, 2015). Practice teaching helps the student-teachers to transfer their theoretical knowledge into practical experience. Teachers should be professionally trained to solve classroom communication- related problems (Azeem, 2011).

Srivastava (2004) has depicted in the preface of his book about internship and its development. Teacher preparation is the main ground of teacher education. The concept of 'internship' in the Brown University Programme started in 1909. The development of the internship program in the 1930s depicted the importance of internships during the 1950s and 1960s. The word internship is a plan for future teachers to gain direct experience and knowledge. (Ku, 2017) did a study on the attitude of pupil teachers towards internship using a self-prepared attitude scale from 80 student-teachers. He found no significant difference between the attitudes of males and females. Sushma (2018) conducted a study on a school exposure program to find the difficulties and impart teaching skills during the program.

Internship in school is essential for beginner teachers because it builds their confidence to deal with any situation while practicing teaching. It assists the interns in keeping informed with the latest methodology and content (Kumar, 2016).

Internship is one of the important components of various courses like B.Ed., M.Ed of TEIs. School internship or practice teaching assists student-teachers to build up understanding, responsiveness, and information about home, school and community (Mishra, 2015).

### **1.1.9 Components of School Internship Programme**

According to NCTE framework and guidelines (2016), the student-teachers must go through different activities related to classroom teaching, classroom management, and organization of school-based and community-based activities during the internship period. They must complete some of the activities in the first year and some during the course's internship period. There are some tasks or components according to the NCTE guideline, such as understanding the internship school and the community around, observing the classroom teaching of regular teachers and peer student-teachers, analysis of school syllabus and textbooks, preparation of lesson plans and unit plans, preparation of a question papers and other assessment tools, teaching as a substitute teacher undertake case study of a child, community work, community survey, maintenance of a reflective diary or journal to record day to day happenings and reflections thereon etc. Apart from the mentioned activities prescribed by the NCTE guideline, the TEIs can modify or add some new tasks or components according to the local needs of the students.

### **1.1.10 NCTE Norms and Standards for School Internship**

According to NCTE School Internship Guidelines (2016), field engagement is a part of the teacher education curriculum, which attempts to engage learners and teachers in school. Such attachment over some time in school is called a school internship. Whatever theoretical and pedagogical knowledge interns have gained throughout the training period; they can apply during the internship. Internship helps to make the interns proficient, skillful, experienced, thoughtful and responsible teacher. To make a self-determining and responsible teacher, this NCTE school internship: framework and guidelines has given 25% demand on school internships. According to these guidelines, a school internship includes some rules:

- Training of teachers will be the combined act of NCTE, the State Education Department, schools and affiliating bodies.
- Internship schools will be treated as 'lab or host or internship.'
- Experience in school will be on different grounds, with 80% for government schools and the rest of the 20% in non-government schools.
- A subject expert can guide 3/4 interns as mentor-teacher during the internship period.
- Student-teachers should be treated as permanent teachers in lab schools. The principal and mentor teacher will direct them to act smoothly in all activities inside and outside the classroom.
- The faculty of teacher education colleges, principals and mentor-teachers will evaluate the whole training of student-teachers during the internship.

In India, internship offers first-hand experiences to the interns. They are allocated to take classes starting from the primary to the higher level during the internship period. Besides taking classes, interns must keep themselves engaged in various school works or activities such as helping the regular teachers control students, attending academic committees, seminars, and workshops, evaluating student's attainment etc. (Sharma, 2009).

Teaching internships can develop a positive identity for teachers. During this internship, the pre-service teacher trainee can improve the initial teaching experience, pedagogical practices, awareness and reality towards the teaching profession (Nghia and Tai 2017).

According to terms of NCTE Regulations (2014), the duration of the school internship of the B.Ed. course is summarized below-

**Table No 1.1: Duration of B.Ed. Course Prescribed by NCTE**

	1st Year	2 <sup>nd</sup> year	Total
Internship Duration	Two weeks (2 <sup>nd</sup> Sem)	18 weeks (3rd Sem)	20 weeks
Total Programme Credit	40	40	80
Internship Credits	4	16 (14+2)	20
Total Marks assigned	1000	1000	2000
Marks assigned for Internship	100	400	500
Weightage in terms of credits	10%	40%	25%
Weightage of Internship in terms of marks	10%	40%	25%

The above table shows that approximately 25% of weightage has only been allotted to this component. It is anticipated that the student-teachers will be able to take on the responsibilities of a teacher after completing the internship program.

#### **1.1.11 Features of the School Internship under GU and DU**

The features of the Internship Programme of Two-Year B.Ed. curriculum under Gauhati University and Dibrugarh University affiliated colleges concerning the NCTE two-year B.Ed. curriculum:

It is observed that the features of internship of two-year B.Ed. curriculum under Gauhati University and Dibrugarh University followed by the NCTE guideline and framework for a two-year B.Ed. program. It shows that both universities have various activities, tasks or school experiences for student-teachers under the features of the internship program. Internship program of the two-year B.Ed. program of TEIs under Gauhati University, organized in the second year. However, the internship program of the two-year B.Ed. program of TEIs under Dibrugarh University was

organized in the fourth semester. In TEIs under Gauhati University, student-teachers must go for practice teaching during the first year. It carries 50 marks as practical marks. Student-teachers must go to school to practice for at least one week in the first year only for classroom teaching. In the second year, student-teachers must complete four four-month internship programs in selected schools by the TEIs. It carries 250 marks. The following table shows the internship activities and marking patterns followed by the student-teachers of TEIs under GU.

**Table No 1.2: The Internship Activities and Marking Patterns Followed by the Student-Teachers of TEIs under GU**

Sl. No.	Activities	Marks
01	Internship (submitting monthly reports on activities performed by student teachers with proper certification). Student teachers should remain present in their respective schools during school time and maintain a school diary.	25x4=100
02	Preparation of scholastic achievement test cum record (two)	25x2=50
03	Presentation of Internship experiences and viva Voce	1 0 0

Paper- 15, Total Marks-250, Internship (4 months)

(Source- Draft Regulation & Syllabus approval of the Academic Council, G.U)

### **1.1.12 Scheme Evaluation**

Internal Assessment: 150 Marks (External & Internal Examiner will finalize the marks) and External (viva voce): 100 Marks. Pass Marks are 40% of the total.

- In TEIs under Dibrugarh University, in the 4<sup>th</sup> semester, student-teachers must complete all the internship activities such as organization of community camps like socio-economic surveys, based programs like awareness on health and hygiene/adult literacy/disaster management, organizing and participating in literacy /games and sports/music, Sram Dan etc. Apart from these they must complete the

task like preparation of timetable, writing notice, preparation of teaching-learning materials (prepare at least 10 TLMs, five each for teaching two subjects for pedagogy content knowledge), holding examination and evaluation of answer scripts, teaching practice and final teaching practice etc.

## **1.2 Rationale of the Study**

Teacher education has great implications nationwide. Professionally trained, emotionally and academically sound teacher-educators can lead and improve the quality of teacher education in India. The government of India has also been formulating guidelines, plans, and schemes for the quality improvement of teacher education at both state and national levels. Teaching is not only having content knowledge, but it also requires a package of various skills like skills of communication, management, and teaching skills, which include questioning, illustrating, demonstrating, explaining, solving and dealing with a variety of problems outside and inside the classroom etc. (Annual Report of SCERT, Assam, 2015-16). Therefore, before entering any occupation or job, pre-training is necessary to build confidence, skills and knowledge (Veer, 2004).

B.Ed. is a preparation or pre-training course for teaching which will help to acquire knowledge, understanding, skills and attitude toward different aspects of teaching and helps to be a proficient teacher after completing the course (Sharma, 2009).

School internship is one of the major components of the B.Ed. curriculum. Internship is a criterion for many universities and colleges. However, how they implement, supervise and assess their internship experiences is a matter of concern (Ann, 2018).

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. It helps them be familiar with the differences between theory and practice (Chakrabarty, 2016). Practice teaching covers various activities, dealing with human and material resources, theoretical understanding, practicum, field-based activities etc. It is a path where student-teachers are trained under expert teachers. Through practice, the student-teacher gets first-hand experience in teaching while dealing with varied levels of students in the classroom (Mohan, 2016).

The internship experience allows the student-teachers to communicate with supervisors, mentors, and other stakeholders. Internship helps the trainees deal with the students in real

teaching settings. Internship is essential for student-teachers to build their self-confidence, professional values, ethics, and competency toward teaching. Before joining the teaching job, trainees must have a positive attitude and practical teaching experience during the internship.

According to NCTE regulation (2009), the B.Ed. program was one academic year, and student-teachers had to develop skills or practice teaching or fieldwork in nearby secondary schools for at least forty days. The NCTE regulation (2014) prescribed these activities into a broad component by the term Engagement with Field. This 'Field Engagement' is for 20 weeks, and these 20 weeks are also divided into two parts. Four weeks in the first year and 16 weeks in the program's second year. The duration of 16 weeks is further divided into 14 weeks for school internship and two weeks for community engagement.

NCTE has given 25% weightage towards school internship in the B.Ed. course. It is mandatory for all the student-teachers. It emphasized 80% attendance for all course work and practicum and 90% attendance of student-teachers on school internship during B.Ed. course. Based on that guideline, the universities of Assam have contextualized it. According to NCTE School Internship Framework and Guidelines (2016), teacher trainees can develop their professional understandings, competencies, skills and positive attitude toward the teaching profession in a school internship.

Draft National Education Policy (2019) has highlighted that by 2030, all B.Ed. programs must incorporate strong practical training for student-teachers in local schools, irrespective of their period. Every B.Ed. program has to connect with 10-15 local schools. So that student-teachers can continue their internship.

According to Justice J.S Verma Commission (2012), many stand-alone Teacher Education Institutions (TEIs) are offering B.Ed. programs all over the country, mainly for commercial purposes, which may affect the quality of education. Moreover studies have been done on reflection of trainee teachers on school exposure programme (Jogan, 2018), reflection of instructional technology interns on the school-university internship experience (Tocci, 2016), problems during teaching



practice (Azeem, 2011), identity development during the teaching internship (Nghia and Tai, 2017), integration of theory and practice during practicum (Allen and Wright, 2014), effectiveness of a school internship (Jogan, 2019), relationship between internship programs and employment marketability (Prajapati, 2012), status of implementation of project work (Kumari, 2012), technology integration during practice teaching (Shih-Hsiung Liu, 2012), study on practice teaching program (Srinivas,

2015), comparative study on curriculum (Barui, 2012), influence of teaching experience (Vidhyanathan, 2015), problems faced by the natural science student teachers during practice teaching (Aniruddhan, 2005), student perception towards internship program (Otara, 2014) and others.

After a review of different studies, many questions come to mind, like how does B.Ed. college organize internship in Assam? Are the institutions following the guidelines given by the university on internship? What are the various components of a school internship in a B.Ed. program? What are the challenges mainly faced by the student-teachers? (Otara, 2014). The researcher did not find any study on the implementation procedure of school internship and its various components, issues and challenges (Otara, 2014) that emerged during the implementation of school internship in the B.Ed. program in Assam.

This is important to find out students' views towards the mandatory internship program, its experiences and the questions like what inconveniences are influenced by the internship program. The internship has various benefits that help the interns develop professional skills such as interpersonal communication, problem-solving, professional interviewing, verbal presentation etc. (James, 2018). Therefore, the researcher wants to study the most important part of the pre-service training course, i.e., the school internship of the B.Ed. program.

Thus, the researcher raises issues such as the implementation procedure of school internship and studies its various components, issues and challenges that emerged during the implementation of school internship in the B.Ed. program in Assam.

### **1.3 Research Questions**

Following are the research questions for this study

1. What is the implementation procedure of the school internship programme in Teacher Education Institutions in Assam?
2. What are the components of school internship programme in Teacher Education Institutions in Assam?
3. What are the issues and challenges faced by the student-teachers, teacher-educators, principals of B.Ed. colleges and headmasters of internship school during the school internship programme?
4. What would be the suggestive way to improve the school internship programme in Teacher Education Institutions in Assam?

### **1.4 Objectives of the Study**

1. To study the implementation procedure of the School Internship Programme as per NCTE norms and standards of 2014 regulation.
2. To find out the various components of the School Internship Programme in Teacher Education Institutions.
3. To study the issues and challenges Teacher Education Institutions and Internship Schools faced during the School Internship Programme.
4. To seek suggestions from the respondents for the smooth functioning of the School Internship Programme.

### **1.5 Statement of the Problem**

Teaching practice is an essential and fundamental part of teacher education programs, as it offers aspiring teachers the opportunity to develop their different skills and professional competence in real life (Aglazor, 2017). Iran's teacher education policymakers review the new internship program, pay special devotion to the role of teachers, familiarize more flexibility in internship programs, upsurge the share of dissertations and seminars, and support supervision of internship programs. (Hajazi & Bakhtiari 2021). It is important to have positive effects of internship programs in teacher education, particularly in the two-year B.Ed. course. This is the way to develop teaching skills and incorporate theory and practice for student-

teachers (Ray 2018).

The school internship programme is all for the student-teachers who have enrolled in the two-year teacher training course which is affiliated under the universities in Assam. Considering the importance of school internship programme and noticing the absence of any research undertaken on this topic in Assam the present study has been designed to study the implementation of the program; the components of the program; challenges faced during the program and collect suggestions to smooth transition the school internship programme in Assam.

Hence, the present research problem is titled as “**Evaluation of School Internship Programme of Teacher Education Institutions in Assam**”.

### **1.6 Operational Definition of the Term Used School Internship**

In this study, school internship means classroom teaching as well as all the school-based activities that have to be performed by the student-teachers as a teacher during the internship period.

#### **Teacher Education Institutions or TEIs**

In this present study, TEIs mean offering two two-year B.Ed. or Bachelor of Education programs affiliated with state universities, that is, Gauhati University and Dibrugarh University of Assam.

#### **Components**

Component means that student-teachers must undertake various activities related to orientation, practice teaching, action research, organization of school-based activities, community-based activities etc., during the internship.

#### **Student-Teachers**

In this study, student-teachers mean students studying in different B.Ed. colleges are affiliated with the state universities of Assam. The Academic Year includes 2020-22.

#### **Teacher-Educators**

In this study, teacher-educators mean teachers offering their service in different B.Ed. colleges are affiliated with the state universities of Assam.

## **Internship Schools**

Internship schools refer to those schools where student-teachers goes for their internshipprogram in Assam

### **1.7 Delimitation of the Study**

1. The study is confined only to a two-year B.Ed. Programme run by Gauhati University and Dibrugarh University of Assam.
2. The study is delimited on 7 Teacher Training Institutions of Assam.
3. The study covered only a sample under two state universities, Gauhati University andDibrugarh University of Assam.
4. Evaluation of school Internship is studied in terms of its implementation procedure,components and challenges during the internship.

### **1.8 Organization of the Thesis**

The thesis is organized into the following five chapters.

**Chapter I** includes the theoretical background of the study. It draws the meaning of teacher education, the importance of TEIs, the meaning and importance of school internship programs, Norms and standards of school internship under NCTE 2014. The thesis also covers the study's rationale, research questions and objectives, statement of the problem, operational definition of the key terms used and delimitations of the study.

**Chapter II** highlights the reviews of related studies and the need for the review of related literature. The thesis has been written into four main heads and classified such as international studies and national studies conducted in India as well in Assam.

**Chapter III** discusses in the thesis the methodology, research design, population and sample of the study, tools used construction and validity of the tools, procedure of data collectionand statistical technique used in the study.

**Chapter IV** includes the results and discussion of the study.

**Chapter V** includes the summary, major findings of the study, educational implications, suggestions for further studies and conclusion.

